DUKE KUNSHAN UNIVERSITY: CURRICULUM PROSPECTUS

An Overview

LIBERAL ARTS IN CHINA COMMITTEE

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*Chair
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I. Charge, Process and Overview

In collaboration with Wuhan University, the city of Kunshan and the Province of Jiangsu, Duke University launched Duke Kunshan University (DKU) as a Joint Venture in August 2014 with several master’s programs and semester-long programs for undergraduate students enrolled at Duke and other universities. It is now exploring the launch of an undergraduate degree for students from China, the U.S., and across the globe. This program could begin as early as 2018 with 250 students. After a steady ramp-up over seven years, the projected undergraduate population is 2,000 and a faculty of approximately 200.

The Provost, the Dean of Arts & Sciences, the Executive Committee of the Arts & Sciences Council, and the Chancellors of DKU and Wuhan University have asked Duke’s Liberal Arts in China Committee (LACC) to develop a 4-year undergraduate curriculum at DKU. The LACC has met regularly since the fall of 2014 and reviewed curricular experiments in the United States, Asia and Europe.\(^1\) A subset of the committee visited colleagues and examined different curricular models at seven universities in Hong Kong and China.\(^2\) The LACC has also consulted with international students at Duke, with Chinese, Indian and American students attending DKU’s Global Learning Semester, with DKU’s academic and administrative leadership, and with DKU faculty. In March, 2016, LACC faculty and DKU academic leaders hosted a consultation at DKU with faculty from Wuhan University and seven other Chinese universities.\(^3\)

The committee has also held discussions – often over the courses of several meetings – with a wide variety of Duke committees including:

- China Faculty Council  
  Fall, 2014
- Executive Committee of Arts & Science Council  
  Fall, 2014
- Academic Programs Committee  
  Spring, 2015; Spring, 2016 (2)
- Arts & Sciences Council  
  Spring, 2015
- Available Arts & Sciences Deans and Chairs  
  Spring, 2015
- Arts & Sciences Curriculum Committee  
  Spring, 2015
- Academic Affairs Committee, Board of Trustees  
  Spring, 2015
- Ad Hoc Committee on DKU  
  Fall, 2016
- Global Priorities Committee  
  Spring, 2015; Spring, 2016 (2)

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\(^1\) See LACC, “Comparison of New Universities in Asia and Europe”.

\(^2\) Lingnan University, Hong Kong University, Tsinghua University, Peking University, Wuhan University, Fudan University and NYU-Shanghai. See “Liberal Arts in China Committee Trip Notes,” January 3, 2016.

\(^3\) Shandong University, Beijing Normal University, Southeastern University, Tsinghua University, Sichuan University, Tongji University and Remnin University.
Additional consultations in Fall 2016 include: Executive Committee of Academic Council, Academic Council, and the Academic Affairs Committee of the Board of Trustees. In all of the consultations, the various committees have been asked for their input on the overall design of the curriculum. A formal endorsement of the curriculum was requested and received from both the Chinese Higher Education Faculty Advisory Group and the Duke Ad Hoc Curriculum Review Committee. In the United States, the degree resulting from the curriculum will be subject to the same accreditation standards as other degrees offered by Duke, overseen by the Southern Association of Colleges and Universities. In China, the Ministry of Education will review the curriculum for approval. The curriculum will then guide the hiring of faculty at DKU, who will have primary responsibility for developing specific programs and course sequences.

The draft curriculum has also been informed by market research conducted in China, Thailand, South Korea and Singapore. This analysis revealed: high interest in a liberal arts program that fosters the freedom to explore academic interests, develops a breadth of knowledge and key skills (creativity, independent thinking, teamwork, written and oral communication in English, and evidence-based reasoning), combines theoretical and practical knowledge, is delivered in small classes taught in an open, participatory style, offers significant co-curricular and applied learning including civic engagement and leadership opportunities, a unique focus on producing a significant “signature product” and an emphasis on character development and “rooted globalism”.

The LACC envisions an interdisciplinary curriculum that offers an undergraduate experience of equal quality to that offered on Duke’s home campus, but different in form and scope. DKU will be a liberal arts college. The small-scale residential setting will offer significant opportunities for innovative and integrated forms of learning, an especially close connection between faculty and students, and the intermixing of students with different interests that will distinguish DKU from Chinese undergraduate institutions. In addition, DKU will offer creative alignments between its undergraduate curriculum and selected

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4 Signature Product, defined as a substantial scholarly or creative product that incorporates a) some form of mentored scholarly research, and b) one or more related co-curricular experiential learning components (e.g. internships, practicums, community-based fieldwork or other civic projects). The experiential learning component must comprise no fewer than 150 hours of work, and will be reflected on the transcript as non-credit, Practice-Oriented Education (POE). The Signature Products will vary across fields and disciplines, but will always include substantial writing, reflection on learning, and publicly visible results. Students will use their e-portfolios to present and explain their projects and related learning outcomes.

5 China Market Research Group, Market Analysis for Four-Year Undergraduate Program at Duke Kunshan University, August 15, 2015.
areas of research strength. A significant virtue of liberal arts colleges is that they provide more direct access to research opportunities than universities – they leverage their small size, commitment to teaching, and absence of graduate students to provide opportunities for one-on-one and small team-based scholarly mentoring. (Indeed, liberal arts colleges in the United States disproportionately produce students who go on to earn PhD’s in science and engineering.)\(^6\) DKU will offer the same kinds of focus on discovery and the co-creation of knowledge as at liberal arts colleges with the added dimension of research centers on site and a connection to a major research university in the United States.

The DKU curriculum begins from liberal arts principles and is imbued with the hallmarks of a Duke education: interdisciplinary approaches, engagement with research questions, problem-based and team-based learning, and opportunities for students to craft individual pathways and deepen their intellectual engagement over time. It is a kind of education that builds critical and problem-solving skills, simultaneously conferring a broad base of knowledge and fostering the ability to interrogate that knowledge and apply it flexibly. Finally, it will be deeply cross-cultural in its orientation: since students from China will be studying side by side with peers and faculty from other countries in this living-learning environment, DKU will give all participants the continual experience of learning to see from multiple points of view and to work together across cultural boundaries—a crucial skill for the future. In this new academic landscape, DKU provides an opportunity to combine and concentrate best practice innovations found throughout the current Duke curriculum and bring them into coherent focus.

The real impact of a university lies in the contributions its research makes to the expansion of knowledge and the talent, energy and creativity its graduates bring to their world. Over time, we expect that DKU will produce graduates who have a sophisticated global worldview, who are well grounded in the great challenges of our time and adept at seeing an issue from many perspectives, and who have the potential to become a leadership cohort for China and the world. And DKU will continue to offer an extraordinary opportunity for Duke undergraduates who wish to spend a portion of their college experience in China.

\(^6\) http://www.nsf.gov/statistics/infbrief/nsf08311
Overview and Key Terms: The DKU curriculum emphasizes shared knowledge and experience, integrated learning and deep learning, and flexible pathways. The key components are straightforward:

Structures:

- **Divisional areas of knowledge** organize the faculty and the curriculum – Natural Sciences; Social Sciences; and Arts and Humanities – rather than traditional majors or departments.
- **Intensive 7-week terms** enable students to take two in-depth courses with the flexibility to take some courses in 14-week blocks.
- **Fridays and inter-session mini-terms** are designed for practica, field trips, internships, civic engagement and credit/no credit short courses.
- **Seminars of fewer than 20 students** are the primary mechanism for instruction and the means by which excellence in writing, speaking and listening are nurtured, supplemented by stand-alone and co-courses in English as a Foreign Language.

Core Components:

- **Common Core courses** required of all students focus on big questions and critical challenges and students take one per year for three years.
- **Language courses** required in English or Chinese.
- **Majors that have interdisciplinary and disciplinary components**, with the former serving as the entry point and primary definition of a students’ academic community and the latter providing specialized training, as well as **divisional foundation courses** that prepare students for advanced study and **signature work** that focuses on a question, problem or issue and includes independent research, a senior thesis or creative production.
- **Electives** that broaden students’ educational experience via simple distributional requirements and enable them either to develop greater specialized knowledge or to further increase the breadth of their study.
- **Experiential opportunities** that align the formal curriculum with practica, internships and other hands-on offerings are required and available as electives.

These components are reflected in specific requirements:

- **General Education:** 9 credits (3 common core, 4 language, and 2 electives as distributional requirements)
- **Major:** 16-18 courses (foundation, interdisciplinary, disciplinary, and signature work)
- **Electives:** 7-9 depending on division
- **Plus:** 2 non-credit mini-term courses and 1 practice oriented educational experience (internships, civic engagement, etc.)

See Table 1: Course Credits and Distribution and Figure 1: 4-Year Curriculum
Table 1: Course Credits and Distribution

<table>
<thead>
<tr>
<th>COURSE DISTRIBUTION</th>
<th>Common Core</th>
<th>Chinese Language or English for Academic Purposes</th>
<th>Major</th>
<th>Signature: Independent Research, Capstone Thesis, Creative Production</th>
<th>Electives* including additional Language, Interdisciplinary, Disciplinary or Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>SS</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5</td>
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<tr>
<td>AH</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5</td>
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*Distribution: two electives outside student’s area of interdisciplinary concentration and specialization

<table>
<thead>
<tr>
<th>% DISTRIBUTION</th>
<th>Natural Sciences</th>
<th>Social Sciences</th>
<th>Arts/Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core + Language</td>
<td>7 (21%)</td>
<td>7 (21%)</td>
<td>7 (21%)</td>
</tr>
<tr>
<td>Major: (foundation, interdisciplinary, disciplinary, signature)</td>
<td>18 (33%)</td>
<td>16 (47%)</td>
<td>16 (47%)</td>
</tr>
<tr>
<td>Electives (including additional language, interdisciplinary or disciplinary credits)</td>
<td>9 (26%)</td>
<td>11 (32%)</td>
<td>11 (32%)</td>
</tr>
</tbody>
</table>

Required Non-Credit Experiences

2 Credit/No Credit Mini-Terms
1 Signature Educational Experience: Internships, Community-Based Field Work, Civic Engagement

Figure 1: 4 Year Curriculum
The curricular components support the seven animating principles that are expressed throughout the curriculum, and constitute its overarching goals:

- **Rooted Globalism:** To cultivate informed and engaged citizens who are knowledgeable about each other’s histories, traditions of thought and affiliations; and skilled in navigating among local, national and global identities and commitments. This principle is reflected in the required levels of proficiency in English and Mandarin, the core courses and comparative study of cultural traditions throughout the curriculum, and in co-curricular programming that brings students together to learn from each other outside the classroom.

- **Collaborative Problem-Solving:** To instill the habits of collaboration and the ability to synthesize disparate insights in solving complex challenges. This principle is reflected in an interdisciplinary structure that emphasizes the integration of knowledge, in pedagogies that include team-based assignments, and in co-curricular programming that emphasize teamwork.

- **Research and Practice:** To enhance the ability to forge links between theory and practice in the many-sided and rapidly changing world of human need. This principle is reflected in the divisional foundations, which impart the basic skills necessary for critical inquiry across many fields and problems, and in advanced research in the disciplinary specializations, capstone and signature products. Experiential opportunities that align the formal curriculum with practica, internships and other hands-on offerings further link theory and practice.

- **Lucid Communication:** To develop the ability to communicate effectively, both orally and in writing, and to listen attentively to different viewpoints in coming to mature judgments. The common core, divisional foundation and capstone courses provide multiple opportunities for sustained, guided practice in writing, speaking and listening. These are supported by stand-alone and co-courses linked to the core, by required language proficiencies, by the focus on a summative project that melds research and practical experience and by the seminar-style size of most classes.

- **Independence and Creativity:** To nurture free inquiry, deep reflection and a drive to ask interesting questions and find compelling answers. These principles are embodied in the liberal arts design of the curriculum—placing a premium on exploring ideas and seeking new experiences; encountering different ways of thinking and living in history, text, image, culture and methodology, and in the variety of choices among paths of study and electives.

- **Wise Leadership:** To shape thinkers and doers who possess the moral compass to guide communities and institutions toward a common good and who have the wisdom and technical competence to deal effectively with complexity. This principle is present in core
courses that examine the relationship between individuals and different levels of community and to leading an examined life, in the many interdisciplinary communities that require knowledge of problems that span national boundaries and cultures, in the required practicum, and in the capstone seminars where students integrate specialized knowledge with broader knowledge and questions.

- **A Purposeful Life:** To form reflective scholars who test their core beliefs, connect their course of study to big questions of meaning, and who build the capacity for lifelong learning and exploration. This principle is reflected in the distinctive capacity of a liberal arts college to form intentional communities of meaning. It is brought to life in core courses, in self-designed capstone work and in an e-portfolio system that captures the larger inquiry informing a student’s pathway.

These principles are also expressed in the structural features of the curriculum:

**Block System:** The curriculum is organized in intensive 7-week blocks during which students typically take two in-depth courses. This provides deep immersion in a problem or area of study and close work with peers and teachers. Students can invest in a subject and a community of learners intensively rather than balance multiple subjects throughout an extended semester. Students who are captivated by a subject are liberated to lose themselves in it. And students who are less enthralled with a topic can move on more quickly than in a traditional semester model. This structure also enables greater research and teaching partnerships that involve Duke faculty. The total number of contacts hours and credits is the same as at Duke. Some courses are better delivered in a more extended 14-week block and that can be accommodated in this structure.7

<table>
<thead>
<tr>
<th>7 Standard 7 Week Format (4 credits/semester)</th>
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<tbody>
<tr>
<td>Q1</td>
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<tr>
<td>300 minutes 1 Credit</td>
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<td>300 minutes/1 credit</td>
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<tr>
<th>Optional 7 and 14 Week Format (4 credit/semester)</th>
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<td>Q1</td>
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<td>300 minutes/1 Credit</td>
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Course Week: Courses at DKU are taught Monday to Thursday. Fridays are designed to enable students and faculty to align field trips, practica, internships, and ongoing civic engagement with the formal curriculum.

Mini-Term (2 credit/no credit courses): Intensive, Credit/No Credit short courses that provide a focused exposure to a single topic while enabling students to move outside of their comfort zones. 1-2 week courses offered in-between the four 7-week terms that are taught by DKU faculty and visiting Duke (and other) scholars. Courses will be offered for the generalist with minimal or no pre-requisites and could be academically or experientially oriented.

Class Size: Course instruction will be delivered primarily in small classes taught in an open, participatory style. The vast majority of courses are expected to be seminar style with under 20 students. These seminars are the primary means by which excellence in writing, speaking and listening are nurtured, supplemented by stand-alone and co-courses of English as a Foreign Language. Some classes will have more than 20 students. Two of the core courses (China in the World, and Critical Global Challenges), for instance, will be taught in 125 and 60-student classes, appropriate to their function on developing a shared community of learning among students and teachers. Hybrid class designs utilizing flipped classrooms and team-based learning will provide opportunities for students to gain exposure to course content prior to class and provide in-class activities that focus on higher-level cognitive learning.

Divisions not Departments: The curriculum is organized into three broad divisional areas (rather than by traditional majors or departments): Natural Sciences; Social Sciences; and Arts and Humanities. Each division establishes its own required foundation courses and provides options for completing advanced work within and across the divisions.

In the natural sciences, students preparing for careers must develop a deep understanding of the basic concepts and techniques relevant to their subfield. At the same time, it is not clear that it is necessary or even possible to anticipate precisely which subfield the student will need to know or that the relevant knowledge will reside within the canon of a traditional discipline. The goal is for the student to develop a sense of what counts as an

<table>
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<tr>
<th>Overload Format (5 credit/semester)</th>
<th>Q1</th>
<th>Q2</th>
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<td>300 minutes/1 Credit</td>
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explanation of a natural phenomenon, along with a sense of the scope of phenomena that can be (or have been) explained. This goal will be better met by communities that span several traditional disciplines, rather than diving as deeply as possible into just one.

Similarly, interdisciplinary communities in social science reflect the ways in which research, teaching and external engagement are increasingly practiced in these areas. These communities aim to structure knowledge in a way that anticipates the intellectual trajectory of these fields, capturing the emerging convergence in the methodological toolkits, analytical frameworks and thematic questions. They organize a students’ education around the way scholars and practitioners actually work and think about their fields.

In the arts and humanities, rather than start with a traditional major like philosophy or religion, interdisciplinary communities allow students to investigate, say, ethics broadly—perhaps in terms of global health or Enlightenment ethics of rights and autonomy as it confronts ethics that emphasize tradition, religion and community. Many students might find their passion in such issues first and only afterwards think about what disciplinary approach is best suited for them as an approach to their passion.
II. Core Components

1. Common Core and Language:

A. Common Core (3 credits): A key component will be opportunities for students and faculty to develop a degree of common knowledge and shared experiences that ensure, as Andrew Delbanco has written, “that no student is a complete stranger to any other.” One dimension of this commonality is a set of core courses that focus on big questions, critical challenges and issues with which every student should be prepared to engage. Engagement will require drawing from and integrating humanistic and scientific knowledge that includes its historical context and cultural traditions of thought about value, the nature of reality, and what it is to be human. Such knowledge is both a means for addressing challenges and a pre-requisite for understanding what our challenges are and how we might meet them. Common Core courses also provide regular instruction and guided practice in writing and speaking for non-specialist audiences throughout the first three years. Students will take these courses one per year in sequence so that the common experience and development of communication skills extend across time. The LACC has developed initial course descriptions. Teams of DKU faculty members will further design the course parameters, ensuring breadth and continuity while preserving flexibility in delivery. The three courses are:

- **China in the World** focuses on the historical and contemporary commercial, intellectual, and scientific exchanges between China and multiple locations around the world. (Year 1, team-taught, 125-student classes with faculty and post-docs as section leaders. As one of the few large classes, this course places special emphasis on developing a shared community of learning among students and teachers.)

- **Global Challenges in Science, Technology, and Health** addresses key developments in fields such as biotechnology, nanotechnology and information technology and challenges such as energy, water and resource management and teaches strategies for critically evaluating scientific claims. (Year 2, 60-student classes, with faculty and post-docs as section leaders.)

- **Ethics, Citizenship and the Examined Life** examines traditional Asian and Western ideals and contemporary analyses of moral self-cultivation, democracy and meritocracy, and pluralism and uniformity. (Year 3, seminar-sized classes.)

B. Language (4 credits or proficiency): As an international university located in China, it is important that all students develop at least conversational fluency in Chinese. Because most courses will be taught in English, it is equally important that all students develop a level of proficiency in English that enables them to be successful in an academic setting. Students will, of course, enter with different levels of proficiency in each language, and be placed into the appropriate courses upon entrance. Courses in other languages will also be available at different levels for students who desire to learn or develop existing skills in languages other than English or Chinese.
Students should develop competence in English and Chinese by taking 3 credits in a second language (including summer school options) in their first year and an additional credit in their 2nd year or by demonstrating proficiency. (Students’ language proficiency in English and Chinese will be assessed upon entrance, and a sequence of required courses tailored to their particular needs will be established.) The rationale is that many Chinese students will not be fully functional in English-medium courses until they have further built some key English skills. For international students learning Chinese, there is much to be said for investing heavily in the first semester or two, so that they feel some momentum and early on get in the habit of using the language. Otherwise they develop the habit of getting by in English, which may persist. While we assume that the majority of students will require at least 3 courses in either language to attain proficiency, some may require more, and some fewer. (The specific sequences for English and Chinese language acquisition and their rationale are explained in an endnote).  

Courses for EFL students (Chinese/other students who need to further build their English skills): In Year 1, EFL students will take 3 credits of English courses, distributed as follows: Fall 1: A required 1 credit course called English for Academic Purposes that focuses on building the skills EFL students need most for coursework in English, including academic reading, writing, and discussion. This course would be built around an issue. Fall 2: In addition to their Common Core course, EFL students are required to take a half-credit co-course that gives them assistance with the specific English demands of that course. The co-course would meet once a week, and focus on course readings, presentations, and writing assignments. Spring 1: EFL students take an additional 1-credit English for Academic Purposes course. There might be several different options in this slot, for example, a debate course, a critical book review course, an advanced writing about issues course, etc. For Year 2, half-credit EAP co-courses would be made available for Common Core courses as an elective option for EFL students who have not achieved proficiency.

Courses for CFL students (i.e. international students who need to learn Chinese): In Year 1, CFL students will take 3 credits of Chinese courses, one credit/course for two quarters and two half-credit courses for two quarters. These would be distributed as follows: Fall 1: Chinese 1 full credit. (CFL students would only take one other course); Fall 2: Chinese 2 half-credit (CFL students would take two other courses); Spring 1: Chinese 3 full credit (CFL students would only take one other course); Spring 2: Chinese 4 half-credit (CFL students would take two other courses). In year 2, CFL students who have not achieved proficiency would have an option of taking two additional .5 credit courses. While Chinese 1-4 would be integrated skills courses, the most important goal of this course sequence would be to build students’ speaking and listening skills to the point where they are able to engage in social conversation in Chinese, and feel reasonably comfortable doing so. The goal is that CFL students who reach this breakthrough point within the first year are more likely to continue using and building their Chinese skills. In Years 2-4, a variety of elective Chinese courses would be provided for CFL students who wish to further build their skills. In other courses, we would also attempt, as much as possible, to incorporate opportunities for multilingual students to draw on and use skills in Chinese and other languages.

The rationale for this approach is two-fold: First, while it is desirable to make the programs for EFL and CFL students roughly similar, we recognize that their language skill needs are very different,
2. Majors:

A. Divisional Foundation Courses (2 to 6 credits depending on division): Divisional Foundation courses provide opportunities to develop knowledge and skills essential to advanced work in each division. Each set of Divisional Foundation courses also provide instruction and guided practice in specialized communication skills for that division. The following courses are required within the identified divisions:

**Humanities and Arts**

- **The Art of Interpretation 1: Written Texts**: Training in close reading and analysis of text remains a foundational skill in the humanities, whether the text is literary or documentary. This core course combines practical training in close reading of a variety of texts, with strategies of analysis that are theoretically informed without, however, offering a comprehensive treatment of theory per se. The course will focus both on reading and analysis of literary texts, and on the nuanced unpacking of documents (official, unofficial, personal) with a view to historical method.

- **The Art of Interpretation II: Images and Sound**: This class will train students to develop skill and sophistication in viewing and analysis of images, including art objects, film, and the new media; and in sound studies, including sonic culture, film music, and traditional musical arts. The goal is audiovisual literacy – the creation and interpretation of sound and image that has become central to the ways we experience and understand the world. This core course combines practical training (how to see, how to hear) with a variety of modes of analysis.

**Social Science**

- **Decision Making under Uncertainty**: All people, whether they are political leaders, corporate titans, bureaucrats, students, or shoppers in the super market, use models to arrive at critical decisions. This course is about the techniques available to improve decision-making and limit mistakes including game theory, social choice theory, statistics and econometrics; program evaluation, simulations and computational modeling and comparative case studies and other forms of qualitative research. The goal of the course is not to develop mastery, but to help students become better readers of work in the social science, while simultaneously providing them with a better sense of the options available as they pursue further course work and expertise.

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hence requiring somewhat different programs. Second, during Year 1 at times all students will have some quarters (half-semesters) during which they take more than 2 credits. In this way, neither EFL students nor CFL appear to be favored with an easier program. Advanced work in language will be offered in two ways: specializations in Literature and in Languages and strategies for integrating throughout the curriculum attention to issues of language and identity, power, and policy in colonial and postcolonial contexts.
• **Foundational Questions in Social Science:** introduces students to some of foundational questions about human interaction and the theories that drive this quest including: What are drivers of human prosperity?; What are the causes of war and the determinants of the peace?; Why do some in society have so much, while others have so little?; How do human govern themselves?; What role does religion play in people’s lives and decisions? How does family structure have an impact on people’s lives; What is the impact of human development on the environment? Students will read foundational texts as applied to contemporary research and current events to help them find both their intellectual communities and potential areas of focus for their own study plans.

**Natural and Applied Sciences**

• **Mathematical Foundations 1 & 2:** These two courses introduce fundamental concepts of calculus, probability and computational sciences applicable to inquiry across the natural sciences. MF1 is an introduction to differential and integral calculus while MF2 covers probability and statistics with an emphasis on concepts relevant for the analysis of complex data sets. Both courses include problem sets with applications to physics, chemistry and biology.

• **Integrated Science 1 & 2 – Energy and Emergent Phenomena in Physics, Chemistry, and Biology:** This two-course sequence covers physics, chemistry and biology in an integrated manner, introducing the relevant concepts needed for understanding a variety of interdisciplinary applications. The themes of energy and emergent phenomena are chosen to highlight the connections between the traditional sciences along with the differences in the types of phenomena they seek to describe. The laboratories included in these courses add an experiential learning component. IS1 places emphasis on energy and its central role across disciplines while IS2 introduces the scientific insights that allow us to understand energy systems. IS1 and IS2 are closely linked to MF1 and MF2, respectively.

• **Integrated Science 3 & 4 – Waves: Sound and Light; and the Biosphere:** These two courses focus on fundamental phenomena relevant for understanding the world of our immediate experience. IS3 emphasizes the physics and chemistry concepts of oscillating systems, waves, and fields. IS4 has more of a chemistry/biology emphasis, with physics brought to bear as needed. IS3 and IS4 emphasize the multiple connections between physics, biology and chemistry, thus providing an integrated scientific perspective that students can carry forward into their areas of specialization.

• **Scientific Writing and Presentations:** The Integrated Sciences 3 & 4 courses have linked half-credit Scientific Writing and Presentations courses (totaling one full credit course). These courses provide instruction and practice in scientific communications using the laboratory course content as the subjects of the writing and speaking tasks.
B. Interdisciplinary Communities (5 to 7 credits depending on division) are characterized by distinct curricular pathways that span several traditional disciplines. These are broad but defined areas of study that encourage integrative and multidisciplinary habits of inquiry and knowledge acquisition. They also offer greater flexibility in staffing and represent distinctive offerings in China. The interdisciplinary component of a major serves as a primary definition of the student's academic community. It requires 5 to 7 courses and might be problem-focused, comparative and cross-cultural, or innovative fusions within or across divisions. In the social sciences and the arts and humanities communities, students in their 3rd and/or 4th years will undertake advanced seminars that enable them to integrate their studies from more specialized areas. See Figure 2 below.

Figure 2: Sample Interdisciplinary Communities

Below are brief descriptions of sample interdisciplinary communities that frame the entry point of a major at DKU. The design of each community reflects the particular approaches shared by the faculty in those divisions. Overall, some communities feature required courses that are mostly stable from year to year with only minor changes; for others, there may be a much more diverse rotation of courses. The examples range from a set of required courses and advanced integrative seminars to a mix of required interdisciplinary courses.
and elective interdisciplinary courses. These represent a set of possible course ideas that will be variously deployed by the faculty who must implement them — in some cases, these may be the actual courses, and required at that; in other cases, these will serve as inspiration and will give the broad contours for what the actual faculty on the ground may develop. Faculty in the divisions and interdisciplinary communities will also determine how often required courses will be offered in a single year.

**Sample Natural and Applied Sciences Interdisciplinary Communities**

**Materials Science:** Many of tomorrow’s innovations in fields such fast computing, renewable energy generation, batteries, transportation and many more will rely on the unique and novel properties of materials, in particular at the micro and nanometer scale. The development of such materials requires integration of knowledge from physics, chemistry, and sometimes biology, with advanced mathematics and computation. This community was designed to prepare graduates for careers in broad fields of nanotechnology, electronics, biomedical sciences, automotive and aerospace industries as they relate to materials. The community encompasses the phases of matter, introducing students to atomic structure, macroscopic elastic and thermodynamic properties, electric and magnetic properties, fabrication methods and applications.

Sample Required Interdisciplinary Courses:
- Fundamentals of Material Science
- Mathematics Method for Material Sciences
- Materials Synthesis and Characterization (Lab)
- Electronic Optical and Magnetic Properties of Materials
- Mechanical Properties of Materials

**Sample Interdisciplinary Communities combining Natural Sciences with Social Sciences**

**Global Health:** This community combines elements of natural science and social science relevant to an understanding global health issues. From the natural sciences, studies will include the physical components of global health, such as what are the biological bases of disease and what are the underlying factors in the physical world that incubate and spread disease. Students will combine that with a curriculum in the social sciences that provides an understanding of the social, political, economic and cultural elements, such as the study of cultural practices about sickness and healing, and the political factors that may influence international response to epidemics. There will be four courses mandated for all students, plus three courses from which students would choose one.

Sample Required Interdisciplinary Courses:
- Introduction to Global Health
- Global Health Ethics
- Global Health Research Methods
- Social Determinants of Health

Sample Elective Interdisciplinary Courses: (Choose 1):
- Global Health Humanities: Medical Anthropology
- Global Health Systems and Policy
- Natural Science in Global Health: Human Health in Evolutionary Perspective

**Environmental Science:** This community combines elements of the natural and social sciences relevant to understanding the biosphere and its interaction with human society. In order to more deeply appreciate and explore how humans interact with – and have an impact on – their environment, students will take courses that lay the scientific foundations for the physical world. They will combine that education with coursework about the social, political, legal and economic factors that both encourage and hinder environmental cooperation and competition around the world. There will be four courses mandated for all students, plus two courses from which students would choose one.

Sample Required Interdisciplinary Courses:
- Introduction to Environmental Sciences
- Applied Environmental Science and Policy
- International Environmental Policy
- Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment

Sample Elective Interdisciplinary Courses: (Choose 1):
- Biodiversity and Conservation
- Environmental Economics

**Sample Social Science Interdisciplinary Communities**

**Political Economy:** This community examines the reciprocal relationships between politics, markets, and societies both within and among countries, using a variety of analytical tools. Political economy emphasizes rigorous methods, including formal modeling, econometrics, and comparative case studies. Substantively, political economy analyzes how international and domestic political factors interact with macro and micro economic factors to determine outcomes in a wide variety of areas including globalization, international trade and finance, regulation, development, taxes, institutional design, the environment and income distribution. The scope of inquiry ranges from developed countries to developing economies, as well as to nations making transitions to market oriented systems. This community will prepare students for engagement with global and regional questions and provides a useful background for a wide variety of entry positions in the public and private sector.

Sample Interdisciplinary Courses:
- Statistics and Econometrics
Institutions and Governance: This community allows students to study the formal and informal rules that societies use to govern themselves at the local, national, and global levels. By paying attention to institutions, students can better understand why some societies are wealthy and others poor; why some are innovative and others stagnant; or why some are politically stable and others in perpetual turmoil. Students will study political science, economic, sociological, historical and anthropological explorations of institutional designs in a variety of constructs, including governments, interest groups and social movements, media, and religion. By their senior year, students will be able to speak authoritatively on comparative theories of institutions, the history of institutional and policy development, the drivers of institutional change, and distributional effects of institutional choices. Particular attention will be paid to the challenges of governance, such as the processes and structures that societies adopt to manage their collective affairs, with an emphasis on the implementation and evaluation of government programs. This community will prepare students for a variety of jobs requiring expertise in public administration, international development, political risk analysis, multinational investment and work in the non-profit sector at both the domestic and international levels.

Sample Interdisciplinary Courses:
- Statistics and Econometrics
- Conceptions of Democracy and Meritocracy
- Political Economy of Institutions
- Policy Making Processes
- Global Governance
- Modern Chinese Politics
- Senior Seminar

Sample Interdisciplinary Communities combining Social Sciences with Humanities and Arts

Ethics and Leadership:
Leaders need not only expertise to guide their decisions, but also the ability to see, contemplate and speak about the ethical issues. They need to integrate expertise and ethical thinking. Citizens need thoughtful and informed conceptions of good leadership, so that they may choose wisely or lead themselves. This community draws from fields such as philosophy, political theory, history, literature, economics and the social and natural sciences. It focuses on pressing issues such as global health and the environment or broad
areas such as the regulation of corporations and markets. It encompasses different traditions of thought about how to make ethical decisions, about the virtues of leaders, the virtues of those they lead and the right relationship between the two. Students identify and form views about various cultural traditions of thought about ethics and leadership, as well as values that shape concepts of justice and the good life.

Sample Interdisciplinary Courses:
- Ethics and Leadership
- Conceptions of Democracy and Meritocracy
- Environmental Ethics
- Ethics, Markets, Politics
- Global Justice and Health Care
- Junior Seminar
- Senior Seminar

Global China Studies: This community prepares students to engage, work with, and understand China in the twenty-first century. It provides students with opportunities to gain deep historical knowledge of China in the pre-modern, modern, socialist and post-socialist periods, while attending to the place of China in today’s interconnected global economy. Students will be exposed to current debates about China’s philosophical traditions and their force in shaping China’s future trajectories; the political dynamics of development, decision-making, and grassroots protest; the importance of religion, entrepreneurialism, innovation, and social networks in China and beyond its borders; and the role of digital media, visual culture, and the Internet in everyday social, economic and political life. This community recognizes above all that China is now a global presence, affecting people, cultures, ecologies, and economies in nearly all parts of the world. Students will have opportunities to examine the complexities of China’s development strategies in Africa, Latin America, Central Asia, the Middle East, and throughout Southeast and South Asia, and the historic and contemporary interconnections between these regions, all of which are undergoing dramatic transformations. This community will query the contested meanings of “China,” the national, the regional, and the “global,” and provide students with a new set of analytical and critical thinking skills in order to purposefully navigate the changing landscape of academics, business, government, policy, and the arts.

Sample Interdisciplinary Courses:
- From Empire to Nation
- Getting Things Done in China
- China’s Transitioning Economy
- The Factory: From Socialist Industrialism to World Assembly
- Visuality in China
- Junior Seminar
- Senior Seminar
Sample Humanities and Arts Interdisciplinary Communities

**Media and Arts:** A broad and critically informed understanding of audiovisual culture and media technology is a crucial component of a liberal arts education. Like reading and writing, audiovisual and media studies define a distinct realm of human cognitive, perceptual and volitional experience. This community invites students to become active participants at the forefront of current technological trends. Combining history, theory, and practice in its curriculum, it provides students with the opportunities, tools, and resources to develop a career within audiovisual and media industries, pursue graduate work in moving image studies, or continue development to become an audiovisual artist and/or teacher. But more importantly, in the context of a liberal arts education, this community provides students with highly desirable skills and a sophisticated understanding of all aspects of audiovisual culture and media to enrich careers in business, law, policy, humanities, and the sciences.

Sample Interdisciplinary Courses:
- Introduction to Media Studies
- Media Practicum
- Culture and Industry
- Media, Art and Critical Theory
- New Media and Society
- Junior Seminar
- Senior Seminar

**Global Cultural Studies:** This community investigates the forms of life and culture produced in today’s interconnected world. Focusing on the practical and theoretical issues arising from cross-cultural encounters, it examines conventional cultural products (literature, film, visual art, music, social media, new technology, etc.), and also their broader political and social contexts (colonialism, modernity, capitalism, etc.). The language of culture is increasingly heard in debates about nationalism, political conflicts, human rights, immigration, trade, the environment, media, literacy, and education. Increasing students’ capacity to understand the global flows of people, culture, and capital is paramount. The community helps develop competency in critical thinking, cultural analysis, foreign languages and communication for careers in education, creative industry, NGOs and international business and law.

Sample Interdisciplinary Courses:
- Empires and Culture (Imperialism in Literary and Other Cultural Practices)
- Critical Comparative Studies (World Literature and its Receptions)
- Culture and Industry
- Gender and Globality (in Literature, History, and Society)
- Migration, Inequality and Culture (Literature, Film Studies, History, Anthropology)
- Junior Seminar
C. Disciplinary Specializations (4 to 5 credits depending on division): Students will also develop a disciplinary specialization which often will map to the tools and methods of a traditional discipline and further enable students to be competitive for graduate school or other advanced work. See Figure 3 below.

Figure 3: Sample Disciplinary Specializations

Below are brief descriptions of sample disciplinary specialization.

Sample Natural and Applied Sciences Disciplinary Specializations

Physics: Sample Courses
- Thermal and Statistical Physics
- Solid State and Soft Matter Physics
- Classical Mechanics
- Quantum Mechanics
Biology: Sample Courses
- Cell and Molecular Biology
- Microbiology
- Evolution of Infectious Diseases
- Ecology of Human Health
- Anatomy and Physiology

Sample Social Science Disciplinary Specializations

Political Science: Sample Courses
- Conceptions of Democracy and Meritocracy
- Policy Making Processes
- Program Evaluation
- Public Opinion
- Modern Chinese Politics

Cultural Anthropology: Sample Courses
- Introduction to Cultural Anthropology
- Field Methods
- Culture and Politics of Africa, Cuba, and Brazil
- Capitalism
- Visualizing China: Working with the Duke Digital Archive

Sample Humanities and Arts Disciplinary Specializations

Literature: Sample Courses
- Imperial Literature: Anglophone, Francophone, Sinophone and Japanophone
- Online Novels and the Chinese Public Sphere
- Literary Theory Writ Large
- Queer Theory in Literature
- Popular Culture from East Asia: From Cool Japan to the Korean Wave:

Philosophy: Sample Courses
- Chinese/Mediterranean Philosophy
- History of Modern Philosophy
- Theory of Knowledge
- Logic
- Philosophy of Mind

D. Sample Majors: Interdisciplinary Communities and Disciplinary Specializations: The proposed curriculum fosters learning communities of students and faculty whose intellectual interactions revolve around two groups: (1) The interdisciplinary community, which spans laterally a variety of disciplines. To the big questions at the core of each
interdisciplinary community will be deployed a variety of disciplines, voices, viewpoints and expertise, usually also from a variety of divisions. The deep expertise brought to bear on discussion will be provided by both faculty and advanced students. (2) The disciplinary specialization, which is akin to, or even entirely aligned to, a traditional vertical discipline. From this community comes the training in the methods, knowledge, and skills of a specific discipline. Individual courses that belong to an interdisciplinary community or disciplinary specialization may be taken at various stages of a students’ career. But the interdisciplinary community comes first in a students’ overall development – it provides a broad intellectual home and is followed by more specialized work.

The dual structure is also flexible, to accommodate a variety of student goals and outcomes. Some students might choose to pursue a less deep path in the disciplinary specialization while concentrating more on developing broad expertise in the questions underlying the interdisciplinary community— and in that case the outcome can be a powerful kind of integrative education for students whose goal is not graduate school or specialized study, which is where a great many careers and life paths lie. This approach allows for a highly integrative, team-based approach to problem solving and knowledge acquisition. For students oriented towards graduate study, the integrative and out-looking approach in the interdisciplinary community broadens and enriches their deeper specialist expertise, which we believe will be increasingly attractive to 21st century graduate admissions committees. Our strong expectation is that a student with deep expertise who also has interacted in a significant, deep way with an interdisciplinary group focused on big questions will be more, not less, appealing to graduate schools or other specialty pursuits. For certain disciplines, students oriented towards graduate school may also need to use some electives, guided independent studies, online courses and Study Abroad courses to deepen expertise beyond the seven courses required for the disciplinary specialization.

Students might thus major in:

- Materials Science with a specialization in Physics
- Environmental Science with a specialization in Biology
- Global Health with a specialization in Sociology
- Institutions and Governance with a specialization in Economics
- Global China Studies with a specialization in Language
- Ethics and Leadership with a specialization in Philosophy
- Global Cultural Studies with a specialization in Literature
- Performance Studies with a specialization in Theater

See Figure 4
E. **Signature Work and Experiential Education (2 credits and one not for credit experience)**: DKU graduates will have experience addressing complex problems outside the classroom as well as within, developing these skills through “Signature Work”. Signature Work encourages students to seek creative alignments between curricular pathways, centers of research excellence and engaged, experiential learning that lead to the creation of new knowledge and new products for scholarly, private sector and public audiences.

Signature Work calls for each student to identify one or more questions, problems, or issues that are of particular importance to him or herself and to society, and to investigate these through a combination of curricular and related co-curricular experiences. The American Association of Colleges and Universities explains Signature Work as follows:

> In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem she or he defines. In the project conducted throughout at least one semester, the student takes the lead and produces work that expresses insights and learning gained from the inquiry and demonstrates the skills and knowledge she or he has acquired. Faculty and mentors provide support and guidance.
Signature Work might be pursued in a capstone course or in research conducted across thematically linked courses, or in another field-based activity or internship. It might include practicums, community service, or other experiential learning. It always should include substantial writing, multiple kinds of reflection on learning, and visible results.6

This approach informs especially DKU’s central curricular pathway, the interdisciplinary community. Students develop guided pathways, identify questions, and undertake projects early in their academic career. These then help shape their curricular pathways and lead to final products. During the sophomore year students will work with their advisors and faculty mentors to begin identifying the major questions, problems, or issues on which they would like to work, and to develop a Signature Pathway that includes both coursework and one or more co-curricular experiences. This Signature Pathway will be developed by the end of the sophomore, or beginning of the junior year, at the latest. It will be articulated in writing in the e-portfolio, which will capture both the signature products they have produced and a narrative that explains the larger inquiry informing their pathway.

Signature Work will result in at least one required Signature Product, defined as a substantial scholarly or creative product that incorporates a) some form of mentored scholarly research, and b) one or more related co-curricular experiential learning components (e.g. internships, practica, community-based fieldwork or other civic projects). The experiential learning component must comprise no fewer than 150 hours of work, and will be reflected on the transcript as non-credit, Practice Oriented Education (POE). The Signature Products will vary across fields and disciplines, but will always include substantial writing, reflection on learning, and publicly visible results. Students will use their e-portfolios to present and explain their projects and related learning outcomes.

3. **Electives**

Electives (9 to 11 courses depending on division): There is considerable breadth in the Common Core courses. The curriculum is also designed to enable a wide range of flexibility for students. Some may elect to use their full range of electives to go wide and broad while others may elect to dive deep into their areas of disciplinary specialization. Students will be required to take one course in each of the two areas outside their broad divisional area. (A humanities student must take at least one natural science and one social science elective; a natural science student must take at least one social science and one humanities elective; and a social science student must take a humanities and a natural science elective.) For this approach to succeed DKU will need a robust system and culture of advising that is characteristic of the best liberal arts colleges. (See “Advising and Mentoring” below.)

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Further, DKU must adopt new technologies that enable students and their advisors to map and track the implications of their choices over time.\textsuperscript{10}

\textbf{4. The DKU Curriculum in the Chinese Context}

In the United States, a student majors in Physics or History without specifying a sub-discipline. By contrast, in China a student majors in Physics with a specific area of interest associated with the major, such as Nuclear Physics. In the Chinese context, a DKU major will be understood as combining an interdisciplinary area of interest with a specialization in a traditional area of disciplinary knowledge. For example, Materials Science is an interdisciplinary area of knowledge that bridges Physics and Chemistry. At DKU, a student can locate a disciplinary specialization in Physics or Chemistry within his or her interdisciplinary training in Materials Science. Similar combinations are possible across the curriculum, such as a disciplinary specialization in Public Policy or Economics and an interdisciplinary training in Global Health, Environmental Science, Global China Studies or U.S. Studies, to name a few. In the Humanities, a student might combine a disciplinary specialization in, for example, History, Literature or Language with interdisciplinary training in Global Cultural Studies, Media and Arts, or Ethics and Leadership. We expect to propose 6-9 initial majors that marry interdisciplinary areas of knowledge and disciplinary specializations to the Ministry of Education, starting with areas of knowledge already recognized by the Ministry and adding additional ones over several years.

\textsuperscript{10} Distributional requirements have become the bane of the current Duke undergraduate Trinity curriculum and one of the primary motivators of the current efforts to rework the curriculum here. Even apparently simple distribution requirements can be problematic (For example—which classes count as social science and which humanities? The Courses Committee spends countless hours every year dealing with such decisions.) These decisions have significant implications for staffing, whether or not classes are under enrolled, and the quality of the education. The current Trinity curriculum thus presents considerable challenges in how to code courses; furthermore, it tends to encourage a check-the-box mentality. The DKU curriculum seeks to avoid both these difficulties. The LACC design also embraces a certain modesty in how much it imposes requirements before the curriculum can be tested out on the ground and revised by those charged with its implementation. In other words, the simplicity of intellectual architecture with regard to electives is a hedge against the complexity and added requirements that are inevitably proposed. In addition, there is a strong presumption that elective requirements should be sensitive to the different specializations and the different levels of breadth and depth that will be expected.
III. ADDITIONAL FEATURES AND CONTEXT

Communication (Writing and Speaking): In the 21st century, success in both career and civic life requires the ability to communicate effectively. To ensure that DKU students develop these abilities, guided practice in writing and speaking are built into the fabric of the curriculum. All three Divisional Foundations sequences provide opportunities for students to practice the specialized discourse of their chosen field, while Common Core courses help students learn to communicate as scholars and professionals to broader audiences. Students pursuing a Natural Science interdisciplinary community take an additional writing course during which they are trained in scientific and technical communication. Toward the end of their undergraduate studies, all students take on more advanced writing and speaking challenges as part of their signature work and capstone projects.

Assessment: To meet DKU’s overarching pedagogical goals, the curriculum is designed to educate students to achieve specific learning objectives focused on knowledge of human cultures and the physical and natural world, competencies and dispositions. Specific objectives and criteria for assessment are being further developed with Duke’s partners.

Technology and Pedagogy: Technology has already transformed everyday life outside the university and prompted profound changes in fields other than education. Students, parents and junior faculty expect technology to be woven into both curricular and co-curricular activities at a modern university. Instead of using technology to supplement, replicate or compete with campus course formats, a 21st century university will use technology to create educational opportunities that cannot be accomplished in traditional classrooms and to ensure that face to face time is centered around highly engaging, student-centered activities instead of content delivery. Key themes include: connectedness, mobility, scale, curation of information, and data driven tools. These themes and examples of how they are woven into DKU’s specific curricular goals are discussed in a companion document, “Technology and Pedagogy at DKU”.

To briefly describe one example, technology can enable and enhance the principle of “rooted globalism” and the curricular focus on topics that span national boundaries and in a variety of ways: courses use online discussion and collaboration tools to bring diverse populations and perspectives into campus-based course activities; students work in cross-cultural teams and formulate research projects that use crowd-sourced data gathering across countries; faculty at Duke, at DKU and at other universities collaboratively develop and teach courses that are used across all the schools; faculty assign students to participate in global online activities developed by other universities or organizations and then use local discussions and activities to tie back to DKU course goals; technologies used in courses remain available after the courses end so students become be part of an ongoing networked community of people interested in a topic; faculty and students traveling and working in different countries or communities collect digital content examples that are re-used in future course
sessions; and assignments require students to post their projects publicly online and get feedback from audiences beyond the class.

So, too, DKU’s flexible curriculum and schedule and the overall premium on independence and creativity, experiential opportunities, and signature work are all enabled by the creative and prudent use of technology. Examples include: self-paced, computer graded materials to time-shift course work, boost skills before taking a campus course or pursue an area of interest that doesn’t required formal course credit – and this mix of online and in-person course work adds curricular flexibility and increases opportunities for labs, field trips and specialized projects where students work closely with faculty; technology supports creative use of the DKU 7-week course format and open time on Fridays for both curricular and co-curricular activities (for instance, while on field trips, students take digital photos and contribute them to an online archive around a course topic. Or, they use social apps to find other students with common interests and arrange informal discussion groups outside of class); students move between formal and informal learning and between classrooms, labs and maker spaces or innovation studios as they turn a course concept into an experimental design or develop a computer program to do text mining on an historical text; and students document their work with text, images and multimedia through electronic portfolios through which students practice the skills of critical reflection, self-assessment and goal setting.

**Study Abroad**: Market research has indicated that many parents of Chinese students believe that an educational experience in the US is an important part of a student’s education. DKU students will have the opportunity to study at Duke, most likely in their junior year, as well as at other high caliber US and European institutions. We expect to develop partnerships with liberal arts colleges in the US and we are exploring different options for study abroad opportunities other than at Duke. We anticipate that many DKU students will want to study for a summer and/or semester at Duke, perhaps as many as 300 a year. In terms of housing and services, this is a particularly good match in the summer and the fall, when many Duke students are abroad. We intend to provide appropriate support for DKU students to navigate the Duke culture and curriculum and are studying mechanisms to ensure that they have a range of course opportunities without undue impact on course selection for Duke students. From the curricular standpoint, a semester at Duke provides DKU students the opportunity to concentrate deeply in areas of particular interest and to gain advanced training in their areas of specialization. It also allows them to use their study abroad experience to range widely, taking advantage of the greater breadth of offerings available at a research university.

The DKU curriculum is designed to enable both these options. Students will be able to use their ample electives to choose courses freely. And there are a substantial number required courses planned for DKU, especially in the areas of disciplinary specialization, that a Duke course would be an appropriate substitute for. It is important to recognize that the sample course offerings and sample course pathways that are outlined in the DKU Curriculum
document are just that – samples. They provide a snapshot of one way a DKU student might proceed in his or her education. Nor, despite the distinctive titles for some of courses at DKU, are they overly narrow and unlikely to find parallels at other institutions. A course on capitalism, for example, as is shown in the Cultural Anthropology sample pathway at DKU, would readily find equivalents at Duke. While some of the DKU curriculum is clearly proscribed, by the junior in particular students will find sufficient flexibility in the curriculum to ensure that a carefully designed study aboard experience fits well.

Duke students at DKU have the opportunity to gain an important international dimension to their Duke education. They will simultaneously find DKU different from many other study abroad options (a majority Chinese institution with a liberal arts curriculum built around intentional communities of learning) and more familiar (a recognizable Duke imprint and courses of study and research opportunities in areas like Global Health and Environmental Science and Policy). They, too, will need support in adjusting to the local culture. If Duke students visit in the fall, they will find a substantial portion of the DKU junior class may be abroad. Yet class year seems less relevant at DKU, where students are intentionally drawn together in mixed-year interdisciplinary communities and disciplinary specializations and where the small size of the entire institution is designed to enable connections across class years. From a curricular standpoint, Duke students will be able to both fulfill some of their requirements while finding themselves in new course configurations and communities of learning that simultaneously challenge them and will benefit from their distinctive knowledge and learning.

Courses taken on a Credit/No Credit basis (up to 4): In order to encourage students to explore the richness and variety of DKU’s curricular offerings without worrying unduly about grades, students may elect to take up to one course per semester on a Credit/No Credit basis. No more than four courses towards the 34 course requirement may be taken on a Credit/No Credit basis. All students will register for regular graded courses on a graded basis, and faculty will assign regular grades throughout the semester, as well as a final grade for the course. However, a student may elect to change the grading basis to Credit/No Credit at any time up until the end of the drop/add period of the subsequent semester in which the student is enrolled simply by filing a form with the registrar. In order to receive a CR (Credit), a student must have received a grade of C or better in the course. A grade of D or F will be reflected on the transcript as NC (No Credit). Once a student has notified the registrar to change the grading basis to Credit/No Credit, it may not be changed back to a regular grade. Students are especially encouraged to make use of the Credit/No Credit option in their first year, to take courses they feel might lay outside of their areas of perceived interest, strength, or expertise. Students who receive a NC (No Credit) should be mindful of continuation requirements, e.g. that they may have to take an extra course the following semester or during the summer in order to ensure that they graduate on time. Courses taken on a Credit/No Credit basis may not be used to satisfy requirements for interdisciplinary or disciplinary work unless by permission of the relevant Director.
**Advising and Mentoring** is an essential part of the student, faculty and staff experience at Duke Kunshan University. The proposed curriculum relies heavily on the assumption of regular, intensive student/faculty interaction, as well as consistent, clear student guidance. Consistent with the deep mentoring role of a liberal arts faculty, students will be assigned a primary faculty advisor based on surveys of interests. The advisor/mentor will discuss a student’s interests, goals and purposes, advise on navigating academic and social life, and aid in the selection of courses, majors, signature pathways and experiential activities. The advisor can change either when a student selects an interdisciplinary community or disciplinary specialization or at any time a better match between faculty and student is determined. Students and faculty mentors will be supported by a small network of academic deans who understand the terrain of broad areas such as arts and humanities, global and civic opportunities, and natural and quantitative sciences To ensure continuity of connection and progress toward graduation, each student will also be assigned to one academic dean for the duration of his/her studies. This network of advisors ensures that students have varied sources of information and build close relationships with adults who provide guidance about future plans and act as references.

**Job Preparation and Career Success:** The proposed DKU curriculum provides intellectually rigorous exposure to an array of disciplinary knowledge and interdisciplinary communities designed to provide academic breadth and depth and to prepare DKU graduates to be thought and practice leaders in their chosen careers. To equip them to be practice leaders, the formal curriculum is augmented with several experiential expectations that are articulated throughout the curricular design. In addition, various practica opportunities will be offered to include site visits to nearby and otherwise accessible businesses, governmental agencies, service industries and other agencies spanning fields as diverse as media, arts, social services, real estate and health care. The intent is to ensure that each DKU student has exposure to the variety of employment options that may be associated with their particular interdisciplinary community. In addition, the DKU experience provides three summers during which students can further enhance their education with more immersive internship opportunities. The DKU Career Services Office will develop numerous partnerships with corporate, educational, social sector and other employers, particularly (but not exclusively) in the Kunshan region and will connect DKU students with internship opportunities with these agencies. During the academic year, discussion groups organized by DKU staff will foster dialogue among students contemplating various career paths and will facilitate guest speakers and local site visits to further contribute to students’ preparation for life after DKU in jobs and careers where our students will thrive as outstanding practitioners and, eventually, as the next generation of leaders.

**Accelerated Degrees and Graduate/Undergraduate Program Synergy:** The LACC has also designed the undergraduate curriculum to take advantage of beneficial alignments with the graduate programs being developed at DKU. A robust Masters in Environmental Policy, for instance, will provide opportunities for vertically integrated teams of undergraduate and masters students to work together, for masters students to serve as teaching assistants, and
for efficiencies in faculty hiring. The undergraduate curriculum does not depend on these programs but has been constructed to benefit from such alignments as do arise. Our curriculum also anticipates the development of accelerated BA/BS and MA/MS degrees (3 + 2 or 4 + 1) that enable students to pursue a DKU MA/MS or a professional Master’s degree program at the same time. These pathways offer additional ways in which graduate schools and employers will view such students as competitively advantaged.

**Student Admissions:** We intend for the DKU student body to be comparable in academic quality to the Duke student body. DKU will require Chinese applicants to take the *gaokao*, but it will retain the flexibility to adopt a holistic approach to the admissions process. In particular, DKU intends to conduct interviews, as do Yale-NUS College in Singapore and NYU-Shanghai. To succeed at DKU, both written and spoken English proficiency must be high, and all students will be required to complete the TOEFL or IELT examination or equivalent. To prepare students for the rigors of study at DKU, summer pre-matriculation “boot camps” are being developed. Also under consideration is a process modeled on NYU Shanghai and Yale-NUS wherein students applying to the home campuses can check a box indicating their interest in the international campus. Many of the 31,000 applicants to Duke who are not ultimately accepted here are extremely qualified students, some of whom may be interested in a novel educational opportunity at DKU. In addition, like our colleagues at Yale-NUS, DKU recruiters will concentrate some of their efforts at international English-language high schools all over the world; many of these students have never lived in their home countries (including the US) and will be less daunted by undertaking their four year degree at a Chinese campus. The LACC has also designed the curriculum to attract a range of students who are interested in arts and humanities, natural and applied sciences, and the social sciences. The market analysis confirms that there is interest in these areas at DKU from students across Asia, as does the experience on the ground in the Global Learning Semester. We expect that DKU’s admission strategy will focus both on ensuring overall top-flight quality and a diverse representation of intellectual and career interests as well as personal identities and geographic location.

**What kind of Chinese and Asian students will be attracted to DKU?** DKU can target a student pool of roughly 11,000-14,000 students per year in top high schools in China and roughly 2000-3000 students per year at top high schools in South Korea, Thailand, and Singapore. At its mature size, DKU need only yield 300 top students from across China, out of 9.75 million students who take the *gaokao*. In China, 25-30% of students at top Chinese high schools are potentially interested in DKU; 30-45% of students at top high schools in South Korea, Thailand, and Singapore are potentially interested in DKU. These students are further broken out into three cohorts characterized as “Pioneers,” “Reputation Seekers,” “Value Focused,” and for students outside China, “China Focused.” Each group represents potential applicants with the “Pioneers” as the best initial targets for both China and broader Asia. Pioneers account for 5-8% of students in top HS in China. They plan to study in China or Hong Kong and are interested in academic-oriented majors and graduate degrees, and they want to explore their academic interests in college. Pioneers are attracted
to the concept of a liberal arts education in China – they feel it this approach separates it from other top Chinese schools and they less hesitant to join a new school. Pioneers in South Korea (3-5% of top high school students), Thailand (10-14%) and Singapore (3-5%) have similar characteristics and are considering studying at top local or US universities and liberal arts colleges. China-focused students in South Korea (8-12% of top high school students) and Thailand (23-27%) and Singapore are interested in a China-based career and view DKU as a route to a good job in China.

**Faculty Hiring:** We are currently working out the criteria for tenure, which will likely be similar to the requirements typical of a top liberal arts college. While research will be highly valued at DKU, most tenure-track faculty will have a heavier teaching load than is typical for tenure-track faculty at Duke. Multidisciplinary and disciplinary hiring committees will be convened at Duke to participate in the DKU faculty hiring process—a commitment that will decrease after three years as the DKU faculty becomes established. To ensure that the faculty who are hired are a good match for DKU’s specialized academic environment, the hiring committees will be fully briefed and well versed regarding DKU’s curriculum and aspirations. The number of full-time liberal arts faculty at DKU will increase proportionally, with an expectation that about 75% to 80% of courses will be taught by these resident faculty, chosen with substantial Duke input. We anticipate that 10% to 15% of the courses will be taught by visiting Duke faculty and that the remaining teaching will be provided by colleagues from Wuhan or other leading Chinese universities. We will also institute an exchange program to bring DKU to teach at Duke and to facilitate collaborations between Duke and DKU faculty. In addition, DKU and the Duke Thompson Writing Program have recently initiated a program to recruit Global Writing Lecturing Fellows; selected fellows will have teaching opportunities both in Durham and Kunshan. Moreover, given the high interest among many Duke faculty to visit China and conduct research there, we also will look to develop more fluid, mobile faculty deployment models that can meet the fieldwork needs of such faculty while providing them a supportive home base in Kunshan to facilitate their activities while there.

**Undergraduate Degree:** Chinese law requires that the degrees offered by joint venture universities be the same as degrees from the home institution. This is intended to ensure that the quality between the home institution and their China operation is consistent. Our market research showed that Chinese students actually prefer that the DKU degree be distinguishable from other Duke degrees to avoid misunderstandings and misrepresentations (such as false claims that the DKU was earned at Duke in Durham). The existing Duke diploma itself has not only “Duke University” indicated, but also the source of the degree: “Trinity College of Arts and Sciences” or “Pratt School of Engineering.” Pending approval by Duke faculty and the Chinese government, we are considering a diploma that would indicate that the degree is awarded by “Duke University as meeting the requirements of Duke Kunshan University.” We are also considering the option of a second degree from DKU itself that would result in a dual-degree, pending approval by the Ministry of Education and the Boards of Duke and DKU.
# IV. Sample Pathways

**DKU Natural Sciences Sample Course Sequence**  
**Materials Science (Interdisciplinary) and Physics (Disciplinary)**

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<tr>
<th>Boot Camp</th>
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| **Year 1**  
(9 Credits) |      |        |
|          | Mathematical Foundations 1 | Integrated Sciences 1 | Mathematical Foundations 2 | Integrated Sciences 2 |
|          | English for Acad. Purposes (EAP) or Chinese Lang. | Common Core 1: China in the World | English for Acad. Purposes (EAP) or Chinese Lang. | Elective 1 |
|          | EAP 0.5 Co-Course or Chinese Lang. | | | |
| **Year 2**  
(9 Credits) |      |        |
|          | Scientific Writing and Presentations | Elective 3 | | Common Challenges in Science, Technology & Health |
|          | Elective 2 | | | |
| | | | | Optional EAP 0.5 Course or Chinese Lang. |
| **Year 3**  
(8 credits)  
(With Study Abroad Fall Option) |      |        |
| | | | | |
| **Year 4**  
(8 Credits) |      |        |
|          | Elective 6 | Elective 8 | Signature Product: Thesis/Capstone | Signature Product: Thesis/Capstone |
|          | Elective 7 | Disciplinary 3: Classical Mechanics | Disciplinary 4: Quantum Mechanics | Elective 9 |
**DKU Social Science Sample Course Sequence:**
*Political Economy (Interdisciplinary) and Political Science (Disciplinary)*

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<th>Boot Camp</th>
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<td><strong>Year 1</strong> (9 Credits)</td>
<td>Divisional Foundation 1: Foundational Questions in Social Science</td>
<td>Elective 1</td>
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<td>Common Core 1: China in the World</td>
<td>English for Acad. Purposes (EAP) or Chinese Lang.</td>
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<td>EAP 0.5 Co-Course or Chinese</td>
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<td>Elective 3</td>
<td>Interdisciplinary 2: Ethics, Markets, Politics</td>
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<td>Optional EAP 0.5 Course or Chinese</td>
<td>EAP 0.5 Co-Course or Chinese</td>
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<td>Elective 5</td>
<td>Disciplinary 4: Public Opinion</td>
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<td>Interdisciplinary 4: Development</td>
<td>Elective 6</td>
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<td><strong>Year 4</strong> (8 credits)</td>
<td>Disciplinary 5: Modern Chinese Politics</td>
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<td>Divisional Foundation 1: The Art of Interpretation I: Written Texts</td>
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<td>English for Acad. Purpose (EAP) or Chinese Lang.</td>
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<td>Interdisciplinary 1: Empires and Culture</td>
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| **Year 2** (9 Credits) | | |
| Divisional Foundation 2: The Art of Interpretation II: Sound and Image | Disciplinary 2: Online Novels and the Chinese Public Sphere | Elective 4 |
| | Elective 3 | Interdisciplinary 3: Culture and Industry |
| | Interdisciplinary 2: Critical Comparative Studies/World Literature | Common Core 2: Global Challenges in Science, Technology and Health |
| | | Elective 5 |
| | EAP 0.5 Co-Course or Chinese | Optional EAP 0.5 Course or Chinese |

| **Year 3** (8 credits) (With Study Away Option) | | |
| Elective 6 | Disciplinary 3: Popular Culture from East Asia | Interdisciplinary 5: Junior Seminar |
| Interdisciplinary 4: Gender and Globality (in Literature, History and Society) | Elective 7 | Interdisciplinary 6: Migration and Culture (Literature, Film, History) |
| | Common Core 3: Ethics, Citizenship & The Examined Life | Elective 8 |

<p>| <strong>Year 4</strong> (8 credits) | | |
| Disciplinary 4: Literary Theory Writ Large | Signature Product: Thesis/Capstone Project | Signature Product: Thesis/Capstone Project |
| Elective 9 | Disciplinary 5: Queer Theory | Interdisciplinary 7: Senior Seminar |
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DKU Global China Studies (hybrid social science/arts and humanities)
Global China Studies (Interdisciplinary) and Cultural Anthropology (Disciplinary)