Welcome to the Kansas/Asia Scholars website!

The Kansas/Asia Scholars program, housed in the Center for East Asian Studies, was established in 2002 with a four-year grant. The program was designed to attract new undergraduates to the study of East Asia and expand opportunities for students already learning about Asia.

Each year, a select group of students gain an understanding of East Asia through a series of course work and activities highlighted by an approximately three-week, subsidized study tour to China, Japan, or Korea. After returning from Asia, the Scholars share their expertise through service projects in the United States. The Scholars are also then eligible to apply for internships focused on regional outreach about Asia.

Congratulations to the 2005/2006 Kansas/Asia Scholars!

The China, Japan, and Korea groups of the 2005/2006 class of Kansas/Asia Scholars, selected in the Fall of 2005, have now completed all of the course work, pre-travel enrichment work, and the study tours for the program. The 2005/2006 Scholars are now working on service learning projects, to share their new knowledge with the community beyond the university.

All four classes funded by the initial grant for this program have now traveled to Asia. To see photos (and video!) of the study tours, see our study tour photo galleries.
The study tour to China emphasizes business and economy in China's transition from a planned economy to a market-oriented economy. The study tour includes visits to a variety of enterprises, including innovative entrepreneurial firms, state-owned enterprises, and foreign investment enterprises. The specific sectors emphasized will vary from year to year, but firms based in KU's home region will always be included. The students can explore the issues currently faced by businesses in China with Chinese business managers and with young people just entering the work force. We also learn about international business careers from expatriate business managers, including those from the United States. In between visits to companies, the group will explore the role of traditional culture today, with visits to historical sites, temples, and tea-houses, as well as opportunities to experience traditional Chinese performing arts.

Each year, we have visited Beijing, Shanghai, and at least two cities in the interior. We have also climbed a mountain every year!

The 2003 Kansas/Asia Scholars China group visited Beijing, Zhengzhou, Changsha, Chengdu, Mt Emei, and Shanghai in December 2003 and January 2004.

The 2004 China group traveled to Beijing, Xi'an, Chengdu, Mt. Emei, and Shanghai in May and June of 2004. Take a look at the video done by Jeremy Rooney.

The 2005 China group traveled from May 25 to June 15, 2005 to Beijing, Mt.Wutai, Pingyao, Wuhan, and Shanghai.

In 2006, the China Kansas/Asia Scholars visited Beijing, Xi'an, Wuhan, Mt. Wudang,
and Shanghai.

For photos and video, see our China photo gallery.
Japan

The Kansas/Asia Scholars study tour to Japan emphasizes changing lifestyles in today’s Japan. The enrichment activities prior to the trip and the study tour offer the students opportunities to experience both traditional and contemporary Japanese culture. The Japan group has traveled each year in late May and early June to Kyoto, Osaka, Hiroshima, Hiratsuka, and Tokyo. The students kept a group journal of the trip and took many wonderful photos for a digital scrapbooks 2003 and 2004. digital scrapbook.

Korea

The KAS Korea group traveled to Korea in late May and early June of each year to study with Korean social welfare students.

For more information on the Korea program, please see the KAS Social Work Program on Korea.

For a compilation of the accomplishments of the KAS program in Korea, please see "The Kansas Asia Scholars Program 2002-2006: Spiritual Diversity and Social Work in Korea."
Eligibility, Applications

Applicants for the China and Japan groups of Kansas/Asia Scholars can review eligibility requirements and download application forms on our applications page. For eligibility and application procedures for the Korea program, see the KAS Social Work Program on Korea.

Requirements

Successful applicants to the Kansas/Asia Scholars program must make a written commitment to complete the required activities of the program.

**East Asia Courses** - All Kansas/Asia Scholars in the China and Japan groups are required to complete at least two courses on Asia, one general survey course and one specific topic course, prior to participating in the study tour. Students selected for the program should consult with Kansas/Asia Scholars program staff before enrolling to ensure that the courses chosen meet the requirements of the Kansas/Asia Scholars program.

**Enrichment Activities** - All Kansas/Asia Scholars must participate in a series of enrichment activities related to Asia, designed to provide information on Asia as well as to foster leadership skills and team building. For more information, see enrichment activities.

**Study Tours/KAS course** - The China and Japan Scholars are enrolled through the Office of Study Abroad in EALC 498, a three-credit hour course (tuition paid by the students) for the summer. This course includes an approximately three-week study abroad experience, usually in the early summer, in either China or Japan. (For more detail on the study tours, including
expenses covered by the program, see study tours.

To satisfy the course requirements, the China and Japan Scholars must participate in all required activities during the three-week study abroad experience. These activities include completing a personal journal and contributing to group records of the experience. The Scholars also complete a service learning project, preferably after returning from Asia. These service learning opportunities are supervised by faculty and program staff and require appropriate documentation.
Enrichment

All Scholars in the Japan and China groups are required to participate in a series of enrichment activities related to Asia. These activities are designed to prepare students for the study tours and to provide information on careers related to Asia. Some of these learning opportunities focus on leadership skills and team-building. Others are linked to specific themes or experiences planned for the study tour itinerary. The activities may include brown-bag lunches with experts, academic presentations on Asian culture, team-building workshops, information gatherings, or field trips to exhibits, restaurants or the offices of professionals working in Asia-related fields.

The enrichment activities are scheduled throughout the academic year, with the majority of activities during the Spring semester. In addition to the required enrichment activities, Kansas/Asia Scholars are also invited to participate, as optional additional enrichment, in a range of relevant events presented by the Center for East Asian Studies.

Examples of the enrichment activities for the Japan group have included:

- A visit to a Japanese restaurant, with a discussion on Japanese dining etiquette
- A presentation of a Japanese tea ceremony
- A round table discussion of selections of Japanese literature and films
- Team-building exercises

Examples of the enrichment activities for the China group have included:

- A meal at a Chinese restaurant with an entrepreneur specializing in business with China
A visit to an acupuncture clinic
A discussion on environmental issues in China led by an environmental scientist with expertise in China
Team-building exercises
The service learning component of the Kansas Asia Scholars program is intended to share the benefits of this grant-funded program with a community beyond the university. All Kansas Asia Scholars participants are required to spend at least 20 hours on a service learning project. The projects vary and are tailored to individual students' interests. Some students give talks to K-12 classes. Others design web pages or use other media to teach others about Asia. Business students may work on projects designed to facilitate business with Asia. In the Korea program, which is designated for social welfare students, the students engage in practicum experiences or other projects related to their professional education in social welfare.

We encourage the Kansas Asia Scholars to be creative in developing service learning projects and to connect the theme of the project to personal, academic, or professional goals. For many students, this is as an opportunity to “teach” an audience about an aspect of East Asia that the student finds exciting and important. Some students use a lecture format while others have developed presentations in a variety of media. The process of developing a service learning project is intended to help each student clarify his or her own understanding of East Asia as well as to contribute to our society.

"The Life of a Student in Japan" by Annie McEnroe. KAS Japan 2004-2005, is a wonderful example of a powerpoint presentation.

For an example of a web-based presentation, see Kansas/Asia Scholar Jillian Bauhs' webpages on food and nutrition in China.
Thank you letter from a third grader in Eudora, Kansas to a Kansas Asia Scholar for a presentation on China.

In addition to completing service learning projects, Kansas Asia Scholars volunteer for other activities. Here, Kansas Asia Scholars represent KU and the KAS program at KU in the Capitol Day at the state capitol building in Topeka, March 2004.

KAS students volunteer to share information on Japan at international festival in Johnson County, Kansas.
Study Tours

The Kansas/Asia Scholars programs includes highly subsidized study tours to China, Japan, and Korea.

**Expenses:** For the China and Japan study tours, the Kansas/Asia Scholars will cover most expenses related to the study tours (including airfare, lodging, in-country transportation, entrance fees, most meals, and study abroad fees, including Medex coverage.). The student will be required to pay for three credit hours of tuition and all other expenses, such as passport and visa fees, at least one meal per day, clothing, luggage, souvenirs, activities not included in the group itinerary, and other personal expenses. Students traveling on this program, as on other KU study abroad programs, are required to have adequate health insurance that covers health care needed abroad.

**Travel Dates:** The study tours usually travel in the early summer, in late May and early June.

**Preparation:** In addition to the activities described under enrichment, the students are required to participate in a university-mandated predeparture orientation on safety and security issues presented by the Office of Study Abroad. The Kansas/Asia Scholars program directors also provide each group with pre-departure information on packing, safety, cultural do's and don'ts, and other topics relevant to the study tours.

**Participation Requirements:** During the study tour, students are expected to participate in all required group activities and to dress and conduct themselves appropriately. (The program director will provide guidance on appropriate dress for visits to business or government offices or other events where less casual attire is expected.)

During the study tours, the groups stay in modest
accommodations, with two to three people per room. While in China or Japan, the students travel by a variety of urban public transportation means in the cities and by air, train, or bus between cities. Group meals are usually in modestly priced restaurants serving local cuisine.

**China Study Tour**

The China study tours visit Beijing, Shanghai, and two cities in the interior. Please visit our China page for more information.

**Japan Study Tour**

The Japan group visits Tokyo, Osaka, Kyoto, Hiratsuka, and other sites in Japan. Please visit our Japan page to see photos and learn more about the Japan program.

**Korea Study Tour**

The Korea group visits the Sungkyunkwan University in Seoul and other sites in Korea. For more information, see the KAS Social Work Program on Korea.
May 20, 2003
Kyoto

"A long day of traveling is almost over...As we begin our gradual descent into Japan, what lies ahead in the next three weeks is unknown. What we will learn, experience, and share is yet to be seen. Ninety minutes from the Osaka Airport - the only thing now to do is wait - wait to see what happens...We will wish for a safe trip and for a safe return. And most of all, we will wish for unforgettable memories and experiences."

May 21, 2003
Kyoto

"The day began at 4:30 am when I arose and could not return to sleep, thanks to jet lag. Thankfully things soon took on a better course with the wonderful buffet breakfast provided by the hotel, complete with French Fries and Pilaf. Then the group headed out to the Zennin-ji Temple. On the bus were 20 second-grade students headed for a day trip to the zoo. Upon seeing our group they immediately started laughing and pointing at Luke because he is so tall. Their hilarity was infectious and I could easily relate to their excitement at something strange and new. Though almost everything seems new and interesting here, it is nice to know that second-graders are fairly similar to the giggling second-graders who would do the same thing in America."
"After the Zenrin-ji temple, we went to the Ginkakuji Temple which was much busier but also quite breathtaking. As we were walking along, we passed a gardener who was trimming moss and removing weeds individually with a pair of scissors, showing the intense care put into the gardens. Then we had a great lunch at a noodle shop and went to have our tea lesson. This was wonderful because, after serving tea and giving us a tour of the teahouse, the tea masters showed us how to prepare a sencha tea ceremony for beginners. Though I have read about the tea ceremony, watched videos on it and attended one, actually performing the ceremony was how I finally began to understand how the Japanese practice tea ceremony almost as a profession at times. It was like ballet, only simple-looking when executed by a master. When done by a beginner, it is a series of integral rituals that seem like insurmountable obstacles."

..May 22, 2003
..Kyoto

"This morning after breakfast, we began our day with a walk through the Imperial Gardens. The edge of the gardens is just on the other side of the street from our hotel, although any view inside is obscured by trees. The gardens are enormous, and the scale of the paths completely dwarfs any of the pedestrians. Walking along it was easy to feel that you weren't making any progress at all, because the end was so far away."

At the Heian Shrine
"...we went to the Heian Shrine and toured the gardens there. This visit was made especially nice by the fact that both the azaleas and irises were in bloom."

"Our day concluded with a cooking lesson back at the hotel. Joseph, our chef, was quite a colorful character who began preparations for the meal at noon. Over the course of the afternoon and evening, we learned how to make chirashi rice, miso soup, sunomono, yakomono, shizake sandwiches, salmon wrapped in cherry leaves, skewered chicken balls and cucumber, wakaba carrots, sautéed tofu, and zenzai. Everything was delicious, and Joseph gave each of us pickled cherry leaves and a jar of spice to take home. Also, each of the dishes was specifically selected so that we can make them at home in America. I especially liked the salmon wrapped in cherry leaves and the shiitake sandwiches."
"As for tomorrow, I am particularly looking forward to our visit to Tofukuji Temple and the visit with the Roshi."

Our cooking lesson meal!

More Kyoto
May 24th, 2004 DEPARTURE FROM KANSAS

“...finally hit me in San Francisco as I was about to leave the United States for the first time. More than anything else I seem plagued by questions: How will I react to cultural difference? Will I be able to accept my own shortcomings with the Japanese language or will the language barrier cloud my experience? But my excitement grows as we jet over the Pacific” – Beau

May 26th, 2004 KYOTO

"In the morning we went to the Heian Temple. The garden was tremendous. We learned..."
about some of the techniques that the garden artists use, which were very exciting." -Mark

Lunch at Inai Kaiseki Restaurant in Kyoto

May 27th, 2004 KYOTO

"We started off our third day in Japan by walking along the philosopher's path. The contrast between the modern and the traditional seems directly evident after our trip. When walking under the Tori gate, you are really transported to a different world. The crowded
"After the meditation we went back to where Fukushimi Roshi was to eat a special Buddhist vegetarian dinner. The lecture was interesting and surprisingly hilarious. I especially enjoyed the Roshi's long

streets and busy atmosphere are replaced by an amazing sense of serenity." - Boyce

Everyone on the bikes we used frequently for transportation around Kyoto.
explanation of his love for United Airlines after Liz’s question." -Cecilia

Fukushimi Roshi at Tofukuji Temple

May 29th, 2004 DAY TRIP TO OSAKA

Discussion with Aileen Smith from Green Action Group in Osaka

"Observation #1: Boyce
Isshinj temple foster kids and our group participating in Beau's creative movement activity in Osaka

Cecilia, Misa, Beau, and Tori with our udon noodles at Mimiu in Osaka.

and Greyson can hold three to four kids each.

Observation #2: Megan's name sounds like eyeglasses in Japanese.

Observation #3: I can mend pants in a fix.

Observation #4: Most of the kids would be just as happy to have us just sit with them or carry them around. So no matter how boring a game might be (says the girl with the pick up sticks) they still loved us." -Tori

May 30th, 2004 KYOTO
"At 4:00 pm we met with Joseph Justice and he showed us how to make a few simple Japanese dishes. Most seemed fairly simple, however, I am sure I will have to practice many times before I get it right. He was very interesting and really funny. After we a chance to eat the food; it tasted so good. He said he would come to America to help Mark and I run our Fu factory." - Greyson Boyce and Greyson spending their free time in Kyoto at the Golden Pavilion

The group and Joseph Justice after a delicious homemade Japanese meal in Kyoto
Becoming a Kansas/Asia Scholar

Eligibility

Applicants for the China and Japan groups must have completed the freshman year and plan to attend KU for at least one more year after the study abroad trip and prior to graduation. The China and Japan programs are open to majors in all KU schools and departments. Previous enrollment in East Asian studies classes or study of an Asian language is not required for participation. Preference will be given to students who have not already spent extensive periods of time in East Asia. For applicants for the China group, priority will be given to students with an interest in business in Asia.

Successful applicants must make a written commitment to complete the required activities of the program.

Applications

Applications for the Kansas/Asia Scholars for 2005/2006 will be accepted after April 15, 2005. Students are encouraged to apply early. All applications must be submitted by Friday, September 16, 2005.

For application instructions for the Korea group, see the KAS Social Work Program on Korea or contact Professor Ed. Canda at Room 203 in the School of Social Welfare, Twente Hall, 1545 Lilac Lane.

Download a pdf copy of the complete application for China or Japan, with instructions, and reference letter forms.
Download a pdf copy of the complete application for Korea, with instructions, and reference letter forms.

Download a pdf copy of the reference letter form. (This may be a useful option for instructors. Note: Please remember to offer applicants the opportunity to sign the waiver form.)

You will need Adobe Acrobat Reader to download these forms. Click on the Acrobat Reade logo below for instructions on downloading and installing Adobe Acrobat Reader.

[Adobe Reader logo]
Chinese Nutrition and Cuisine

Introduction:
Health in Traditional Chinese Medicine

In the traditional Chinese approach to health, good nutrition and living habits are essential to maintaining a balanced flow of qi (pronounced “chee”), the essential life force, through the body. Qi is a Taoist concept of life energy that is present in all of nature. Qi responds to the natural forces of yin and yang and is a part of every activity, every food, every aspect of life. In the Chinese system, health maintenance derives from good unity and balance of the body, mind and energy (qi) through the integration of nutrition and medicine. A balanced diet is defined in this system as one in which Yin—dark, cold and passive—and Yang—light, heat and active—are consumed in a balance that harmonizes with the foods a person needs. These counterparts also regulate two very important oppositions

Photo courtesy of Yvette Kuan
Chinese Concepts of Food

Foods not only give strength and energy, but also have the power to heal and help an individual regain Yin-Yang balance for a healthy body. The balance achieved through combining TCM and nutrition designates four uses of food: “food as diet, food as tonic, food as medicine, and food abstention”. As diet, nutrition is sustenance and energy; tonic is ease for those people with general weakness (like the elderly) with bland/plain foods. Nutrition as medicine uses special foods and combinations that prevent illnesses and correct imbalances, and abstention is avoiding foods that will increase the likelihood of imbalance.

Food as medicine

TCM philosophy takes an intuitionist route in achieving health and longevity through diet. Because food is used as tonic, it serves to provide a source of balance and equilibrium for the smooth flow of qi, the body’s energy. An imbalance of yin and yang can result in blocked qi that manifests itself in various forms: pain, tumor, bleeding, etc. Food as medicine, then, must be prepared with great care: using diverse and particular herbs prescribed for the ailment by Chinese medicine that are then slow-cooked with traditional foods to preserve all of the essential and beneficial qualities of each ingredient. And food is seen as a much more fortifying and resourceful means to combating illness than medicine.

source of information: http://www.travelchinyaguide.com/intro/cuisine_drink/cuisine/medicine.htm

Hot and cold foods

Hot and cold are not references to the actual temperature of the food; they are rated by their effect on the body. Lists
of classifications of foods along this continuum exist today, but disagreement has caused “frequent modern dismissal of the whole system as sheer superstition”(Anderson 190). Generally speaking, hot foods are used to treat pallor and weakness. Higher in calories, these foods provide more energy for activity, but can be generalized as anything that could “standardly be used in winter to make one feel warm”(Anderson 191). Cold foods are simply the opposite, providing low-energy, and are usually vegetables, raw or lightly cooked. Cold foods help balance the heated foods and provide essential vitamins and minerals found in vegetables and fruit. Neutral foods are classified “as the great mainstays, starch staples and ordinary white-fleshed fish” that should be consumed daily. A healthy person maintains a neutral state, eating the traditional neutral cereal, and balancing his or her intake of hot and cold foods. Eating too many ‘hot’ or ‘cold’ foods will have adverse effects. A person diagnosed with being too hot (common ailments characterized by /identified as overheating, anxiety,
constipation and other binding conditions) may eat too many saturated fats and sugars that are highly caloric. Too cool—from one eating lettuce and cabbage excessively, or over hydrating with water—and one may experience weakness, diarrhea, sloth or depression.
Kyoto 2

May 23, 2003

Children at Isshinji Foster Home
May 31st, 2004 DAY TRIP TO OSAKA

"We began the day with an early ride to Osaka for our meeting with the Buddhist artist couple, Mukoyoshi Yuboku and Nakamuria Keiboku. They were very generous people, offering us cold water upon arrival to their studio! They showed us their sculptures, paintings, and gold leaf pieces and allowed everyone to attempt their craft. We all used the chisel and hammer and attempted gold leaf." - Rae
"We met a wonderful group of very skilled and very friendly sencha tea teachers, where each of us was given the chance to serve tea. I was very excited. Serving the tea helped me understand a little bit more about tea ceremony and Japanese culture. The three women who taught me were wonderful. We learned how to sit, pass cups, pour water and tea, boil water and fold the cloth napkins." - Liz

The group picture at sencha tea ceremony in Kyoto

Beau gracefully attempts the sencha tea ceremony in Kyoto
Then we went to the atomic bomb museum. I think it was a very sobering experience for all of us. At 2:30 pm we met with an atomic bomb survivor. His story was very moving and interested." - Cecilia
Greyson, Misa, Beau, Cecilia and Mark celebrate Cecilia’s 22nd birthday in Hiroshima
## INSTRUCTIONS:
Successful applicants will participate in a three-step application process.

### Step One:
Please submit the following application materials to the Center for East Asian Studies (address below) **by 5:00 pm Friday, September 16, 2005**. Applications will be available on the KAS website as of April 14, 2005. Students are encouraged to **apply during the spring semester**. Applications will be reviewed on a regular basis and those selected early as semi-finalists will have more time to obtain reference letters.

Please submit an original and one copy of:
- **Program Application Form** (see attached)
- **Statement of Purpose** (see below)
- **Transcript or ARTS form**

**Statement of Purpose:**
Please write a one to two page statement explaining how participating in the Kansas/Asia Scholars program would help further your personal and academic goals. Please describe your background, including any experiences that have led to your interest in Asia. Please also include your thoughts on the ways that service learning experiences might benefit your personal and/or professional growth.

*(China and Japan groups)*
Center for East Asian Studies
Bailey Hall
1440 Jayhawk Blvd, Rm 201
University of Kansas
Lawrence, KS 66045-7574
(785) 864-3849

### Step Two:
Each student chosen as a semi-finalist will be invited to ask two instructors to forward reference letters on the student's behalf on a form provided on the KAS website to the Center for East Asian Studies at the above address by **5:00 pm on Friday, September 30, 2005**. The reference letters should address the student's academic ability as well as any other relevant information. Students will also be asked to submit an updated ARTS form or transcript if necessary.

### Step Three:
Students selected as finalists will be invited to the Center for East Asian Studies for a brief interview a few days after the reference letter deadline.
KANSAS/ASIA SCHOLARS 2005/2006
PROGRAM APPLICATION FORM

Country: China     Japan
(Circle one. If you choose to apply for both programs, please submit a separate set of application forms for each program.)

Personal Data

___________________________________________   __________
Last Name  First Name  Middle Name   KUID

______________________   ______  ________________
M / F

Birthdate (month-date-year)   Gender   Social Security No.

Current Address (when school is in session) Permanent Address (when school is not in session)

Street   address is valid until
City, State, Zip

Phone (include area code)

Email address (registered with KU)

Can you be reached by email when school is not in session?   yes/no

Nationality (and immigration status if not U.S. citizen):

Academic Data

Major    School

_______________________________  _______________________________
Hours completed by August 2005   When do you intend to graduate?

Names of other institutions attended

Degree(s) awarded

How did you hear about this program?   Please see next page.

04/13/05
Foreign language study:
Language__________ High School (years)______ College (semester hours)_________

Community Service/Volunteer Experience:___________________________________________
____________________________________________________________________________
____________________________________________________________________________

Extracurricular Activities, Scholarships, Honors:____________________________________
____________________________________________________________________________
____________________________________________________________________________

Travel or Study Abroad Experience: Please list countries visited, approximate dates, and
study program, if applicable:____________________________________________________
____________________________________________________________________________
____________________________________________________________________________

References

If selected as a semi-finalist for this program, you will be invited to ask two professors or
instructors to submit reference letters on your behalf. You will be asked to submit the
names of your referees at that time.

Interviews

If selected as a finalist for this program, you will be asked to come for a brief interview,
within two weeks after the reference letter deadline.

Agreement and Release

I affirm that the information given in this application is true and correct to the best of my
knowledge. I agree to allow the Center for East Asian Studies access to academic and
financial records available through the University of Kansas.

Signature:_____________________________  Date:_______________________

Name (print):_________________________________

Initial application materials must be received in the Center for East Asian Studies
by 5:00 pm on Friday, September 16, 2005. Center for East Asian Studies, Bailey Hall,
1440 Jayhawk Blvd., Rm. 201, University of Kansas, Lawrence, KS 66045-7574.
INSTRUCTIONS:
Please ensure that all of your application materials, including reference letters, are submitted by 5:00 pm on Friday, September 19 to:

Professor Ed Canda
Twente Hall
1545 Lilac Lane, Rm. 203
School of Social Welfare
University of Kansas
Lawrence, KS 66045-7574
(785) 864-8939

Please submit an original and one copy of:
Program Application Form (see attached)
Statement of Purpose (see below)
Autobiography (see below)
Transcript or ARTS form
Two Letters of Reference (submitted by instructors. see below.)

Autobiography:
Please write a one page essay describing yourself. Please include any experiences that involved service to your community and any aspects of your history that have led to your interest in Asia.

Statement of Purpose:
Please write a one to two page statement describing how participating in the Kansas/Asia Scholars program would help you advance toward your personal and academic goals. Please include your thoughts on the ways that service learning experiences might benefit your personal and/or professional growth. Describe your current professional goals and explain how a greater understanding of an Asian country might help you achieve those goals.

References:
Please ask two instructors to forward reference letters on your behalf on one of the attached forms to Ed Canda (School of Social Work) at the above address by 5:00 pm on September 19. The reference letters should address your academic ability as well as any other relevant information about you.
KANSAS/ASIA SCHOLARS
2003/2004
PROGRAM APPLICATION FORM

Country: Korea

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Email address (registered with KU)

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Can you be reached by email when school is not in session? yes/no

Nationality (and immigration status if not U.S. citizen):

Academic Data

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Names of other institutions attended

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How did you hear about this program?

Please see next page.

08/26/03
Foreign language study:
Language__________ High School (years)______  College (semester hours)_________

Courses currently enrolled in: _______________________________________________
_______________________________________________________________________
_______________________________________________________________________

Extracurricular Activities, Scholarships, Honors:_________________________________
_______________________________________________________________________

Travel or Study Abroad Experience: Please list countries visited, approximate dates, and
study program, if applicable:________________________________________________
_______________________________________________________________________
_______________________________________________________________________

References
The following professors or instructors have been asked to submit reference letters:

Name:_____________________________ Institution and Dept:_________________

Name:_____________________________ Institution and Dept:_________________

Interviews
If selected as a finalist for this program, you will be asked to come for a brief interview, a
few days after the application deadline.

Agreement and Release
I affirm that the information given in this application is true and correct to the best of my
knowledge. I agree to allow the School of Social Welfare access to academic and
financial records available through the University of Kansas.

Signature:_____________________________ Date:_______________________

Name (print):_________________________________

All materials must be received by 5:00 pm on Friday, September 19, 2003.
KANSAS/ASIA SCHOLARS

REFERENCE

To be completed by student

Note to applicant: Please indicate your name and KUID. It is your option to sign the Student Waiver Statement.

______________________________  Country: Korea
Name of Applicant  KUID

Student Waiver Statement

I understand my right under the provisions of PL 93-380-.513 (Family Educational Rights and Privacy Act of 1974) to inspect letters of recommendation written on my behalf. In order to encourage the authors of letters about me to write with candor, I have elected not to exercise my rights under this statute and affirm that I shall not do so in the future. I understand that this document will be used only for the purposes of evaluating my qualifications for the KAS program by the University of Kansas program administrators and/or selection committee members, and cooperating institutions, and will not be available to any other institution, organization or party.

______________________________________ ______ _______________
Applicant Signature      Date

To be completed by referee

Participants in the Kansas/Asia Scholars program will be chosen on the basis of their academic records, personal qualifications, and evaluations by instructors. In addition to academic potential, KAS students will require maturity and a cooperative spirit, particularly while representing the University in the study abroad and service learning aspects of this program.

Please indicate how long and in what capacity you have known this applicant. Describe how well you think this applicant will make use of this opportunity, taking into consideration his/her character, adaptability, stability, and academic competence in comparison with other students at similar stages in their careers. If you have knowledge of the student’s demonstrated interest in Asia, relevant linguistic preparation, leadership potential, or any other factors that you believe may impact upon a successful study abroad and service learning experience for this student, please comment on these questions as specifically as possible.

(Over)

08/26/03
Comments: (please type if possible)

Referee’s Signature ____________________________ Date ________________

Name (please type or print clearly) ____________________________ Position/Title ________________

Office Address ____________________________ Email ____________________________ Telephone ________________

Institution ____________________________ City, State, Zip ________________

Please return this form directly to:
Professor Ed Canda,
Twente Hall
1545 Lilac Lane, Rm. 203
School of Social Welfare
University of Kansas
Lawrence, KS 66045-7574
(785) 864-8939

08/26/03
KANSAS/ASIA SCHOLARS

REFERENCE

To be completed by student

Note to applicant: Please indicate your name and KUID. It is your option to sign the Student Waiver Statement.

______________________________ Country: Korea
Name of Applicant KUID

Student Waiver Statement

I understand my right under the provisions of PL 93-380-.513 (Family Educational Rights and Privacy Act of 1974) to inspect letters of recommendation written on my behalf. In order to encourage the authors of letters about me to write with candor, I have elected not to exercise my rights under this statute and affirm that I shall not do so in the future. I understand that this document will be used only for the purposes of evaluating my qualifications for the KAS program by the University of Kansas program administrators and/or selection committee members, and cooperating institutions, and will not be available to any other institution, organization or party.

_________________________________________ _______________
Applicant Signature Date

To be completed by referee

Participants in the Kansas/Asia Scholars program will be chosen on the basis of their academic records, personal qualifications, and evaluations by instructors. In addition to academic potential, KAS students will require maturity and a cooperative spirit, particularly while representing the University in the study abroad and service learning aspects of this program.

Please indicate how long and in what capacity you have known this applicant. Describe how well you think this applicant will make use of this opportunity, taking into consideration his/her character, adaptability, stability, and academic competence in comparison with other students at similar stages in their careers. If you have knowledge of the student’s demonstrated interest in Asia, relevant linguistic preparation, leadership potential, or any other factors that you believe may impact upon a successful study abroad and service learning experience for this student, please comment on these questions as specifically as possible.

(Over)

08/26/03
Comments: (please type if possible)

Referee’s Signature _____________________________ Date ________________

Name (please type or print clearly) _____________________________ Position/Title ________________

Office Address ___________________________________________ Email ________________ Telephone ________________

Institution ___________________________________________ City, State, Zip

Please return this form directly to:
Professor Ed Canda
Twente Hall
1545 Lilac Lane, Rm. 203
School of Social Welfare
University of Kansas
Lawrence, KS 66045-7574
(785) 864-8939

08/26/03
KANSAS/ASIA SCHOLARS

REFERENCE
DUE NO LATER THAN FRIDAY, SEPTEMBER 30, 2005

To be completed by student

Note to applicant: Please indicate your name, KUID, and country program. It is your
option to sign the Student Waiver Statement.

______________________________ Country (circle one): China Japan
Name of Applicant KUID

Student Waiver Statement

I understand my right under the provisions of PL 93-380-.513 (Family Educational Rights
and Privacy Act of 1974) to inspect letters of recommendation written on my behalf. In
order to encourage the authors of letters about me to write with candor, I have elected
not to exercise my rights under this statute and affirm that I shall not do so in the future. I
understand that this document will be used only for the purposes of evaluating my
qualifications for the KAS program by the University of Kansas program administrators
and/or selection committee members, and cooperating institutions, and will not be
available to any other institution, organization or party.

____________________________________ ______ _______________
Applicant Signature Date

To be completed by referee

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aspects of this program.

Please indicate how long and in what capacity you have known this applicant. Describe
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of the student’s demonstrated interest in Asia, relevant linguistic preparation, leadership
potential, or any other factors that you believe may impact upon a successful study
abroad and service learning experience for this student, please comment on these
questions as specifically as possible.

(Over)

04/13/05
Comments: (please type if possible)

______________________________ ________________
Referee’s Signature       Date

______________________________ ________________
Name (please type or print clearly)    Position/Title

_____________________________ _______________ _________________
Office Address    Email   Telephone

______________________________ ________________
Institution     City, State, Zip

Please return this form directly to:  Center for East Asian Studies, Bailey Hall, 1440 Jayhawk Blvd., Rm. 201, University of Kansas, Lawrence, KS 66045-7574
Tel: 785-864-3849.  Faxed letters are acceptable.  Fax:  785-864-5034.

04/13/05
Chinese Meals

Meal Composition

A Chinese meal, at a fundamental level, is composed of two categories of food. Fan is the cereal grain component of the meal, “the more fundamental and indispensable” of the two components. Historically, enduring the scarcity of food has given fan a special position in the meal to the surviving generations. Cai, “ts‘ai”, takes a subordinate role as the supplementing “dish”, complementing the grain and making it palatable.

Traditionally, meals consumed by farmers and others who earned their living through manual labor emphasized the filling carbohydrates provided by the fan, which often consisted of coarse grains rather than polished rice. Traditional etiquette at such meals required that one must always eat all of the fan.

Meals served to the upper classes and as formal banquets were composed primarily of cai, or dishes, with grain dishes often served only in small, symbolic portions at the end of the meal or omitted completely.

Cai dishes are made from vegetables and meats (pork and fish mostly). With over 200 different vegetables used frequently in Chinese cuisine, variety of cai is endless. “Normal practice is to have a selection of shared dishes with lots of rice, which generally makes for greater variety and balance.”

Many Americans assume that rice is the only kind of grain produced and consumed in China. Detailed further in the regional cuisine section, the basic division of staple grain product is rice in the south and wheat, soybean and corn in the north. The variety is extensive and plentiful: from barley to oats and sweet corn to wheat. The variety of grain has led to diverse regional culinary specialties—which are rarely offered in American Chinese restaurants.

Regional Cuisines
Chinese meals
"We meandered through the Itsukushima Shrine and began our ascent up Mt. Miwa. The hike was dotted with shrine and relics. Each opportunity to rest was a welcome sight for the weary climbers. When we finally reached the top, the view of Miyajima and the surrounding islands was spectacular." -Megan

The group dines on a traditional Japanese dinner in traditional yukatas

Greyson, Mark, and Boyce pose for a picture on top of Mt. Miwa
June 4th, 2004 TOKYO

The group poses with Ambassador Howard H. Baker and Mrs. Nancy Landon Kassebaum Baker, and Chancellor Hemenway at the U.S. Embassy in Tokyo

"We rode the Shinkansen from Miyajima to Tokyo and saw Mt. Fuji through the window. It was an enjoyable four hours to spend with friends. We then went to the US Ambassador's residence for a KU Alumni reception in honor of Chancellor Hemenway. It was exciting to be there!" -Mark

June 4th-6th, 2004 (home-stay weekend) HIRATSUKA

"All of us were nervous/excited about the possibilities of the home-stay experience. Staying in an unfamiliar home is always a trying adventure, add an extreme cultural difference and possible language barriers and you have a down right scary endeavor. But we left the train station, exchanging quick hugs good-bye and greeting

Cecilia with her host mother and sister in a noodle shop near Hakone
the family that would house us over the next few days." -Beau

June 7th, 2004 HIRATSUKA

"The day ended with a celebration organized by the home-stay families. Members of the Hiratsuka community were invited to speak with us, play games etc. Finally our home-stay families walked with us to the train station to see us off to Tokyo. Several families remained long after we had made it to the platform, a small sign of the gracious nature of these people. All of the group felt a special attachment to this place and these people. Hiratsuka is a wonderful sister city for Lawrence." -Beau

The group receives handmade juggling bean bags from the people of Hiratsuka
"After lunch with the JFS group we started the presentations. We went first. I was so nervous, but it went practically perfect. After the JFS group gave a wonderful presentation we split up into three groups, a community, school and world groups. Beau, Greyson and I were in the world group. The discussion was interesting, but I kept wishing I could speak Japanese and just bypass the translator" - Cecilia

The KAS and JFS group celebrate a productive day of sustainability discussion at an all millet restaurant run by a non-profit organization that promotes sustainability in agriculture.
Regions of Chinese food-styles/flavors of cooking

“There is no single Chinese diet but a wide variety of diets across the country that vary with ethnic and geographic differences.”

Due to China’s expansive territories, opinions diverge on how many distinct regional cuisines exist in a land with such variety. Certainly the most notable division is found between the North and South regions of the country, officially marked by the Yangzi River. Generally speaking, rice products are found to be the staple grain for the southern and eastern regions of China and wheat products for the northern areas.

One approach to describing the regional cuisine of China is to note the general characteristics of cooking and culture by location: North, South, East, and West. Some observers characterize those regional cuisines as sweet in south, salty in north, hot in east, and sour in west.

China’s North
Region’s characteristics: geography, climate, agriculture
China’s North has two very long and distinct seasons (winter and summer) with short transitional periods in between. Winters are dry and cold, with temperatures often below freezing. Summers provide intense heat and rain. Its diverse terrain (hills, valleys and rivers) give variety to the region’s agriculture. Due to the extremely dichotomous climate, the land’s produce is hearty: mainstays of wheat and corn, especially important to the Northern China economy, dominate the northerner’s dietary needs. Crops are then manufactured into wheat-flour for use in common cuisine: noodles, stuffed
buns, dumplings and steamed bread are just a few of the wheat products consumed in the provinces of this region. Although little rice is grown in this region, other hardy plants such as barley, millet, soybeans, cabbage, squash and apples predominately appear in northern Chinese agriculture and cooking.

Notable flavors and dishes—
Beijing is known for jiaozi, the traditional Chinese dumpling, and Peking duck. Jiaozi dumplings are often filled with pork and vegetables, but variations may include sweet fruits (dates) or chestnuts. Peking duck is a traditional delicacy perfected during the Qing Dynasty and served to important and wealthy individuals throughout history. The duck and its skin (a delicacy) are served with Hoisin (Peking) sauce in flat-bread wrappers.

Northern cuisine includes the Henan (north of the river) region. Strikingly unique from other northern flavors is the Shaolin vegetarian cuisine. Chinese Buddhist belief has for centuries prohibited the eating of animal flesh, and the monks here have spent an age perfecting the cooking of all types of vegetarian food. This cuisine is very nutritious and healthy.

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China’s South

Region’s characteristics: geography, climate, agriculture

Much of this region is considered subtropical and is green year round. As a consequence to the warm temperatures and lots of rain, high humidity creates a perfect climate for products with fastidious temperament: rice, tropical fruits and vegetables (especially of the tropical variety such as pineapple, lychee, oranges and bananas). Typhoons are common natural occurrences in the summer (July to September) and good times to visit are the spring and fall seasons. The winters are short (January to March), yet they can be surprisingly chilly.
Notable flavors and dishes
Southern Chinese cuisine gives elegance to simplicity. Cantonese cooking (Guangdong region) is renowned for its light flavors and cooking techniques (steaming and stir-frying) which pronounce the freshness of the ingredients. Often chicken, other fowl and fresh catches from the seafood embellish the striking color, flavor and delicacy of the cai of Canton. Rich with fruits and vegetables, Guangdong is also praised for its perfected tradition of presentation. Cantonese cooks often make artistic and colorful presentational accents such as radish roses.
Another of the most noted regional creations is dim sum (“dot-hearts” in Cantonese), which are small bite-sized appetizer foods. Variety is the key to this tradition; some sweet, others salty, hot or cold, these small snacks can—in some restaurants on a busy day—be as numerous as 100 different choices!

China’s East “The land of fish and rice.”
Region’s characteristics: geography, climate, agriculture
The eastern region of China is composed of Highlands and Lowlands. The Eastern Lowlands are rich in both natural resources like coal and iron, but, as the Yangtze River flows through the region, the best farming (flat land and sufficient rainfall) is found near the deltas. Farming techniques such as wet paddy planting (especially for rice) accounts for a large percentage of the region’s agriculture. The subtropical characteristics of the growing period also allow for the production of a wide variety of vegetable.
Notable Flavors and Dishes:

Jiangsu (huaiyang) cuisine is very similar to Cantonese cooking in its careful attention to freshness and delicate technique. What distinguishes Jiangsu is the strong dependence on fish and crustaceans and its light and sweet flavoring. The Zhejiang region also has similar cuisine, generally noted for light (non-greasy), mellow flavors, and fresh cooking.

Famous dishes and snacks include peony and swallow vegetable, fried purple crisp pork, lightly fried bean curd, jadeite shredded fish, scallion stewed sea cucumber, fruit juice and shrimps, stuffed bun steamed in small bamboo utensils, sweet and pleasant buns, egg cakes which is crisp outside and tender inside, steamed ravioli, hand-stretched noodles, braised cakes, etc.

China’s West

Region’s characteristics:
geography, climate, agriculture

A basin in the southwestern part of the continent, Sichuan is one of the most agriculturally productive areas in China. The varying altitudes and wide range of temperatures and amounts of rainfall allow for the production of a wide range of crops, including rice, vegetables, and fruit. In addition to rice, Sichuan is known for bamboo, mushrooms, tangerines and the famous Sichuan chili peppers, some of the hottest in the world. China’s west also grows some of the world’s hottest chili peppers which have given Sichuan a reputation for heat.

Notable flavors and dishes

Hunan (south of the river) cuisine:
Renowned for its soups, is one of the oldest and richest also noted for its spicy, pungent and flavorful dishes. Hunanes are especially fond of using chilies, sweet peppers and shallots in cooking.

Sichuan (Szechuan) cuisine: hot, spicy chilis, ma po doufu, hot pot

Famous for its heat and distinct flavors, Sichuan cooking mastered the light cooking techniques of stir-frying, sautéing, and dry-braising. One of the region’s most famous recipes is ma po doufu, a spicy bean-curd and vegetable dish cooked with some of the most powerful chilies in the world. In traditional Chinese medicine and nutrition, hot chili peppers are considered helpful in reducing the “internal dampness”. The humid climate also compels a creativity and variety in food preservation, including techniques such as picking, salting, drying and smoking.

Autonomous Regions of Tibet and Xinjiang–Uyghur

Many of the cultures and cuisines that describe come from the majority, mainstream Chinese culture. However, without recognizing the diversity of the country and its peoples and cultures, this record would not be complete. China’s composition includes a variety of minority cultures—each, of which, has its own distinct customs, beliefs, and ways of life. Such diversity demands recognition. Two of the most well known and largest minority groups are that of the Tibetans and the Uyghurs.

Region’s characteristics:

geography, climate, agriculture

The Uyghurs live in Xinjiang, an area of
Northwest China, that encompasses two deserts among mountainous terrain. Arable land and water resources in this area are limited. Wheat is the main staple grain and mutton (sheep meat) is the region’s main protein. Two very traditional Uyghur dishes are “polo” and “laghman”. Polo is a rice pilaf dish served with mutton and traditionally eaten with the clean, right hand; Laghman is a newer traditional dish served with mutton and vegetables over long, hand-pulled noodles that have its influences from the Chinese “la mien”, hand-pulled noodle. Naan is another cultural product, a flat bread popular in Xinjiang as well as in many central Asian cuisines.

The autonomous region of Tibet also has a very distinct food culture that developed in the harsh climate and isolated land of Tibet. Tibetans are of two classes: nomadic or farmer. Mainly situated on the Tibetan plateau, the high altitude requires even hardier agricultural products: where it is too cold for wheat at some altitudes, the farming communities grow barley. The pastoral nomadic groups tend flocks of sheep as they move around the region. Mainstay foods, again, are meat (mutton, or sometimes yak), dairy and wheat. These groups, due to their high altitude and limited resources require a diet higher in fat and calories. Some of the most traditional and staple foods are butter tea (po cha), “Tsambpa”, barley-flour, sugar, butter and tea mixture rolled and eaten with fingers, or dried meat that will either be later barbequeed or eaten raw.

For further reading on this region, go to:
http://www.uygurworld.com/_sgt/m3_1.htm.

Food Preservation
June 9th, 2004 DAY TRIP TO KAMAKURA

Misa, the program assistant in Takishita Yoshinori's restored Japanese farmhouse

"Then we went to the gorgeous homes of antique dealer and architect Takishita Yoshinori. He specializes in the traditional Japanese farmhouses. The gorgeous homes are made with huge beams held by simple pins. The rustic nature of these homes is complemented by modern amenities to enhance the comfort of the homes. We ate a wonderful lunch of sandwiches and hato (pigeon) shaped cookies." -Megan

Cecilia, Megan, and Liz posing in front of the Big Buddha (at Kotokuin)
June 10th, 2004 TOKYO

"Today we visited Tokyo Metropolitan Kokusai High School. Many of the kids spoke very good English. I visited an English class and the teacher was from Denver, like me." - Mark

Some of the group at the Tokyo Metropolitan Kokusai High School

Shabu shabu at Kazuo on top of the Sumitomo Skyscraper

June 11th, 2004 TOKYO
"This morning we met early and Misa's mom took us to a sumo stable. When we arrived we were excited to see the sumo wrestlers practicing in a large dirt floor room. We were told to take off our shoes and follow a few simple rules such as not eating, drinking, or talking. We watched the wrestlers practice, which was very interesting." - Rae

June 12th, 2004 TOKYO
"After lunch Mr. Matsuda, Misa's father, took us on a walking tour. Our tour was highlighted by a few buildings that we stopped at. One had a unique spiral ramp inside. My favorite was the Prada building - it was supported completely by the exterior diamond shaped windows and an interior elevator shaft." - Tori
The girls in the group pose for a picture at the International House of Japan where the group stayed in Tokyo.

"That night we had a final dinner together. It was in the Kiyosumi Garden. We had a chance to walk around and take pictures beforehand. It was a really nice garden. For dinner we were served a traditional Japanese dinner with tempura. It was really good. The place we ate was overlooking a pond." - Greyson

The teahouse in Kiyosumi Garden where the group had their last dinner in Japan together.

June 14th, 2004 TOKYO
Our final day began with saying good-bye to Misa at the I-House. The entire group grew quite attached to Misa, her patience and charm were invaluable assets to our adventure, Without her guidance the trip would not have been nearly as exciting, nor as smooth. We would have been lost trying to navigate Tokyo or finding a karaoke bar or even ordering lunch during our free time. I think we would all attest to Misa's importance to the KAS Japan program." -Beau

The peace pagoda at Naritasan Shinshoji Temple

Rae, Mark, Greyson, Tori and Cecilia pose with Misa for one last picture before they say good-bye
Agricultural Regions

Percent in cultivation

Non-cultivated

Agricultural region boundary

500 Kilometers

500 Miles

Boundary representation is not necessarily authoritative

http://www.kas.ku.edu/archived-site/chinese_food/food_images/china_agricultural_86.jpg[1/23/14 3:40:40 PM]
Chinese Meals

Food production and preservation

Natural forces and disasters are one of the most pivotal factors and often the most devastating to agriculturally based markets. The average Chinese diet is highly dependent on domestic food production. Before the accessibility and efficiency of food transport, living off of the land meant that at times of harvest, there was surplus, and during times of winter or dry spells, there was little to provide. (PIC: Todd’s photos: PIC0040—agriculture, PIC: Ryan’s photos: mushrooms) The Chinese adapted to whatever circumstances (famines, draughts) that arose. In order to meet adequate nutritional needs, the Chinese invented many ways to preserve the resources they had available. They have been noted as having one of the most extensive and creative lists of preservation methods: they “preserved foods—grains, meat, vegetables, fruit, and eggs—preserved by smoking, pickling, salting, sugaring, steeping and drying”. These methods provide flavor year round for cai dishes. (PIC: Preserved eggs—“Thousand–year–old eggs”? or other food)
Current food and eating in China today: Western influence and abundance

Impact of Modernization on the Chinese diet
The continually improving technologies available to the people of China today have had a direct impact upon nutrition. New technologies in transportation, refrigeration and manufacturing, play an especially important role. Now food can be stored and transported more safely and for extended periods, which assists in availability to the average Chinese consumer.

While an increase in incomes in recent years has led to better nutrition for many in China, some affluent citizens are beginning to demonstrate an inverse correlation between the wealth and wellness. Instead of observing balance (hot and cold, activity and rest, fan and cai) and simplicity, the greater population eating the modern Chinese diet has incurred more health problems than before they became industrialized. Obesity, in particular, is on the rise because of the high caloric intake and the lack of activity by the urbanized population. In response, government health officials have implemented a ten-year program to increase nutrition education.

Traditionally, and as determined by necessity, the Chinese spend the majority of their income on food. According to the China Now magazine, “It seems that the ancient stress on frugality, simplicity and balance is just as relevant now as it has ever been.” For some urban, affluent families, this frugality and emphasis on traditional staples has been replaced with a preference for McDonald’s. Fast food for some busy urban residents has become not a simple treat for special occasions with the family but an essential staple. China’s food habits continue to change as globalization opens the doorway for foreign influences such as fast food. These not-nutritious but popular alternatives to the tradition are causing higher-risk and longer-term health problems for the population. Overweight Chinese are generally from the younger generation who struggle to observe the traditional concepts of TCM and therefore are overweight and
nutritionally imbalanced.

And an even newer wave/trend is reversion to the courser, more natural products and foods. Higher annual incomes have shown an increased demand for more fresh and whole ingredients, which, with the new technology, are available for extended seasons. Organic farming has become the newest fad that has liberated more than 2,000 companies nationwide to pursue “less conventional” farming. “The concept of organic food was introduced to China 14 years ago. It is defined as non-polluting, safe, high-quality and nutritious. Xinhua did not mention whether pesticides are used.” The newest string of restaurants harken to these consumers: because not only do they revert back to the raw and coarser macronutrients that are more nourishing, they promote cost-effective savings for the Chinese farmer producing these materials due to less processing and fewer pesticides/chemicals and treatment. As a result, nutritionally, Western nutrient studies have found very few deficiencies in the diets of the Chinese population, rural or urban. For additional information, see http://www.organicconsumers.org/organic/china100804.cfm