HENRY LUCE FOUNDATION AWARDS GRANT TO ASIANetwork

Thomas L. Benson, Chair, ASIANetwork
Executive Vice President, St. Andrews College; President-elect, Green Mountain College

The news in early December that the Henry Luce Foundation had awarded a major grant to the ASIANetwork capped a year of remarkable progress, a year in which a promising and popular idea became a national organization. The Luce Foundation grant will support the further development of the consortium and the implementation of an innovative consulting program to be conducted by and for Network institutions.

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The spring 1993 conference in Chicago at Hickory Ridge marked the official launching of the Network. Participants in the meetings approved a set of bylaws and elected a Board of Directors. They also voted to change the name of the organization from A.S.I.A.N. to ASIANetwork. In the months following the conference, the Network was officially incorporated, and papers were filed for formal standing as an affiliate of the Association of Asian Studies.

Throughout the year, interest in the Network continued to build as colleges, foundations, and diverse agencies with Asian concerns learned of its unique mission and promise. In September, the Board of Directors returned to Hickory Ridge to discuss the expanding opportunities and related choices facing the Network. The Board also reviewed the lessons of the spring 1993 conference.

(Benson, cont. p.2)
New Faculty Appointments and Visiting Faculty

**Augustana College, Rock Island, IL**
Jen-mei Ma  
Asian Art History, Chinese Pedagogy

Lu Yang  
Visiting Scholar, 1993-1994 academic year

**Colorado College**  
I Made Lasnawan  
Indonesian Music and Dance  
Gamelan performance, 1993-1994 academic year

**College of St. Benedict**  
John Ness  
History

**Denison University**  
Wei-Ming Tu  
February 22-23, 1994

**Eckerd College**  
David H. Satterwhite  
Assistant Professor of Political Science  
BA, Friends World College; MA, PhD, University of Washington

Hisae K. Satterwhite  
Japanese Language

Kirk Ke Wang  
Assistant Professor of Visual Arts  
BJA, MFA, Nanjing Normal University; MFA, University of South Florida

**Presbyterian College**  
Rita Cherian (India)  
United Board Visiting Scholar Program  
1993-1994

**1994-1995 Japan Study Exchange Professor**  
Michiko Fukazawa  
Psychology, Waseda University

Available to strengthen the international and Japanese studies curriculum on a GLCA or ACM campus as a visiting professor. She is prepared to teach "The Psychology and Current Issues of Japanese Families" and "Cultural Script."  
Contact: Japan Study, Earlham College

__(Benson, cont. from p.1)___

conference, reflected in questionnaires distributed to the participants. Finally, the Board laid plans for the spring 1994 meeting in Santa Fe.

In contrast to the meetings in Pinehurst and Chicago, where organizational tasks unavoidably occupied a significant portion of the schedule, the Santa Fe conference will be devoted to the primary purposes and services of the Network.

Among the many topics on the conference schedule are methods and models for teaching the Asian survey course, new textual and video resources for the Asian studies curriculum, and new opportunities for grant and fundraising support for the institutional programs. In addition, two Network workshops will introduce and invite participation in the Luce consultation project and in a 1995 Hong Kong seminar for ASIANet faculty that is being organized by the United Board.
The 1994 Conference of the ASIANetwork, a Consortium of Liberal Arts Colleges with Asian Studies programs, will be held April 22-24, 1994 at the Hilton of Santa Fe, Santa Fe, NM. St. John's College of Santa Fe is the host institution.

A. Doak Barnett, Professor Emeritus, School for Advanced International Studies, Johns Hopkins University, Linda Yuen-Ching Lim, Director of the Southeast Asian Business Program, University of Michigan, and Joseph E. Lake, U.S. Ambassador to Mongolia, 1990-1993 and Senior Examiner, Board of Examiners, U.S. State Department will be the featured speakers.

The conference in Santa Fe will offer an opportunity for Network institutions to collaborate and to enjoy the resources of the Network.

Special attention will be given at the conference to the central concern of the Network: the teaching of Asian studies in the liberal arts college. In addition, the conference will provide opportunities for gathering information and sharing insights on faculty development, study abroad programs, grants and fund raising possibilities, international and faculty exchanges, a national honorary society for Asian studies students, and new texts and video resources for the Asian studies curriculum.

Two new Network initiatives will be introduced at the conference: the ASIANetwork Luce Consultation Program, to be implemented in the fall of 1994, and the United Board Hong Kong Seminar for ASIANetwork faculty members, scheduled for early summer 1995. A number of additional projects, still in the planning stages, will also be previewed and discussed.

The conference will provide a number of stimulating presentations by distinguished speakers. We will be joined by a number of visiting Asian scholars and Asian trustees of the United Board for Christian Higher Education in Asia.

The conference will also offer participants the opportunity to tour the campus of St. John's College and to learn more about the unique undergraduate curriculum and their innovative graduate program in Eastern classics.

Program Schedule

Friday, April 22

4-6 p.m. registration
7 p.m. dinner
8 p.m. Speaker: A. Doak Barnett

Saturday, April 23

9 a.m. Plenary Workshop I: Teaching the Asian Survey: Theory, Models, and Methods
12 noon lunch: Speaker: Joseph E. Lake
1:30 Plenary Workshop II: New Textual and Video Resources for the Asian Studies Curriculum

3 p.m. Optional Programming: Tours of Downtown Santa Fe and St. John's College; Roundtables 1) Faculty and Student Exchange Opportunities with Asian Universities, 2) National Honorary Society for Asian Studies Students, 3) The ASIANetwork EXCHANGE and the New AAS Journal on Teaching

7:30 p.m. dinner: Speaker: Linda Yuen Ching Lim
Sunday, April 24

8:30 a.m. business meeting
9 a.m. The ASIANetwork Luce Consultation Program

9:30 a.m. Concurrent Network Workshops: 1) Study Abroad Programs, 2) Faculty Development, 3) Curriculum Development, 4) Grants and Fundraising for Asian Studies Programs

11:30 lunch: Speaker: David Vikner, President of the United Board: The 1995 Hong Kong Seminar for ASIANetwork faculty members

Accommodations

The conference headquarters will be the Hilton of Santa Fe, located in the heart of the historic downtown. Hotels within walking distance which will also be used for lodging are the Hotel St. Francis and The Inn at Loretto.

Hotel reservations will be booked by the conference accommodations coordinator, Jerry Bron, (910) 277-5666. Use the conference pre-registration card. Do not make direct arrangements with the hotels.

Hotel rates (including taxes): one person, double occupancy, $55/night; single rooms, $100/night.

Travel

Air reservations may be booked through Great American Travel Company of Fayetteville, NC (Tel.: 800-654-4194). Discounts may be available through some carriers. Great American will book reservations with limousine and rental car companies for the one hour commute from Albuquerque airport to Santa Fe, and will assist participants interested in car pooling.

Conference Fee

The $100 conference fee includes registration, conference materials, refreshments, and all meals with the exception of breakfast. Fee may be paid at the conference or sent in advance.

Contact: Thomas L. Benson, Executive Vice President, St. Andrews College, Laurinburg, NC 28352; Tel.: (910) 277-5666

Faculty/Student Development Opportunities

PICAS (Program for Inter-Institutional Collaboration in Area Studies) collaborates with six non-western area studies centers at the University of Michigan and the 26 colleges of the Associated Colleges of the Midwest (ACM) and the Great Lakes Colleges Association (GLCA). Centers of interest to ASIANetwork members include the Center for Chinese Studies, the Center for Japanese Studies, and the Center for South and Southeast Asian Studies.

Faculty research grants, summer language fellowships, and week-long research grants are available.

Contact: Ernest McCarus, Project Director or William Kincaid, Executive Director, PICAS, 144 Lane Hall, Ann Arbor, MI 48109-1290; Tel.: (313) 763-1495; Fax: (313) 764-8523; E-mail: whk@um.cc.umich.edu (Internet); whk@umichum (Bitnet)
BOOK REVIEW

Terry Roehrig
Cardinal Stritch College

Terry Roehrig teaches Japanese and Korean history, American foreign policy, and international relations. He encouraged ASIANetwork EXCHANGE (Vol. I, No. 3) readers to discuss film and video sources and ways in which to use them in the classroom.


The number of film/video materials for use in the classroom has grown dramatically in recent years. The availability of these materials has coincided with efforts to expand cross-cultural awareness in the curricula. Ellen Summerfield's book is an important work that gives educators a tool for using film more effectively in addressing cross-cultural issues.

The author begins with an important argument for the value of film in the classroom. According to Summerfield, film "speaks to our emotions as well as our intellect" and "if we experience intercultural contact with our eyes and ears, we begin to understand it." In lieu of taking classes on semester trips to Asia, film provides an important link between the realities of the regions and peoples of Asia and our students.

Early chapters include sections on where to rent or purchase films and an excellent chapter on effective teaching strategies that can be applied to a variety of materials.

The heart of the book is chapters four through ten that analyze over 70 films for use in promoting cross-cultural understanding. It is important to note that Summerfield includes only films that deal with the interaction of different cultures; the book does not cover films that focus on one specific culture in isolation.

Films that address cross-cultural issues in the United States as well as similar issues in other parts of the world are included. Numerous films are analyzed in each chapter along with possible teaching strategies. The end of each chapter includes a brief summary of other related films.

This work is appropriate for many disciplines including history, communication arts, teacher education, anthropology, ethnic studies, and foreign languages. While this breadth will make the book useful for many educators, there will also be a need to pick and choose what may be suitable for your classroom needs.

Films having to do with Asia and Asian-Americans are interspersed among the chapters. Among the Asia related titles are Slaying the Dragon (Asian-American women), The Go Masters (China and Japan), The Japanese Version (Japanese adaptation of western ideas), and Blue Collar and Buddha (Laotian refugee community in the United States). Other films feature India, Vietnam, Korea, Hong Kong, and Cambodia.

A chapter is devoted to films that help students prepare for study abroad programs. Particular attention is given to a six-part film series, Working with Japan. Though the films were targeted for business people interested in beginning operations in Japan, Summerfield notes that the series can be used with a variety of audiences.
1994-1995 Visiting Scholars Program

The United Board for Christian Higher Education in Asia Program enables highly qualified and experienced faculty from Board related institutions in Asia to be in residence for one academic year at any ASIANetwork member institutions.

An ASIANetwork member institution may arrange with host institutions to bring one of the scholars to its campus for special events and lectures.

The following scholars have been selected to participate in the 1994-1995 program:

China
Ms. Chen Meihua, Beijing Foreign Studies University, English
Ms. Chen Hong, Capital Normal University, English
Mr. Lu Tongcun, Nanjing Normal University, Chinese History and Language
Dr. (Mr.) Hong Xiuping, Nanjing University, Philosophy
Ms. Jin Ai-qing, Northeast Normal University, Music
Ms. Li Xiaoling, Sichuan Conservatory of Music, Music
Mr. Zhong Huasen, Sichuan University, English

India
Mrs. Prema Jeyapaul, Lady Doak College, Economics, Women's Concerns
Dr. Nirmal Selvamony, Madras Christian College, English Language, Drama

Indonesia
Mr. Lukas Sugent Musianto, Petra Christian University, Social Sciences

Korea
Dr. (Mr.) Kim Young Jong, Soong-Sil University, Public Administration, Law
Dr. (Mr.) Park Won-Pyo, Han Nam University, Public Administration

Philippines
Dr. Milagros V. Dignadice, Central Philippines University, Business and Management
Dr. Betty C. Abregana, Silliman University, Social Psychology

Contact: The United Board for Christian Higher Education in Asia, 475 Riverside Drive, Room 1221, New York, NY 10115; Tel.: (212) 870-2608; Fax: (212) 870-2322

(Roehrig, cont. from p.5)

Do not let the broad scope of the book deter you from reading other portions. Though not dealing exclusively with Asian issues, *Crossing Cultures Through Film* contains many interesting teaching and discussion strategies that can be adapted to any subject matter. Asia specialists will wish that more material was devoted to our specific area of study. However, Summerfield's book will prove useful for those faculty and students who use film to address cross-cultural issues in the classroom.
During the last few years there has been increased interest in Eastern Studies at St. John's College. As a result, various computer programs have been developed with the goal of making classical Chinese and Sanskrit texts more accessible in the original languages to the general, liberal arts student.

**Mathews Chinese-English Dictionary**

The initial program computerized the *Mathews Chinese-English Dictionary*. Each of the 9000+ characters were assigned an I.D. number and scanned into the computer from the Mathews Index. The major entry for each character was manually typed into the machine. The characters were indexed according to the traditional "Radical/Stroke" method and the Wade-Giles and Pin-Yin romanization schemes. They were also organized according to the stroke form on the bottom or the bottom right-hand corner of the character, according to a "Russian Method" adapted from Chinese-Russian dictionaries.

Because of the different indexing schemes, the computer allows liberal arts students with varying skills and knowledge to easily search and find any character.

Around this dictionary a larger program was developed as a "handbook generator." As characters from a given text are found in the dictionary, lists of their I.D. numbers are saved. The characters can then be reproduced, either on the screen or printout, along with the Mathews glossary, the Mathews entry number, Radical number, additional stroke count, Wade-Giles and Pin-Yin pronunciation, and usual tone.

Page numbers to articles by Cohen and Boltz on ancient Chinese grammar are also printed for extra grammatical reference, as are the entry numbers for Wilder and Ingram's Analysis of Characters. Various formats for printout are possible, such as printing the glossary immediately after each phrase, or compiling the glossary at the end of the entire textual passage, (cf. example).

**Programs encouraging for students**

These programs have been used in the Eastern Studies Program at St. John's College to generate the materials needed for the Chinese Language section. Within the first week, students without previous knowledge of Chinese were able to translate and discuss passages from Mencius. By the end of the first semester, they had translated the Hsiao Ching, many chapters from the Tao Te Ching, and sections of Mencius. In the second semester they translated selections from Chuang Tzu, the Heart Sutra, and some Tang poetry.

The computer increased the accessibility of these classics in their original language, enabling students to see levels of meaning that could not be captured within a single translation. This was clearly apparent while doing the poetry and especially profound passages.

**Optical Character Recognition**

Additionally, to make more of the classics available in this computerized format, OCR (Optical Character Recognition) techniques were employed.
used to automate the data entry. After trying different approaches, the elementary "mask" method seemed best, although it is slow and font sensitive. Pages of text are optically scanned into the computer and cut into strips, with elimination of unwanted commentary. From these strips, the individual characters are standardized into a simplified 16x16 grid.

The computer then compares this grid against a set of representative grids from its "vocabulary." According to various criteria, it assigns the character to its "best guess" while keeping a list of other "likely alternatives."

After processing a page or two, the computer displays the best guesses and awaits editing. New characters are identified using the dictionary subprogram and are added to the "vocabulary" by becoming a "representative." To increase the processing speed, a mask of essential "on-pixels" and "off-pixels" is automatically generated from the grids of each vocabulary representative. An unidentified grid must first match, within an arbitrarily set tolerance level, with these masks before a more detailed examination is made.

Ultimately, the computer must compare an input character against every representative of its vocabulary. As the vocabulary gets larger, the computer gets slower. And as tighter tolerance levels are set, in demand for greater accuracy, the processing time again lengthens. Strategies must be continually devised that will quickly screen out unlikely matches and concentrate the computing time only on those most likely.

Analects and Tang poetry are computerized

To date, the following have been computerized: the complete Analects, Mencius, The Great Learning, Doctrine of the Mean, Hsio Ching (Filial Piety), Chien Tzu Wen (1,000 character poem), Tao Te Ching, Chuang Tzu, Heart Sutra, Platform Sutra, Awakening of Faith Sutra, Recorded Sayings of Lin Chi, 10-stanza Treatise by Vasubandu, most of the I Ching, and various Tang poetry.

We are currently working to include the 4-Corner System and the Total Stroke Count as alternatives to the indexing schemes, as well as adding the double and triple character phrases from the Madhouse dictionary, and the digitized recorded sounds to aid pronunciation.

All programming was written in Quick Basic (Microsoft) supplemented with a pcxToolKit (Genus) and implemented on a PC equipped with overhead (Chinon) and hand (Logitek) scanners.

The work on Sanskrit has been limited to excursions of a more experimental and less developed nature. For example, work is being done on interactive computer-aided desandhying, attempts at using OCR on devanagri, and scanning Sanskrit lexicons in a similar manner as was done with the Liddell and Scott in Greek.

Example of a Poem by Li Shen

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Example of a Poem by Li Shen
4 li li 3 Mat.3852  Rad.75+3  W&I:360
Plums. A surname.

5 shen shen 1 Mat.5717  Rad.120+5
A girdle. To bind. The gentry.

6 ch'u chu 2 Mt.1403  Rad.167+7
A hoe. To hoe.

8 ho he 2 Mat.2114  Rad.115+0
W&I:169 171 330 556 709 802
Growing grain; crops.

9 jih ri 4 Mat.3124  Rad.72+0
W&I:77 107 111 122 123 125 127 167 189

10 tang dang 1 Mat.6087  Rad.102+8
Cohen:p52  W&I:478 881
Ought, should, must. Suitable, correct. To undertake, act as, occupy a position. In presence of. At the place. In. At. To match. Temporal particle: then, at that time. To withstand; treat as; regard as; to pawn. Pledge. To represent. Fitting, just, right; ward off.

11 wu wu 3 Mat.7177  Rad.24+2  W&I:190 527
The 7th of the Earthly Branches. The south. Noon. 11 a.m. - 1 p.m. Interlacing. Crosswise.

13 han han 4 Mat.2028  Rad.85+3
Perspiration. A wide expanse of, as water. Khan.

14 ti di 1 Mat.6222  Rad.85+11
To drip; drop. A drop.

15 ho he 2 Mat.2114  Rad.115+0
W&I:169 171 330 556 709 802
Growing grain; crops.

16 hsia xia 4 Mat.2520  Rad.1+2  W&I:92
To descend, fall. Take down; take off; put down. T lay eggs; produce young; deposit; issue. To begin; set to work. Beneath, below, lower down. Inferior in quality or status. Under, inside. Depreciatory phrase speaking of oneself in addressing superiors.

17 tu tu 3 Mat.6532  Rad.32+0
W&I: 13 81 187 193 215 570 870
Earth; land; soil; ground; territory. Opium. Local. U.F.T.

19 shui shji 2 Mat.5923  Rad.149+8  W&I:21

20 chih zhi 1 Mat.932  Rad.111+3  W&I:100
To know, perceive, be aware of. Wisdom, knowledge.

21 p'an pan 2 Mat.4903  Rad.108+10  W&I:238
A plate, dish, bathing tub, vessel; tray. Top interrogate; examine; estimate. To coil up; wriggle. To turn, as a wheel. A pulley. To wind around. Expenses, costs. The market rate. To transfer; tranship. To hamper; involve. A name. Firm. A rock.

22 chung zhong 1 Mat.1504  Rad.2+3  W&I:57
The middle. Among, within, in, between. China. Chinese. To hit the center. To attain; be
Publications

Indonesianists Directory

The second edition of the International Directory of Indonesianists

Contact: Rita Kipp, Anthropology, Kenyon College, Gambier, OH 43022-9623; Tel.: (614) 427-5853; Fax (614) 427-3077; E-mail: Kipp@VAX001.Kenyon.edu

Manju Parikh


positions, A New Journal From Duke University

positions: east asia cultures, a journal examining critically the histories and cultures of East Asia - including China, Japan, Korea, and the Asian diaspora, was inaugurated in May 1993. Coming out of critical studies at Duke University, positions will publish innovative work across a range of disciplines, including history, anthropology, and literary studies.

Tani E. Barlow, Senior Editor, points out that positions will participate in scholarly exchange relations with counterparts in East Asia, such as Changiakkwa bip'yong (Seoul), Dushu (Beijing), and Dangdai (Taipei).

In a note to the Exchange, Barlow described positions as a "new forum of debate." She continued, "We are concerned that the global forces reconfiguring our world will retain formulations of nation, gender, class, and ethnicity that we would prefer to call into question."

The first issue of the journal, "Colonial Modernity," presented ideas of modernity against the complexity of colonialism in East Asia.

In Volume I, number 3, "The Nationalisms Question," which is due out shortly, scholars examine ideas such as the Nationscape, making imperial subjects in Okinawa, resident Korean...

(Publications, cont. p.13)

(Swentrzell, cont. from p.9)

affected by; to fancy; to fall into a trap.

A grain, kernel N.A. of seeds, grains, etc.

23 ts'an can 1 Mat.6694 Rad.184+7
To eat. A meal.

27 chieh jie 1 Mat.620 Rad.106+4 Cohen:p52
All, every, entirely.

28 hsin xin 1 Mt.2739 Rad.160+0 W&I:274
Bitter, acrid; distressing, toilsome, grievous. The 8th of the Heavenly Stems.

29 k'u ju 3 Mat.3493 Rad.140+5 W&I:469
Bitter. Sorry, suffering; in bad circumstances; painstaking; earnest. The name of a place.
Campus Programs

Alaska Center for International Business/University of Alaska, Anchorage

June 1994, Pacific Rim Institute for high school teachers

March 8-11, 1994, Pacific Rim Fisheries Conference, Beijing, PRC

Date to be announced: U.S.-Japan Forum on the North Pacific, with special emphasis on Russian Far East. Collaborative research and faculty development project featuring economic development specialists from the University of Alaska, International University of Japan, and Far East State University

Augustana College

April 20, 1994, 8 p.m., Augustana Koto Ensemble Spring Concert

September 1994, Faculty Koto Recital featuring Elizabeth Falconer, Koto Master

Augustana Koto Ensemble

Since 1987 the Augustana Koto Ensemble has toured each spring, playing at colleges and universities throughout the United States.

The ensemble is under the direction of Elizabeth Falconer, who holds a master's license from the Sawai Koto School in Japan. Falconer studied koto while residing in Japan from 1979 to 1990.

The ensemble presents a one-hour program of classical and contemporary music for the Japanese koto. During its 1994 spring tour, the ensemble will perform at Eastern Illinois University, Illinois Wesleyan University, McPherson College, Kansas State University, and the Museum of Fine Arts in Santa Fe, NM.

Asia Term at Augustana College is offered every three years. During the ten week term, students and faculty conduct courses on Japan and China.

Colorado College

May 8, 1994, Packard Hall. Concert by the Colorado College Gamelan Angklung Tunjung Sari. In Indonesia, each gamelan is given a symbolic name; the Colorado College gamelan angklung has been named Tunjung Sari, or "Lotus Blossom."

Eckerd College

The College has established an Asian Resources Committee of 25 people. The committee will present monthly lectures, slide shows, demonstrations and films to the college community and to public school students.

St. John's College, Santa Fe, NM

Eastern Studies Program

September 1993-June 1994

Attention All ASIANetwork Participants

If you will be attending the meeting in Santa Fe, please bring multiple copies of syllabi of your institution's Asian survey course(s) to share with others. The survey may be in history, literature, or the social sciences.

If you will be unable to come to Santa Fe, please send your syllabus to Dorothy Borei, Guilford College, Greensboro, NC 27410; Tel.: (919) 316-2219; Fax: (919) 316-2950. She will bring it to the ASIANetwork meetings. Thank you.
Sources and Resources

Gateway Japan

Gateway Japan of the National Planning Association and the University of Maryland at College Park will publish in April 1994 an extensive guide for students of opportunities in Japan. Of particular interest to faculty is Gateway Japan/on-line which is a full text search and retrieval database.

The database includes extensive teacher support materials or leads to information and a publication list of research documents. In 1995, Gateway Japan intends to publish a compendium of academic programs in North America which include a Japan component.

Contact: Gateway Japan, National Planning Association and the University of Maryland at College Park, 1424 16th St. NW, #700, Washington, DC 20036; Tel.: (202) 265-7685; Fax: (202) 265-4673 or (202) 797-5516; E-mail: Kristie-Blair@umail.umd.edu

Understanding Japan

Understanding Japan, %IPIC, 1200 17th St., #1410, Denver, CO 80202; Tel.: (303) 629-5811; Fax: (303) 629-5224. 10 issues: $30. An 8 page publication, each issue of which focuses on a given topic, such as Work and Leisure, Japanese and Eating, Japanese and Money, Communication Gap, Gift-giving in Japan. Useful in preparation for study abroad and homestay experiences.

The Lafcadio Hearn Memorial Museum

Bon Koizumi, great grandson of Lafcadio Hearn, invites students and scholars to visit the Lafcadio Hearn Memorial Museum in Matsue, Japan. Hearn, who lived in Japan from 1890 to 1904, was an influential interpreter of Japanese culture to the West early in the 20th century. Since the centennial celebration of his arrival in Japan (1890-1990), there has been increasing interest in Hearn, the foremost collector of myths, legends, fairy tales, and ghost stories of Japan.

Kwaidan, a film which includes four Lafcadio Hearn ghost stories, was directed by Masaki Kobayashi. One of the New York Times Ten Best Films of 1965, the film won the Cannes Film Festival International Jury Prize and an Academy Award nomination for Best Foreign Film, 1965.

Koizumi, who lectured in the summer of 1993 in the United States, is the curator of the museum and lecturer of comparative literature at Shimane Women's College and at Osaka Aoyama Junior College. He is also Lecturer of local history at Matsue General Cultural Center. Among the museum's collection are 80 manuscripts and personal letters and 180 photographs and paintings as well as Hearn's published works.

Contact: Bon Koizumi, Curator, Lafcadio Hearn Memorial Museum, 315 Kitabori, Matsue, Japan; Fax: 011-81-852-21-2147

Contact: Naomi H. Westcott, 605 Kinnikinnick Drive, Colorado Springs, CO 80906; Tel.: (719) 632-2538. Westcott studied Hearn under an NEH Teacher-Scholar grant in 1990.

Chinese and Sanskrit Computerized Texts

Developed by St. John's College Computerized Chinese Classics tied in with Mathews Chinese-English Dictionary Computerized Sanskrit texts: working toward computerizing Sanskrit-English lexicons Chinese Character Optical Character Recognition Program

Contact: Ralph Swentzell, St. John's College, Santa Fe, NM

(Sources, cont. p.13)
literature in Japan, flexible citizenship among Chinese in the Diaspora, and the cinematography of Hou Xiaouxian.

Contact: Duke University Press, Journals Division, Box 90660, Durham, NC 27708-0660; Tel.: (919) 684-6837; $20 subscription for 3 issues

*Wittenberg East Asian Studies Journal*

Begun in 1976, the *Wittenberg East Asian Studies Journal* is in its nineteenth consecutive year of publication. It enjoys the reputation of being the best of the undergraduate journals of East Asian Studies in the United States. Students whose academic works are published in the journal are able to benefit from this prestige as well.

The scope of the *Wittenberg East Asian Studies Journal* has expanded in recent years to include historical, political, economic, philosophical, and religious essays, as well as original poetry, artwork, calligraphy, translated and untranslated works. Submissions may address any aspect of East Asia, and are unrestricted in length and style.

Contact: *Wittenberg East Asian Studies Journal*, Wittenberg University, PO Box 6100, Springfield, OH 45501-6100

*(Sources, cont. from p. 12)*

**Information Superhighway**

EASUG (East Asian Software Users' Group) is an electronic list created to provide a forum for scholarly discussion, mentoring support, announcements, and planning for events of interest to the subscribers.

The idea for EASUG came out of the 1993 East Asian Software Symposium, pre-session to the Georgetown University Round Table on Language and Linguistics, where it was suggested that a discussion list be created for the purposes of bringing together researchers interested in software which implements any Northeast or Southeast Asian language, i.e. programs for machine translation, computer-assisted language learning, natural language processing, and word processing.

Contact: Patricia O'Neill-Brown, oneillp@guvax.georgetown.edu (Internet); oneillp@guvax.bitnet (Bitnet)

SEASIA-INFO is a read-only list which occasionally forwards news of informational resources on Southeast Asia.

Contact: John A. MacDougall, apakabar@access.digex.net
Study Abroad Opportunities

China

China Educational Tours

CET (China Educational Tours) has operated Chinese language programs since 1982. Year-round intensive programs are offered in Beijing and Harbin. As of January 1994, intermediate and advanced students of Chinese can enroll in the "January Term in Beijing."

In Beijing, all levels of Chinese can be studied, including introductory Chinese. Non-beginners may choose to live with Chinese roommates from the host institution, the Capital Normal University. During the fall and spring terms, seminars focus on contemporary Chinese society. Students may choose to spend one week volunteering on a farm.

The Harbin program is designed for intermediate and advanced students. All students live with Chinese roommates, and all students enroll in one-on-one and one-on-two tutorials. Other intermediate and advanced classes are offered. Harbin's environment offers students unusual opportunities for immersion.

Contact: Mark Lenhart, Director, Academic Programs, CET, 1110 Washington St., Boston, MA 02124; Tel.: 1-800-225-4262; (617) 296-0270; Fax: (617) 296-6830

Colorado College, Summer 1994

"Three Chinas: A View of Contemporary Life and Culture in Taipei, Shanghai, and Hong Kong." The course, taught by Timothy Cheek, History, Colorado College, begins on the Colorado College campus on June 13, 1994 and then proceeds to "the three Chinas," concluding on July 22, 1994.

Contact: Summer Session Office, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel.: (719)389-6653; (719) 389-6955

St. John's University and College of St. Benedict Study abroad semester in China

Contact: Madju Parikh, Government Department, College of St. Benedict, 37 S. College Ave., St. Joseph, MN 56374-2099; Tel.: (612) 363-5767; Fax: (612) 363-6099; E-mail: MPARIKH@TINY.COMPUTING.CSBSJU.EDU

India

Davidson College

The Davidson College Fall Semester-in-India Program begins August 28, 1994 with a week of intensive pre-departure academic preparation on the Davidson campus. The fifteen juniors and seniors participate in a specially designed academic program for the next twelve weeks in residence at Madras Christian College. The courses include "India Past and Present," "Issues in Contemporary India," a seminar on Indian Art History, and an independent research project.

During its stay in Madras, the group will visit Mahabalipuram and Kanchipuram. Students will also take four extended trips: to 1) Pondicherry, 2) Thanjavur, Trichirappali, Madurai, and Kodaikanal, 3) Bangalore, and 4) Mysore.

The semester concludes December 11, 1994 after a final two weeks of travel to major cultural and artistic sites in north India, including Delhi, Agra, Fatehpur Sikri, Jaipur, Ellora and Ajanta caves, and Goa.

Contact: I. Job Thomas, Head of South Asian Studies, Davidson College, Davidson, NC 28036; Tel.: (704) 892-2250

New York State Independent College Consortium for Study in India

Contact: M. Glen Johnson, Political Science, Vassar College, Poughkeepsie, NY 12601; Tel.: (914) 437-5573; Fax: (914) 437-7178; E-mail: JOHNSONG@VASSAR.EDU
Indonesia

Simon's Rock College of Bard

Simon's Rock College of Bard offers a semester long (early October to mid-January) program of study for juniors at the National College of Indonesian Arts (Sekolah Tinggi Seni Indonesia, STSI) in Denpasar, capital of Bali.

The curriculum consists of 10 hours of instruction a week in one's area of interest (dance, gamelan, or puppets), a weekly seminar on Balinese aesthetics, an independent project that culminates with a written piece or performance, and instruction in Bahasa Indonesia 2 hours a day during the first 8 weeks. Students accompany STSI dance and theatrical troupes as they perform in venues around the island.

Contact: U Ba Win, Provost and Director of International Programs, Simon's Rock College of Bard, Great Barrington, MA 01230; Tel.: (413) 528-7392; Fax: (413) 528-7365

Thailand

Simon's Rock College of Bard

Simon's Rock College of Bard offers a semester long (early June to mid-October) program of study for juniors at Assumption University, Thailand's leading English-speaking institution of higher learning, in Bangkok. Among courses students may take are: Thai History, Thai Civilization, Folk Elements in Thai Buddhism, Thai Arts and Culture, Contemporary Issues in Thai Politics, Economic Development of Thailand, Contemporary Thai Literature in Translation, and Family and Society in Southeast Asia.

An important component of the program is participation in community service work at Ban Hoey Yen, a remote Karen village near the Burma-Thai border. A meditation retreat is scheduled at Wat Kow Tahm in Koh Phangan, an island in the Gulf of Siam.

Contact: U Ba Win, Provost and Director of International Programs, Simon's Rock College of Bard, 84 Alford Rd., Great Barrington, MA 01230-9702; Tel.: (413) 528-0771; (413) 528-7365

Editor's Note:

The deadline for copy for the summer issue of the ASIANetwork EXCHANGE is June 1, 1994. Please send information about address changes, visitors, new positions, or programs on your campus to: Marianna McJimsey, Editor, The ASIANetwork EXCHANGE, Associate Director, Asian Pacific Studies, Education Department, 14 East Cache La Poudre, Colorado Springs, CO 80903; Tel.: (719-389-6925; Fax: (719) 634-4180; E-mail: AsianEX@CCnode.Colorado.edu. Please note that the fax number listed above is a change from the one listed in the September 1993 issue of the EXCHANGE.
ASIA HOUSE REFOCUSED ON JAPAN

Jason Manosevitz
Colorado College '93


In the reorganization from Asia House to the Japan Language House, we have focused on one country in Asia rather than trying to place the culturally diverse region of Asia under a single roof. Centering on Japan has allowed us to design and pursue activities that truly meet the goal of raising awareness about Asia on the campus, not merely on the surface, but in-depth.

The Japan Language House staff of a Resident Assistant, a junior history major with an emphasis on Asian Pacific studies, was augmented with the addition of a Japanese language tutor from Kansai Gaidai in Japan. The tutor is a bridge between the classroom and residential life. She is available for private tutoring sessions, assists the Japanese language instructor, and initiates and supports Japan Language House programs.

Japan Language House Activities

A full calendar of activities has marked the first year of the Japanese Language House. Once each block speakers are scheduled to discuss topics such as the religion, economics, history, art and architecture and education in Japan. On special occasions, students, community members interested in Japan, and faculty come to the Japanese Language House to learn to make sushi, fold origami, learn ikebana, or build and fly kites. During two blocks, Japanese films are shown every Friday and Saturday nights. The Japanese Language House hosted a Gamelan concert in October 1993. In 1994 Grandmothers' Night will be observed in February, Girls' Day in March and Boys' Day in May.

Regularly scheduled events of the Japanese Language House include a Tea House discussion on current events and issues in Japan every 2nd and 4th Monday evening, house business meetings every 1st and 3rd Monday evening, a Japanese language adjunct class every Tuesday afternoon, and the Japanese language table every Thursday noon.

Fujiyoshida Trip

The focus of many of the activities of the Japanese Language House during the 1993-1994 academic year has been the ambassadorial trip to Fujiyoshida to be made in March 1994 over the spring vacation by nine Colorado College students and four faculty members. Fujiyoshida and Colorado Springs have been sister cities for 32 years, and the people of Fujiyoshida have been generous in their support of the establishment of the Japan Language House at Colorado College. The group of students and faculty will be able to personally thank the city of Fujiyoshida for its encouragement.

Energy and enthusiasm have emanated throughout the campus from the Japan Language House during its first year. Its educational programs have been substantive; both the campus and the Colorado Springs communities have learned about Japanese culture. The House has been an important facet of the Japanese language curriculum. For our campus, the change from a broadly based Asia House to a specific Japan Language House has been an enormous success.
FIRST FEW DAYS IN CHINA:
CET'S INTERACTIVE ORIENTATION PROGRAM

Mark S. Lenhart
Director CET Academic Programs

Stepping off an airplane and finding oneself in the busy Beijing airport can be a daunting experience, even for students who have studied Chinese for many years. The sights and sounds they encounter immediately serve to remind them of how little they know. Perhaps more important, students quickly discover that in this new environment, they do not know how to learn. For these reasons, greeting new arrivals with a well-constructed orientation should be a top priority of a study abroad program.

How programs tackle this first challenge, the orientation, largely determines the learning methods which participants choose to adopt. For most students who begin Chinese study in the United States, the classroom is the sole forum for learning pinyin, tones, and characters. As a result many arrive in China with only vague strategies for learning Chinese outside of class. Indeed, this larger forum, China's linguistic environment, is varied, uncontrollable, and always overwhelming.

In August 1993, I travelled to China with 30 American students, most of whom had never before studied in China. All were participants in CET's Chinese language programs in Beijing or Harbin.

Orientation

Having served as CET's Resident Director in both the Beijing and Harbin programs, I was familiar with the framework of CET's orientation. The goals of orientation have been developed over the twelve years that CET has operated Chinese language programs.

First, orientation must acquaint students with their immediate environment. Second, orientation must offer students basic tools, such as phrases, bus maps, or bicycles, for exploring their environment. Finally, orientation should remind students that China's cultural context is completely different from what they are accustomed to in the United States.

Unfortunately, managing a successful orientation is not as easy as naming goals. We have learned that simply telling students about their neighborhood or listing dormitory rules actually does more harm than good. When presented with a passive learning, lecture format, students quickly remind you, with yawns and the like, that they are more interested in learning about currency, transportation, and cultural differences on their own. Since an effective orientation must capitalize on this enthusiasm and curiosity, more participatory methods must be employed.

CET has developed a series of structured activities which facilitate student exploration and discovery while at the same time accomplishing our own basic orientation goals. A neighborhood tour, a trip - via public transportation - to buy bicycles, a scavenger hunt, and other activities emphasize interaction and language learning.

Carnival of Shame

For most CET students, the most memorable of these activities is the lively "Carnival of Shame" workshop, in which students discuss critical incidents involving CET's alumni. Students ask themselves if, given the situation described in the stories, their CET predecessors behaved in appropriate ways.

After discussing "Carnival of Shame," a story about a student who is detained by Chinese police for several hours, students tell the Resident Director that law is interpreted differently in
The Japan-America Student Conference (JASC) marks the 60th anniversary of its founding in 1934 with the theme, "Learning from History: Active Cooperation for the New Era." The annual conference, which alternates between Japan and the United States, will be held July 21-August 21, 1994.

The forty American and forty Japanese university students will gather, first, at Wake Forest University, Winston-Salem, NC, and subsequently at The American University in Washington, D.C., New York City, and Seattle for a month of living, studying, and travelling together while exploring topics relevant to both societies and to the world at large.

Chinese. After discussing a story about sexual relationships between American and Chinese undergrads, students report that such relationships can lead to painful misunderstandings. And after discussing the nature of friendship between Americans and Chinese, students say that expectations are indeed quite different.

Participatory activities

These activities are effective largely because they are participatory. In drawing on the experiences of former students, we avoid preaching our own do's and don'ts. By the end of orientation, students are pleased that they have figured out some basic information which they can use in their new environment. More importantly, this format of orientation shows students that they themselves - and not the CET Resident Director - can and should take responsibility for their own learning. As a result, students begin their first classes and outings better prepared to learn from them.

Walter Mondale, U.S. Ambassador to Japan, applauded the JASC, "The Japan-America Student Conference is a program unique by reason of its self-management by students, and one I am proud to be associated with. I believe firmly that student exchanges are a vital element in keeping the Japan-U.S. relationship strong and healthy.

Contact: Gretchen Hobbs, Executive Director, Japan-America Student Conference, 606 18th St. NW, Washington, D.C. 20006; Tel.: (202) 289-4231; Fax: (202) 789-8265; E-mail: jascinc@access.digex.net

Seeking a balance between classroom and experiential learning has been one of CET's primary goals since it began operating language programs in 1982. The complexities of learning Mandarin Chinese make good classroom instruction essential. Because Chinese teaching methods traditionally do not emphasize interactive learning, students must also develop the independence to learn outside of class.

Curricular change reflecting social change

Most recently, CET's Advisory Board, comprised of Chinese language professors from seven private liberal arts colleges, has been instrumental in helping us achieve a healthy balance. In response to China's recent changes, many of which allow students greater freedom and immersion, CET's board members have also helped us implement many important curricular changes. In light of these developments, teaching students to learn for themselves has become an even greater priority.
A NEW MAJOR ESTABLISHED AT ECKERD COLLEGE:
COMPARATIVE EDUCATIONAL STUDIES

Russell Bailey

Curricular developments at Hope College and at Eckerd College are featured in this issue of the ASIANetwork EXCHANGE. At Eckerd College in 1991, a Comparative Educational Studies major was established. The National Endowment for the Humanities has given matching grants for an endowed teaching professorship in East Asian humanities.

In this article, Russell Bailey places the new major within the historical context of Eckerd College. Bailey, who is in the Education Discipline within the Creative Arts Collegium at Eckerd, teaches "Introduction to Modern Asia" and "Aesthetics, East and West." Asia components are also included in his courses in comparative education.

International Experiences at Eckerd

The Comparative Educational Studies major is characteristic of the Eckerd College tradition. When the college was established in 1958, the curriculum was designed on "pillars of Is:"
Individualized instruction, Independent study opportunities for learning, Interdisciplinary teaching and learning, and International experiences for students and faculty.

These conceptual pillars supported a relatively international faculty, a three-year language requirement for all students (including Latin, Greek, Japanese, Chinese, Italian, German, French, and Spanish), several international and/or comparative majors (including Asian Studies), majors in several languages, opportunities for study and travel abroad (primarily in the January term), and a two-semester general education course in Asian Civilization required of all students.

The general language requirement is now only one year, and Greek and Chinese are no longer available. Nearly half of all graduates have had an international experience while at Eckerd, but most of those still occur during the January term.

There is, however, a resurgence of interest in international programs, and there are progressively more pertinent opportunities, including a January term course, which provides students experiences in Korea, Hong Kong, Singapore, and China.

We have added tenure track faculty with East Asian expertise, and have re-established a Multicultural Dormitory, where cultural assistants from France and Germany and interested students and faculty share a program of international activities.

Asian Studies at Eckerd

Asian Studies was a strong major in the early years of the college, complemented in general education by the Asian Civilization course. Although the major was dropped in the early 1970s due to financial exigencies, one faculty member (Professor Gilbert Johnston) and the library collection remain as resources for the rebuilding which is presently taking place. Currently we have an Asian Studies concentration which requires the student to develop a curriculum of study with three professors.

The Comparative Educational Studies Major

Comparative Educational Studies was developed in 1990 and voted by the faculty as a formal major in the spring of 1991. The major was developed in response to interest among faculty and students (Bailey, cont. p. 20)
for an interdisciplinary major with comparative/intercultural focus.

The curriculum deals with subject matter describing and affecting education opportunities in various cultures. The major is coordinated from within the education discipline and emphasizes theoretical and experiential work in the social sciences, the humanities, and the fine arts.

The curriculum treats educational opportunities which occur in formal (structured, in school), non-formal (structured but outside of school), and informal (unstructured and ubiquitous) settings. It integrates this expanded concept of education with an international research base, focusing on Eastern and developing areas outside the Western economic centers.

Students take ten comparative or intercultural courses in education, anthropology, economics or political science, aesthetics, area studies (e.g. East Asian), and four courses in a foreign language. The centerpiece course focuses on the United States, Japan, China, and Taiwan.

Students are urged to take electives in statistics, observational methodology, TESOL (teaching English to speakers of other languages) methods, and comparative courses, as for example in religion or in music. They spend at least one semester or summer during or following the junior year in an education-related internship outside the United States, applying concepts from course work in field research leading to the development of the senior project/thesis.

Students are encouraged to study in depth those areas which are of particular interest to them and often earn a minor in a second and perhaps a third area, e.g. political science, religion, economics, or art. They are to focus on a cultural area (e.g. East Asia or Latin America) and study the appropriate language in preparation for an internship in that cultural area. They also participate as student members of the Comparative and International Education Society.

The first two majors are seniors this year. One has completed an internship in Izamal, Yucatan, Mexico, and the second is in St. Petersburg, Russia. One plans to pursue graduate work in TESOL or comparative education, and the second intends graduate work in law or a related field for a career in diplomacy. Other students are planning professions in international business and in educational/governmental policy making and implementation in the United States and abroad.

Faculty and Curriculum Development

The East Asian faculty seminars held over the last two years with NEH funding have been a boon to Comparative Educational Studies and other comparative and international majors. The Fulbright Foundation has funded pertinent faculty research in Korea and Morocco, while the college has supported research in China, Hong Kong, Japan, Vietnam, and Mexico. Four faculty travelled in and studied the culture of Japan.

Tenure track professors with East Asian expertise in art and political science have joined the Eckerd faculty. The National Endowment for the Humanities has provided matching grants for an endowed teaching professorship in East Asian humanities. Faculty with interests in East Asia have developed a resources committee for ongoing faculty and curricular development.

Conclusion

The Comparative Educational Studies and other international majors will continue to integrate well with the East Asian Resources Committee, the Multicultural Dormitory and other efforts to provide mutual support for the curricular and co-curricular interests on the Eckerd College campus. We are hopeful that the ASIANetwork will continue to offer opportunities for development and support for the member institutions in our Asian and international programming.
The United Board for Christian Higher Education in Asia has been a supporting founder of the ASIANetwork. As David Vikner announces in this article, the Board's commitment to the Network continues with the organization of a conference, in the spring of 1995, for ASIANetwork institutions, on higher education in China and Hong Kong.

The United Board for Christian Higher Education in Asia traces its roots back to 1922 when it was established to serve as a North American partner to three Protestant colleges in China - Peking University, Shantung Christian University, and the University of Nanking. By 1949, when the communists took control of China, the Board was privileged to be related to thirteen of these Christian colleges. Among them were some of the finest and most influential academic institutions in all of Asia.

With political developments in the early 1950s, the United Board was forced to withdraw from the mainland of China and is presently working in eleven other countries scattered throughout East, South, and Southeast Asia. And since in 1979 the Chinese government invited the United Board to resume its work in mainland China, the Board now finds itself involved in a total of twelve Asian countries. Today the United Board is related to over eighty colleges and universities in Asia.

The United Board's eight programmatic priorities for the decade are outlined in its policy document, "Directions for the Nineties." These include:

1) **Asian orientation.** There is an emphasis on support for academic programs emerging out of contemporary situations in Asia and responding to the realities of the day.

2) **Professional training.** A variety of opportunities for advanced faculty and staff training are being provided.

3) **Women's education.** Women's concerns are being addressed in a comprehensive and multi-faceted manner.

4) **Education for disadvantaged persons.** Special attention is given to higher educational programs for minority students, economically deprived students, and students with disabilities.

5) **Community involvement.** There is support for endeavors which are training people to respond to needs in the community and which sensitize and challenge both students and faculty to these needs.

6) **Values education.** Values which enhance comprehensive education and build inter-cultural bridges receive particular emphasis.

7) **Inter-faith cooperation.** Concerted efforts are being made to join hands and work in partnership with people of other faiths.

8) **Programs for self-support.** The United Board cooperates with Christian colleges and universities in Asia in their efforts to become more self-reliant.

In all of these endeavors, the United Board has found its partnerships with numerous North American colleges and universities to be most beneficial. Not only are these institutions hosts for Asian scholars who are pursuing further study abroad, but they are also sources of visiting professors for key assignments in Asian colleges and universities. And since the over ninety colleges and universities associated with the ASIANetwork have a special concern for

(Vikner, cont. p.22)
Letters to the Editor

Asian Studies/Asian American Studies Minor

We are trying to set up an Asian Studies/Asian American Studies Minor Program at Loyola University. Any recommendations would be appreciated.

Contact: Kathleen M. Adams, Department of Sociology and Anthropology, Loyola University of Chicago, 6525 N. Sheridan Rd., Chicago, IL 60626-5385; Tel.: (312) 508-3458; Fax: (312) 508-3646

Teaching positions in Asia

My interest [in Asia] extends back some 35 years to my days as a young naval officer on a destroyer which made three deployments to East Asian waters. It was rekindled this past summer as a result of my participation in a three-week trip to China under the sponsorship of the Lutheran Educational Conference of North America. We visited Hong Kong, Guangzhou, Beijing, Shanghai, and Hangzhou and received numerous briefings from public officials.

As a result of the trip, I am developing a China dimension for two of my classes, Sociological Foundations of Education and History and Philosophy of Education. I would be delighted to have the opportunity to teach in Asia for a year. If [members of the ASIANetwork] have any advice for me in regard to seeking positions [in Asia], I'd certainly appreciate receiving it.

Contact: David W. Dellinger, Education, Bethany College, Lindsborg, KS 67456; Tel.: (913) 337-3311, ext. 190
Fax: (913) 227-2860

ASIANetwork electronic discussion group

An electronic discussion group for ASIANetwork might be desirable. It is simple to start such a discussion group, and the only cost is in a little time from the group's moderator or "owner." All discussions could be archived and accessed by a key-word index, so if you remembered someone had talked about a Japanese film, you could key in, "Japan," "film," or "village," and get to all the relevant discussions. We could also create various archives for membership information, for study abroad programs, for current activities at member colleges, for class syllabi, and course descriptions. We would need to budget for a student worker's time.

Contact: Richard W. Bodman, St. Olaf College, Northfield, MN 55057-1098; Tel.: (507) 646-3110; Fax: (507) 646-3789; E-mail: bodman@stolaf.edu

(Vikner, cont. from p.21)

Asia, it is obvious that these partnerships have come to be especially significant for the United Board.

As part of the emerging relationship with ASIANetwork, the United Board is organizing a conference in late spring of 1995 for ASIANetwork institutions at the Chinese University of Hong Kong, Hong Kong Baptist University, and Zhongshan University in Guangzhou to focus on higher education in China and Hong Kong. Hopefully, greater understanding of the region will lead to closer institutional ties between Board-related institutions in Asia and North America.

Contact: United Board for Christian Higher Education in Asia, 475 Riverside Drive, Room 1221, New York, NY 10115; Tel.: (212) 870-2608; Fax: (212) 870-2322

22
ASIANetwork's Luce Consultancy Program

Guidelines for Institutions Interested in Applying for a Luce Consultancy

The ASIANetwork's Luce Consultancy Program invites applications from liberal arts institutions to secure the services of a program consultant. The program is designed to aid private colleges in the ASIANetwork further develop or initiate Asian Studies programs (including those with regional or country-specific foci).

Consultancies entail one or two consultants advising institutions regarding issues such as study abroad programs, curricular integration, funding strategies, and faculty development. Luce consultants are selected from among a pool of ASIANetwork faculty who have experience in building Asian Studies programs.

A typical consultancy would entail a three-day visit, i.e. two travel days and one full day on campus. Although the Consultancy Program will pay round-trip transportation costs and a stipend to the consultant, host institutions are encouraged to meet at least some of the local charges incurred during the consultancy.

Interested institutions are requested to fill out our application so as to give the Luce Consultancy Program a clear understanding both of the institution's current Asian Studies offerings (or lack thereof) and of the possibilities (and a potential time line) for developing such a program.

Guidelines for Faculty Interested in Becoming Luce Consultants

The ASIANetwork's Luce Consultancy Program invites applications from faculty at liberal arts institutions in the Network who would like to serve as consultants in the program.

Potential Luce consultants should be experienced in establishing or working with Asian Studies Programs (including those with regional or country-specific foci) and be committed to the ideal of aiding private colleges in the ASIANetwork develop or initiate Asian Studies programs. Institutions receiving such a consultancy will have passed a competitive application process.

A typical consultancy would entail one or two consultants paying a three-day visit to the host institution (assuming two days for travel and one full day on campus). The Consultancy Program would arrange for transportation costs, local room and board, and a stipend for the consultant.

The consultant would be expected to share her/his experiences, to facilitate clarifying the host institution's possibilities and challenges, to help the institution network appropriately after the consultancy is completed, and to submit written evaluations to the Network and the host institution. In all cases the program would expect consultants to regard each assignment as an opportunity to aid the host institution fashion its own unique approach to Asian Studies.

Application deadline: May 15, 1994

Contact: Madeline Chu, Luce Consultancy Coordinator, Kalamazoo College, 1200 Academy St., Kalamazoo, MI 49006-3295
Graduate Programs

American University/Ritsumeikan University
Dual American-Japanese Master's Degree Program

A dual master's degree program has been created by The American University, Washington, DC and Ritsumeikan University, Kyoto. The program, which began in the 1993-1994 academic year, enrolls 20 students, recruited worldwide, who are bilingual in English and Japanese. Students will spend one year in each country before returning to their home university to complete the curriculum. They will receive degrees from both AU's School of International Service and RU's Graduate School of International Relations.

The dual master's degree program evolved from a relationship between these two universities that began in 1990 when The Japan Foundation awarded American University a grant for a joint symposium on Japan-U.S. bilateral global relations.

Contact: American University, Washington D.C. 20006

Monterey Institute

The Monterey Institute of International Studies has announced $7,100-$14,200 scholarships for native English speakers admitted to the translation and interpretation division's MA program in Chinese translation and interpretation beginning in the 1994-1995 academic year. Funding for these scholarships is provided through a grant from the Henry Luce Foundation. The deadline for application is May 1, 1994.

The Monterey Institute of International Studies is a small, private, fully-accredited graduate school located on California's Monterey Peninsula. Most of the 750 students have lived, worked, or studied abroad. They have a minimum of two years of university-level foreign language, and continue language study at an advanced level as part of the program requirements. One-third of the students come from over 50 countries, the largest percentage coming from Japan.

Students considering Monterey for graduate work may be interested in research opportunities with the Center for East Asian Studies, directed by Tsuneo Akaha.

Contact: Berta Aug, Academic Outreach Coordinator, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; Tel.: (408) 647-4123; Fax: (408) 647-4199

Whitworth College

The Whitworth College Graduate Program in International Management emphasizes the emerging markets of Asia and the Pacific Rim. The 15 month master's program includes development of foreign language proficiency, and studies in cross-cultural skills, global political economy, business ethics, and new technologies. Chinese, Japanese, Russian, French, German, and Spanish are taught. The Whitworth International Management program is designed for those with interest in business careers and managerial positions with non-profit international organizations.

Contact: Dan C. Sanford, Director, Institute and Graduate Program in International Management, Whitworth College, 300 W. Hawthorne Rd., Spokane, WA 99251-1103; Tel.: (509) 466-3742 or 466-3733; Fax: (509) 466-3251

Colorado College is an affirmative action/equal opportunity institution.
SYLLABUS

HOPE COLLEGE, FALL 1993

Encounters with Cultures

Alfredo M. Gonzales, Assistant Provost, Hope College, has submitted the syllabus, "Encounter With Cultures," somewhat as a course in progress, an experimental course. The Hope College faculty asked that the course be taught for two years, after which time the Academic Affairs Board will decide on its role within the Hope College curriculum.

The course has prompted discussions of institutional vision and ideology; faculty have been trained to teach the course; the evaluation process has been ongoing.

Course Description: IDS 295 "Encounter With Cultures" will introduce students to critical thinking and writing in the areas of race, gender, ethnicity, and culture. Using short stories, film, biographies, lectures, cultural events and encounters, students will explore their own heritage and that of others.

The overall goal of the course is to create understanding of the different races, groups, and cultures in the United States. The pedagogy of this course requires you to take ownership for your own learning. Students taking "Encounter With Cultures" will have the opportunity to pursue a special project chosen from one of the following units: Asian Americans, Native Americans, African Americans, or Hispanic Americans.

The three credit hour course is interdisciplinary and students taking it can use "Encounter With Cultures" to substitute any of the following core curriculum requirements: 1) component two of the cultural history requirement; 2) the second course in the fine arts; 3) any course satisfying the religion or social science requirement.

The course is highly recommended for all students in the Arts and Humanities, but especially for Education, Language, and Social Work majors and for students with interest in international affairs.

Teaching Faculty
Barry Bandstra, Associate Professor of Religion;
Jeanine Dell'Olio, Assistant Professor of Education;
Alfredo Gonzales, Assistant Provost; Helen Westra, Assistant Professor of English

Textbooks
IDS 195:Encounter With Cultures: Collected Readings (EC)

Assignments and Grading
To maximize your learning and contribute to the learning of the group, this course requires you to do the readings on time and be prepared to participate in an informed way in the discussion. The assignments are to help you do this. Therefore,
1. Attendance is required at all regularly scheduled class meetings.
2. Attendance is required at the following "outside of class" events:

September 7 and 9: Cultural Diversity Simulation (Bafa Bafa)
September 9: Chicago Trip
September 21: Movie: Dances with Wolves
September 29: Presentation: Gwendolyn Brooks; DeWitt Theatre, 7 p.m.
October 5: Movie: A Raisin in the Sun
November 2: Movie: Milagro Beanfield War
November 23: Movie: Eat a Bowl of Tea
(All movies are shown twice, at 6 and 9 p.m.)
3. There will be 10 spot checks covering the
assigned readings. Spot checks are essential to keep you motivated to keep up with readings and be ready to participate. We all need to do this to have a good course. Spot checks could include quizzes, brief written essays on specific readings, or evaluations of discussion.

4. There will be 5 two-page written assignments. Due dates will be announced in class.

5. A group project pertaining to the themes of the course will be completed and presented to the class near the end of the semester. It will be evaluated by your peers as well as by the professor. The best projects will be presented to the entire course in a group meeting.

6. Participation in group discussion will be factored heavily into the final grade.

The following is the percentage weight of each grading component:
Spot checks 15%
Written assignments 45%
Discussion 25%
Group project 15%
Total 100%

Schedule of Daily Assignments

Note that the assignments are keyed to the day on which they are to be discussed in class. They must be completed as background for class discussion before you come to class on that day.

Unit 1: Course introduction: Roots and Heritage

Sept. 1: Introduction
Sept. 3: "Coming to America"
Reading: "The Fat of the Land" (AM 52-69)
Assignment: Self Inventory Questionnaire

Sept. 6: My Place in the World; Getting to Know One Another
Reading: Intro. to Ethnic American Short Stories (EC)
Sept. 8: Cultural diversity discussion
Reading: "Cultural Diversity," David Myers (EC)

Unit 2: Macro systems analysis

Sept. 10: Power Issues in Race and Gender Relations I
Trip to Chicago: Meet in front of DeWitt at 8 a.m.

Return by 8 p.m.
Sept. 13: Power Issues in Race and Gender II
Readings: "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntosh; "The Unconscious Devil Within," Jane Dickie (EC)

Unit 3: Native American Indians (Written assignment for this unit)

Sept. 15: Native American historical background
Readings: "This Country Was Ours" (EC), "The Indian Removal Act" (AM 577-579)
Sept. 17: Guest Speaker: Jerry White Pigeon

Sept. 20: Native American Experience, Past and Present
Readings: "Black Elk Speaks" (EC), "Bury My Heart at Wounded Knee" (EC), "Where I Come From is Like This" (AM 616-623)
Sept. 22: Discussion of Dances with Wolves
Sept. 24: Native American Literature
Readings: "January 26," "Lullaby," "Love Medicine" (AM 580-594, 598-615)

Sept. 27: Native American Issues Today
Reading: "Old Hills, Like Stars," Lincoln (AM 624-632)
Sept. 29: Critical Issues Symposium
Guest Speaker: Gwendolyn Brooks, DeWitt Theatre

Unit 4: African Americans (Written assignment for this unit)

Oct. 1: Historical background
Readings: "Historical, Cultural, Literary Context" (AM 164-173)
Film: A Time for Justice

Oct. 4: Cultural Conflicts, Inner Turmoil
Reading: "The Blacker the Berry," Thurman (AM 214-221)
Oct. 6: Cultural Conflicts, Inner Turmoil
Discussion of Raisin in the Sun
Oct. 8: "It's Dangerous"
Readings: "Frankie Mae," Smith (EC); Black Boy excerpt, Wright (EC)

Oct. 13: "Responses to Oppression"
Readings: Martin Luther King, Malcolm X, Gwendolyn Brooks (AM 437-467)
Oct. 15: Invisibility and Confining Roles
Readings: "The Invisible Man," Ellison (AM 414-427); "Who's Passing for Who?" Hughes (EC)
Oct. 18: Music, Religion, Life
Reading: "Our Nation of Islam," Malcolm X (EC)

Oct. 20: "The African American School: Losing Ground or Gaining Perspective?"
Readings: "A Culture in Common," Ravitch (EC); "School Snapshot: Focus on African American Culture," Scherer (EC); "A Rationale for Creating African American Immersion Schools," Holt (EC)

Oct. 22: Reconciliations
Readings: "Everyday Uses," Walker (AM 688-695); "A Sudden Trip Home in the Spring," Walker (EC); Poems by Langston Hughes (AM 199-202)

Unit 5: Hispanic Americans (Written assignment for this unit)

Oct. 25: Hispanic American historical background
Readings: (AM 244-250; 476-483)

Oct. 27: Exploring Hispanic Identity in the American Context
Guest Speaker: Yolanda Vega

Oct. 29: Hispanic Issues Today
Reading: "The Other Underclass," "Miami: The Cuban Presence" (EC)

Nov. 1: Discussion of The Milagro Beanfield War
Readings: (AM 497-505; 554-563)

Nov. 3: Opening New Frontiers: Moving Toward a Universal Culture

Nov. 5: Opening New Frontiers: Moving Toward a Universal Culture and Reconciliation

Unit 6: Group Projects

Unit 7: Asian Americans (Written assignment for this unit)

Nov. 17: Chinese Americans: Leaving the Middle Kingdom
Readings: "Setting the Historical Context" (AM 92-98), "The Chinese Exclusion Act" (AM 101-103), "The Grandfather of the Sierra Nevada Mountains," Maxine Hong Hingston (AM 139-158)

Nov. 19: Guest Speaker: Bobby Fong

Nov. 22: Chinese Search for the Gold Mountain
Readings: "The Pioneer Chinese" (AM 104-116), "In the Land of the Free," Sui Sin Far (AM 119-126); "Immigration Blues" (AM 118-119), "Two Kinds," chapter from Joy Luck Club, Amy Tan (EC)

Nov. 24: Japanese Americans: Dreams and Dislocations
Readings: "Japanese Relocation Order" (AM 333-334), "Pearl Harbor Echoes of Seattle," Monica Sone (AM 356-367); No-No Boy, John Okada (AM 356-367)

Discussion of Eat a Bowl of Tea

Nov. 29: Japanese Americans: Unfinished Business
Readings: "Setting the Historical Context" (AM 324-330), "Unfinished Message," Toshio Mori (AM 352-354); 3 poems by Janice Mirikitani (AM 384-389), "Chronology of Asian American History" (EC)

Dec. 1: Asian Refugee Experience
Guest Speaker: Michael Viola
Readings: "Truce in Heaven, Peace on Earth" (AM 651-653), "The Vietnamese Refugee Experience" (EC)

Dec. 3: Across Asian American Generations

Unit 8: Putting It Together (Written assignment for this unit)

Apr. 28: Cultural Identity: What I Owe to the Mosaic
Apr. 30: Sharing Our Final Vision

Final Examination and Course Evaluation