GREAT LAKES COLLEGES ASSOCIATION/ASSOCIATED COLLEGES
OF THE MIDWEST
JAPAN STUDY PROGRAM: A PERSONAL VIEW

Carmelita Nussbaum
Earlham College

It is late July. As my husband, son, and I approach Narita Airport, I suddenly realize that I have counted Japan as part of my personal history for a quarter of a century. It is a jolting thought. For more than half of my lifetime I have been travelling across the Pacific, observing changes on both sides which have affected the current political and economic realities of the Pacific Rim.

Steve will be the resident director for the 1994-1995 program, wearing the hats of dean of students, teacher, old Japan hand, and mentor for the group of students who will arrive at the end of the week. I will find myself in the odd role of surrogate mom for the students who will begin an eleven-month adventure of learning about Japan, themselves, and how they will fit into the world they are exploring.

For several years, Steve and I have directed the program from Earlham College. This time, I have the opportunity to see for myself how the resident director and program associate guide students through the year. I'll be here to help, as needed. I'll also be taking notes on the program: what works well, what can be improved, how do students react to certain components we see as educationally important, but which are probably viewed by them as a leap into the unknown.

Japan Study has a long history: thirty-three years of sending students to Waseda University to study, of living with urban host families, and of
experiencing a second, rural family stay. Past participants have gone on into government service or graduate work in Asian Studies, history, and Japanese performing arts. Many are still close to their host families of many years ago.

This year the students arrive, met at Narita by Steve and the program associate. They are intermittently nervous, elated, eager to try anything once, exhausted, and excited.

Nagano Prefecture

As we get to know one another during the first few days, we head out of Tokyo into the mountains of Nagano Prefecture. Here, in the town of Hakuba, students will engage in a two-week orientation and language session. Interviews for host family placements and discussions about expectations for the coming year help ground students in the reality of being in Japan. It is great fun and hard work. For those with a high level of language proficiency, projects and oral reports maintain interest and keep challenges coming. For those with less language background, learning to cope with every day situations is helpful before entering into the host family experience.

By fall, classes have begun, and students have learned to master the omnipresent commuting to and from Waseda University. Many commute an hour, some longer. They join the thousands of Japanese who travel into Tokyo each working day. And they also work with part-time jobs teaching English in order to help pay Tokyo’s added living expenses and to save for vacation trips to other parts of Japan and East Asia. Some enterprising students have applied for part-time jobs at convenience stores or supermarkets near their homes.

By Halloween, the students are settled into a routine, studying hard, and enjoying what Tokyo has to offer. They make a point of visiting a gallery, a museum, or seeing a new section of Tokyo each weekend. Many are learning a martial art or a traditional Japanese craft. The majority have joined club activities at Waseda, making friends with their Japanese counterparts.

Shimane Prefecture

In the spring, we will travel to Shimane Prefecture to become good-will ambassadors in the town of Daito-cho. Students will begin a second homestay, with a rural family, and some are already anxious, lest they be placed with farmers. “Do I really have to help collect eggs?” “Do I have to help sell in the family shop?”

The warmth of Daito-cho hospitality, the interaction at elementary and secondary schools with the children, and the sheer relaxation of not being in Tokyo usually take hold of the students. This portion of the Japan Study program is often judged “the best” by students as they look back on the year. It is a slice of the other Japan, the Japan that students thought they would glimpse, but which is elusive in the global city of Tokyo.

Does the program work? The students greet me with revealing statements. “I can’t believe it. My host mother is dressing me in kimono. We’re all going to the local shrine for ‘Coming of Age Day.’”

“Do you know what I did this weekend? I helped pull the dashi (large wheeled portable shrine) at my home town festival. It was great!” Yes, it works.

Contact: Japan Study, Earlham College, Box 13, Richmond, IN 47374

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The 1995 Conference of the ASIANetwork, a Consortium of Liberal Arts Colleges to Promote Asian Studies, will be held April 21-23, 1995 at the TradeWinds Resort, St. Petersburg Beach, FL. Eckerd College is the host institution.

Tu Wei-Ming, Chair, Department of Asian Languages and Civilization, Harvard University and Barbara Metcalf, Professor of History, University of California-Davis, President of the Association for Asian Studies, will be the featured speakers.

Asian Artists in America

Eckerd College, in conjunction with the ASIANetwork Conference, will host an invitational exhibition, Asian Artists in America.

Three artists, Soojin Jun, Kirk Ke Wang, and Kyu Yamamoto, will exhibit. Soojin Jun, Seoul, Korea, an oil painter, has work in galleries in Washington DC and New York. Kirk Ke Wang, Shanghai, a multimedia artist, won one of the three national prizes given by the Chinese government to outstanding artists. Kyu Yamamoto, Nagoya, a sculptor, exhibits in Japan and the United States and was the sculptor for the statue of Athena in the Parthenon in Nashville, TN.

The conference in St. Petersburg will offer an opportunity for Network institutions to collaborate and explore 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.

Conference content

The program includes opportunities for gathering information and sharing insights on faculty and curricular development, study abroad programs, grants and fund-raising possibilities, international faculty exchanges, electronic enhancement of Asian Studies research and teaching, and new texts and audio-visuals for the Asian Studies curriculum.

The conference will also launch a three-year plenary series of seminars exploring the issue of Orientalism in Asian Studies. Furthermore, senior representatives of key Asian higher educational institutions, visiting Asian scholars, and Asian Trustees of the United Board for Christian Higher Education in Asia, will all travel to St. Petersburg to share with us their insights and to explore future associations with Network members.

Program Schedule

Friday, April 21
4-7 p.m. Registration
7 p.m. Dinner
8 p.m. Speaker: Tu Wei-Ming

Saturday, April 22
7:30-8:30 a.m. Breakfast
8:30-10 a.m. Plenary Session, Orientalism in Asian Studies: Asia and the West: Perspectives on
Human Rights
10-10:15 a.m. Break
10:15-11:45 a.m. Concurrent Workshops on Teaching Using Art to Teach about Asia Using Autobiography and the Novel to Teach about Asia Understanding Korea: Undergraduate Approaches
12:00-1:15 p.m. Luncheon Table meetings with Asian Trustees of the United Board Luce Consultancy participant table meeting 1:30-3 p.m. Concurrent Roundtables ASIANetwork Consultancy Program An Electronic ASIANetwork? Fundraising and Foundation Support How to Get Students to Asia 3:15-4:45 p.m. Optional Programming Getting Started: Asian Studies from the Ground Up What's New in Audiovisuals for the Asian Studies Classroom 5:15 p.m. Gallery tour, Eckerd College 6:30 p.m. Reception at Eckerd College 7:30 p.m. Dinner, Speaker: Barbara Metcalf

Sunday, April 23
7:30-8:30 a.m. Breakfast 8:30-8:30 a.m. Ecumenical Matins 8:30-9:15 a.m. ASIANetwork Plenary Business Meeting 9:15-10 a.m. Plenary Roundtable

Making the Most of a Visiting Asian Scholar
10-10:15 a.m. Break 10:15-11:45 a.m. Plenary Workshop on Curriculum Interdisciplinarity in Asian Studies 12-1:30 p.m. Luncheon with Asian Scholars Speaker: David Vikner

Accommodations
The conference headquarters is the TradeWinds Resort on St. Petersburg Beach. The Sandpiper Hotel is within walking distance. Reservations are made by calling 1-800/808-9833.

Travel
Flight arrangements should be made to Tampa International Airport. Limousine/van service and car rental are available at the airport baggage claim area. One-way limousine charges are $12 for the 30-40 minute ride.

Conference fee
The conference fee for participants from member institutions or affiliate members is $140, and $150 for others. This fee includes registration, conference materials, refreshments, and meals.

Contact: Marianna McJimsey, Executive Director, The ASIANetwork, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-7706; Fax: 719/389-6473; email: asianex@cc.colorado.edu

FACULTY NETWORK

Carleton College, Yasuko Akiyama, 1994-1995
Colorado College, Hiromasa Suzuki, Economics, School of Commerce, Waseda University, 1995-1996 Japan Study Exchange Professor; Specialties: international comparison of industrial relations, wage and working time issues, foreign worker issues

Gettysburg College, Miyako Matsuki, Religion, Appointment effective September 1, 1994

Kalamazoo College, Madeline Chu, Executive Director, the Chinese Language Teachers' Association, attended the Teaching Chinese As a Foreign Language Association meetings in Taipei, December 27-30, 1994.

For the first time nine teachers from the Peoples' Republic of China attended as well as six PRC teachers currently teaching or doing research abroad.

The December 1994 conference included reports on Chinese linguistics and discussions on pedagogy and the state of the discipline.

University of Puget Sound, Taiping Chang, 1994-1995, Assistant Professor of Asian Studies, Chinese Languages and Literature, Expertise: early Chinese culture, especially Shang oracle bones
ASIANetwork CONSULTANCY PROGRAM, 1994-1995
INTERIM REPORT: FALL 1994 PROJECTS

Madeline Chu, Consultancy Coordinator
Kalamazoo College

Prelude

The ASIANetwork Consultancy Program, established with a grant from the Henry Luce Foundation, enables selected faculty experienced in establishing and developing Asian Studies programs to visit and provide assistance to Network institutions planning to establish or strengthen programs in Asian Studies.

The already existing Faculty Development Committee of the ASIANetwork (Thomas Benson, Dorothy Borei, Madeline Chu, Gregory Guldin) was conveniently transformed into the Consultancy Committee to plan and oversee the operations. Committee member Madeline Chu is the 1994-1995 coordinator.

Preparations

In 1994-1995 the ASIANetwork began its Consultancy Program. The Consultancy Committee met in January 1994, and the planning was in full swing immediately afterwards. The Program was announced in the February issue of the Exchange, at the Association for Asian Studies Annual Conference in March and later in its Newsletter, as well as at the ASIANetwork's April 1994 Annual Conference in Santa Fe. Committee members made telephone calls to publicize the Program. In addition, application forms and consultant registration forms were mailed to the 1992 and 1993 ASIANetwork Conference attendees who missed the 1994 conference.

A consultant pool was established upon receipt of registration forms from Asian Studies scholars. The registration solicits information on the consultants' fields of expertise, their experiences in establishing and developing Asian Studies programs (including those with regional/country/field-specific foci), and dates available for consultation.

At the same time, requests were received from institutions seeking consultations on program initiation and enrichment. An institution coordinator, generally a faculty member specializing or interested in Asian Studies, submitted the application with a supporting letter from the institution's chief academic officer and with information on the institution's current Asian Studies offerings, the issues to be discussed, goals to be achieved, and a brief budget statement.

To facilitate the consultation visits during this initial year of the Program and to integrate experiences into future planning, Consultancy Committee members were directly involved in the consultation process. One Committee member worked with a designated consultant on each of the visits. Since Dorothy Borei was in China on sabbatical, the consultation responsibility was shared by the other three members of the committee.

The Consultation Program coordinator, assisted by the committee members, matched the institutions seeking consultation with a consultant from the registered consultant pool. Relevant information was distributed to the institution coordinator and the two consultants.

Direct communications between the institution coordinator and the consultants began immediately. The parties decided on the format and scheduled the visit. The institution coordinator provided catalogues, lists of Asian Studies faculty and courses, summaries of library holdings and recent Asia related campus and study-abroad activities. The consultants' curriculum vitae and other information were sent to the institution coordinator upon request.

Consultation procedure

The fall 1994 Consultancy Program included three regular projects. Two consultants visited each of the institutions requesting consultation (Eckerd College, Elon College, Illinois Wesleyan University). In the fourth, and somewhat exceptional project, the institution seeking consultation (Muhlenburg College) sent a representative to visit a college of its own choice (Colorado College).
The consultation was designed for one full day, allowing a day before and a day after for travel. Additional discussions could be scheduled in the afternoon or evening prior to the full-day consultation and in the morning afterwards. The actual consultation often lasted longer than planned, and the consultants felt that the extra time and effort were worthwhile.

The ASIANetwork Consultancy Program paid honoraria and travel expenses for the consultants, and was prepared to pay for on-site expenses. However, with the Program's encouragement, the hosting institutions generously shared this part of the costs. As a result, the Consultancy may be able to fund more programs than originally estimated.

Summary of fall 1994 visits

Eckerd College: St. Petersburg, FL, December 13-15, 1994; George Meese, Coordinator; John Myers and Greg Guldin, Consultants; Project focus: faculty development to expand faculty base for the anticipated infusion of Asian culture into all student curricula; Topics discussed: crosscultural understanding, innovations in teaching Asian culture, Asian Studies and liberal learning, Fine Arts in undergraduate education

Elon College: Elon College, NC, November 9-11, 1994; Rita Pullium, Coordinator; Timothy Light and Tom Benson, Consultants; Project focus: program integration; Topics discussed: student recruitment, library resources, language teaching, foreign study, faculty and course development

Illinois Wesleyan University: Bloomington, IL, October 5-7, 1994; Brian Hatcher, Coordinator; Van Symons and Madeline Chu, Consultants; Project focus: faculty retooling, program enhancement to establish a minor field; Topics discussed: present state and future prospects of Asian Studies, development priorities, coordination with the existing International Studies Program, motivating and retraining existing faculty for Asia-related courses.

Muhlenberg College: Allentown, PA, September 11-17, 1994; Dorothy Guyot, visitor from Muhlenberg; Marianna McJimsey, Coordinator at Colorado College; Project focus: program initiation and curricular integration; Topics discussed: over-all planning, curricular, language houses, teaching approaches, extra-curricular projects, and resources.

Assessment

Everyone involved in these projects expressed satisfaction with the consultations and reported "resounding success" for the visits. The most valuable assets of the Consultancy Program, and what account for the success of the fall 1994 projects, are the enthusiasm, talents, and commitments of the institution coordinators and the consultants.

The Institution Coordinators

They are the driving force of the consultation process. They took the initiative to submit the request, solicited administrative and faculty support and involvement in hosting the consultation visits, prepared advance reference materials for the consultants, and arranged meetings between the consultants and concerned members of the institution.

The preparation often included extensive self-assessments such as recounting recent events related to Asian Studies, summarizing library collections on Asia and existing Asian Studies courses and their offering frequencies. The coordinators provided materials to familiarize the consultants with the institutions' structure and resources, and they made the consultants feel at home and at ease. Thus, their commitment and imagination made the visits most efficient and rewarding.

The organizing skills and popular appeal of the institution coordinators also generated good turnouts at the consultation sessions. In all cases, there was active participation by a good number of administrators (generally including the president and provost), faculty (all of the Asian Studies faculty and up to almost 1/3 of the institutions' entire faculty) and staff (most importantly, the development officer and the chief librarian).

The Consultants

The rich experiences and outstanding professional service records of the registered consultants enabled me to easily identify the right persons to meet the requests of the institutions. These are people with comprehensive consultation experience as well as extensive backgrounds in Asian Studies research, pedagogy, and administration. The Consultancy Committee members went beyond their role as "observers" by becoming active and valuable consultants.

The institution coordinators found the consultants warm and friendly, hardworking and professional, and their consultation informative, useful, and encouraging. More specifically, the ASIANetwork consultants understand the frustrations and challenges their colleagues face.
They were, therefore, sympathetic listeners who provided relevant advice. The consultants shared their intellectual experiences as well as those they have had building and developing Asian Studies programs on their own campuses.

The ASIANetwork consultants share a common background with the Asian Studies faculty members, or those struggling for the Asian Studies causes, of the host institutions. Their visits helped bolster the positions of the Asian Studies colleagues and validated their perspectives, energizing them for consolidating and implementing these perspectives.

Documentation

Reflections on the consultation project experiences were well documented in written reports. The Consultancy Program requests two independent post-consultation reports to be submitted within one month of the visit. One report is from the consultants to the institution coordinator (with a copy to the Consultancy Program) outlining the focus and process of the consultation and providing suggestions for possible improvements. The second report is from the institution coordinator to the Consultancy Program coordinator summarizing the experience, its usefulness, and/or problems with the consultation.

The reports are valuable documents. They are not only references helpful for the Consultancy Program to coordinate future projects, but also are resources for the Network institutions in general when drafting plans to initiate or enhance campus Asian Studies programs.

To illustrate the rich content of the Consultancy Programs, I have cited some of the issues, both general and specific, discussed during the consultation process and recorded in the written reports. These include:

1) background information on the ASIANetwork Consultancy;
2) the unique nature of private liberal arts colleges;
3) what ASIANetwork colleges have discovered about Asian Studies;
4) curriculum and faculty resources of the visited institutions;
5) suggestions for program strengthening in specific areas;
6) developing a long-term plan with which to hire trained Asianists;
7) developing a high-profile faculty retooling program;
8) establishing university links in Asian Studies;
9) expanding study-abroad opportunities in Asia;
10) attention to the relevance of Asian Studies to pre-professional courses;
11) formalizing administrative and consultancy relationships for the long term;
12) distinctions between graduate-level specialized research and undergraduate liberal arts goals of broad exposure to ideas and subjects;
13) re: crosscultural understanding, considering two diversity requirements: one for cultural-political issues and problems within the US, and another for the international, global, intercultural sphere;
14) interdisciplinary being not non-disciplinary: Asian Studies must be grounded in a discipline;
15) re: resources, subscribing to the APEX Journal, a refereed electronic journal focusing on education in the countries and cultures of the Pacific Rim;
16) re: teaching, dropping the “Western” and “non-Western” dichotomy, adopting asymmetrical and non-oppositional terms, and using non-verbal channels of communication;
17) the arts as illustrating cultural and philosophical values and emotive windows into history.

Come and participate

Three more Consultation visits have been arranged for the spring semester. In preparation for the 1995-1996 academic year, the ASIANetwork Consultancy Program welcomes requests from the ASIANetwork institutions. We also invite Asian Studies specialists experienced in program initiation and building to register as consultants.

Contact: Madeline Chu, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006; Tel: 616/337-7001; Fax: 616/337-7251; email: chu@kzoo.edu

ASIANetwork FUTURE CONFERENCE SCHEDULE

April 1996: Hickory Ridge Conference Center, Lisle, IL
April 1997: Hosted by Green Mountain College, Poultnye, VT
CORRESPONDENCE

From John Myers, Music, Simon's Rock College of Bard

I am the section editor for Fine and Performing Arts of APEX-J, a refereed electronic journal for Asian Studies educators. I would like to invite ASIANetwork members to submit articles for this publication.

The Asia-Pacific Exchange [Electronic] Journal (APEX-L) promotes international and multicultural education on college campuses with a special focus on Asian and Pacific curricula, instructional strategies, educational resources, and campus/community activities. To join APEX-L, write to: listserv@uhcenv.bitnet.

APEX-J serves as a medium for the sharing of information and discussion of topics, trends, and issues that are determining the shape of education on our multicultural, international campuses.

Contact: John E. Myers, Music, Bard/Simons Rock, 84 Alford Rd., Great Barrington, MA 01230; email: john@abel.simons-rock.edu

From Miyako Matsuki, Religion, Gettysburg College

Teaching a course on the religions of Japan or of China is a difficult task because the topic involves many religions, and the cultural development in history cannot be disconnected from religious developments. I taught a course entitled "Religions of Japan" for the first time during the fall semester of 1994-95, and I am teaching "Religions of China" this semester.

I wonder if there are others who would like to share ideas, information, and exchange of syllabi on these topics at the 1996 ASIANetwork conference. I would be interested in forming a panel, and invite others to join me. We could call it "Teaching of Asian Culture Through the Study of Religion," as Greg Guldin once suggested. Please let me know your reactions.

Also, what is the policy of member institutions as to whether or not language instructors hold Ph.D. degrees?

Contact: Miyako Matsuki, Department of Religion, P.O. Box 408, Gettysburg College, Gettysburg, PA 17325; Tel: 717/337-6783 (office); 717/337-1113 (home); email: mmatsuki@gettysburg.edu

From Yasuyuki Owada, Sociology/Anthropology, University of Redlands

Do we detect some signs of reluctance/weariness on the part of some Japanese institutions to keep accepting US undergrads in preference for exchanges with more "sexy" parts of the world: China, other Asian countries, etc.? At the precise moment when US should be sending more to Japan? Should we start organizing ourselves better to enter into more coordinated conversations with Japanese institutions, including Mombusho?

Contact: Yasuyuki Owada, Sociology/Anthropology, University of Redlands, 1200 E. Colton Ave., PO Box 3080, Redlands, CA 92373-0999; Tel: 090/793-2121, x4071; Fax: 909/793-2029

From Jeff Snell, College of St. Benedict

The College of St. Benedict is interested in establishing a relationship with a college or university in China. It seeks advice as to how to go about initiating an exchange relationship, and would welcome suggestions from ASIANetwork members.

Contact: Jeff Snell, College of St. Benedict, 37 South College Ave., St. Joseph, MN 56374-2099

Editor's note:

The deadline for copy for the fall issue of the ASIANetwork Exchange is June 1, 1995. Please send information about 1995-1996 academic year address changes, visitors, new positions, or programs on your campus. When noting campus visitors and new faculty, please identify fields of teaching/interest.

Also please submit descriptions of study abroad programs. Let the editor know if one of your students is willing to write a descriptive piece about his/her experience abroad. Book reviews, summaries of conferences attended, and longer articles about teaching Asian Studies are welcome. See masthead for address.
ASIA ON-LINE:
UNICODE AND NEW RESOURCE DEVELOPMENTS

Alice Chin Myers

Asia On-Line appears in this issue as the first of a series of regular columns on electronic communications. Alice Chin Myers will inform us and bring us up-to-date in this rapidly expanding field.

Alice Chin Myers is the Director of Media and a reference librarian at Simon's Rock College of Bard. A visual artist and videographer, she founded Cybermedia, a multimedia production company specializing in academic and fine arts applications. Ms. Myers is a regular reviewer for the ABC-CLIO Video Rating Guide, and has contributed entries to the AsianAmerican Encyclopedia. She also does illustrations for the TimesMirror Company.

Although a modicum of hardware is necessary, it is important to remember that the optimal use of computers is more closely tied to software development, consensus within the computer industry, and access to data.

When personal computers became popular, ASCII (American Standard Code for Information Interchange, a set of 128 teletype characters) was incorporated into their operating systems. As needs diversified, this set of characters (Latin letters, IndoArabic numerals, and a few extras) became insufficient, especially for Asian applications, and various competing codes proliferated.

This was possible because each ASCII character uses only seven of the eight bits contained in each byte, the basic processing unit. The unused bits were used to create nonASCII sets. For example, there are several Chinese codes, including Taiwan's "Big 5," the PRC's "Guobiao," etc. Incentives for broader standards paralleled economic developments in Asia, and Unicode was born.

The Unicode Consortium, supported by the major computer companies, has adopted a sixteen bit system to hold 65,000 characters (this already includes more than 18,000 Kanji). The two bits of memory required for these characters is paltry compared to bitmaps (pixel images) of the same characters. This will eventually expand the linguistic capabilities of the World Wide Web, which currently uses either ASCII or memory intensive bitmapping. Unicode was designed for business, but international academe will benefit, as in the case of the Internet, originally developed to defend the United States, and now defending the whole world from isolation.

Contact: Alice Chin Myers, Media, Bard/Simons Rock, 84 Alford Rd., Great Barrington, MA 01230; email: alicem@abel.simonsrock.edu

FACULTY DEVELOPMENT

Rocky Mountain/Southwestern Regional Japan Seminar
"Changing Configurations in Japanese Society"
Southern Methodist University, Dallas
March 31-April 1, 1995
Chizuki Ueno, University of Tokyo, keynote address: "Twenty Years of Japanese Feminism: A Comparative Perspective."
Contact: Professor Machiko Matsui, Local Arrangements Chair, Foreign Languages and Literatures, Southern Methodist University. Dallas, TX 75275-0236; Tel: 214-768-1413

Asian Studies Development Program
"Enriching the Curriculum: Understanding and Teaching Asian Studies"
The University of Hawaii and East-West Center
Westmont Center of the College of DuPage, Westmont, IL
April 1-2, 1995
Categories: Infusing Asian Studies into the Curriculum; Asian Regions or Countries; Teacher Exchange Roundtables

Contact: Misty Sheehan, Humanities, College of DuPage, 22nd St. & Lambert Rd., Glen Ellyn, IL 60137; Tel: 708/858-2800, ext. 3408; Fax: 708/859-9399

A Symposium: "Individualism and the State in China: Towards Infusing Asian Studies into the Curriculum"

Sponsored by The University of Chicago; Illinois Consortium for International Studies and Programs (ICISP); Fulbright-Hays Group Study to China Team

Downstate: February 24-25, 1995; Illinois State University

Upstate and Chicago area: March 30, 1995, the Westmont Center, College of Dupage

"Musings on China's Complexities: an ethnography on 5 weeks before the Wall"

ICISP East Asian Resource Center at College of Lake County

Panels include: Social Change and the Political Economy of China; Contemporary Chinese Literature; The Challenge of Ideological Control in China; Humanities: To Speak of Many Things, White Snakes, Taiqi, and Beings with Wings; Through a Glass Darkly: Perceptions of Women in China; Try Chinese Education!; Unbinding the Feet, or the More Things Change, the More They Remain the Same.

Contact: Misty Sheehan, Humanities, College of DuPage, 22nd St. & Lambert Rd., Glen Ellyn, IL 60137; Tel: 708/858-2800; Fax: 708/859-9845

Western Conference of the AAS

On September 29-30, 1995, Lewis-Clark State College, Lewiston, Idaho will host the Annual Meeting of the Western Conference of AAS. WCAAS will be held in conjunction with the college's 15th International Exchange Conference on the Pacific Rim, September 27-29, 1995. On October 1-3, Priscilla Wegars will conduct a tour/field trip of northeastern Oregon, on the topic, "Chinese Pioneers in the Northwest."

Contact: Marilyn Levine, WCAAS '95, Lewis-Clark State College, 500 8th Ave., Lewiston, ID 83501; Tel: 208/799-2370; Fax: 208/799-2324; email: mlevine@lcsc.edu

Korean Studies Program

March 1996 is the application deadline for the 1996 Summer Fellowship in Korean Studies Program, a three-week intensive program in Korean Studies for American educators in Korea.

The program includes lectures and discussions on Korean language, history, culture, art, politics, and economics, on-site study of places of historical and contemporary relevance, and time for independent research and exploration.

Contact: Yong Jin Choi, Director, Korean Studies Program, The Korea Society, 950 Third Ave., 8th Fl. New York, NY 10022

Keizai Koho Center Fellowships

Keizai Koho Center (KKC) Fellowships are available for academicians associated with four year colleges who are directly involved with K-12 teacher certification/licensure programs.

Sixteen educators are selected to visit Japan in the summer as guests of the Keizai Koho Center (Japan Institute for Social and Economic Affairs) and are accompanied by four KKC/Japan Alumni who serve as project leaders.

The itinerary provides opportunities to observe many facets of Japanese life, within the allotted 16 days. It includes Tokyo, meetings with government officials at national, prefectural, and municipal levels, visits to urban and rural schools, tours of industrial facilities, home stays, and opportunities to enjoy Japan’s scenic beauty and cultural treasures.

The fellowships cover round trip air transportation from the recipient’s home city to Tokyo, hotel and other accommodations, and all meals and transportation within Japan.

Contact: Program Coordinator, Keizai Koho Center Fellowships, 17 Eagle Rock Rd., Mill Valley, CA 94941; Tel: 415/383-6544; Fax: 415/383-0277

GLCA/ACM Travel Grants for Research in Japan

Travel grants to enable faculty to visit Japan are available through the GLCA/ACM Japan Study Program. The grants are for summer study projects. Prior experience in Japan is not necessary.

The application deadline is in November 1995. The grant award is roughly equivalent to the cost of a round-trip ticket to Japan.

Contact: GLCA/ACM Japan Study, Earlham College, Drawer 13, Richmond, IN 47374; Tel: 317/983-1224
TEACHING OPPORTUNITIES:
THE ASIANetwork VISITING PROFESSORS PROGRAM

The ASIANetwork Visiting Professors Program is a fine opportunity for ASIANetwork faculty and requires time to plan ahead.

The United Board for Christian Higher Education in Asia has a special program for professors from ASIANetwork institutions who are interested in teaching at Board-related colleges and universities in China for one academic year. It is expected that the visiting professors will not only be able to focus on teaching in China, but, after one year, will be able to bring an Asian perspective back into their North American teaching as well. It is also likely that there will be opportunities to establish institutional ties between the host universities in China and the home universities in North America.

The visiting professors should be highly qualified and experienced scholars in the humanities and social sciences. Spouses may accompany the professors only if they are also qualified to be employed by the host university. Due to numerous complications, there is no provision for accompanying children.

The visiting professors are employed by Board-related colleges and universities in China which will provide: modest, but comfortable, on-campus housing and basic medical insurance.

The United Board will cover: 1) round trip economy class international airfare; 2) a living stipend of US $15,000 for professors holding doctorates and US $10,000 for those holding masters degrees; 3) comprehensive and international medical insurance.

Those interested in applying for the ASIANetwork Visiting Professors Program should be full-time faculty members at ASIANetwork member institutions and must apply through the presidents of those institutions. Up-dated curriculum vitae should be included with the application letters.

If there is a Chinese college or university interested in appointing an applicant, a personal interview by a representative of the United Board will be arranged. A formal proposal will then be submitted to the United Board’s Personnel Resources Committee for their consideration. Normally proposals for the following academic year must be received by the Personnel Resources Committee prior to November 30th.

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

OPPORTUNITIES TO HOST ASIAN SCHOLARS
VISITING SCHOLARS PROGRAM 1995-1996
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA

The United Board for Christian Higher Education in Asia has selected fifteen distinguished Asian scholars to spend the 1995-1996 academic year on the campuses of North American liberal arts colleges. The scholars represent colleges and universities from China, India, Korea, Philippines, and Thailand in academic disciplines ranging from Chinese language and literature to zoology.

Colleges which hosted scholars during 1994-1995 included Augsburg, Beloit, Columbia, Davidson, Drury, Eastern, Guilford, Hood, Mary-ville, Rhodes, Seattle Pacific, Thiel, Waldorf, and Westminster. The current scholars will be attending the ASIANetwork Conference in St. Petersburg, Florida, April 21-23, 1995 and will participate in discussions about their activities on the host campuses.

The 1995-1996 scholars, their home colleges and universities, and their areas of specialty are listed below. If you are interested in hosting a scholar, please do get in touch with the United Board whose contact is listed here.
NOTICE OF POSITIONS

Chinese Language
The College of Wooster
Assistant Professor of Chinese, 3-year
The College of Wooster seeks to fill a new fulltime position in Chinese language to design and implement a curriculum of two year-long courses (two semesters each) in beginning and intermediate Chinese (Mandarin), a semester course in advanced Chinese including readings in literature and culture, and a course in Chinese literature and culture in translation.
Also teach occasionally in interdisciplinary programs, supervise independent study projects, serve on committees, carry on scholarship. Requirements: Ph.D. in Chinese language and literature, native or near-native proficiency in the language.
Wooster encourages applications from women and minorities; AA/EOE. Send application, transcripts, evidence of effective teaching, three letters of reference. Applications received by March 20 will receive full consideration.
Contact: Stan Hales, The College of Wooster, Wooster, OH 44691; email: shales@acs.wooster.edu

Japanese Language/Literature/Culture
Colorado College
Assistant Professor of Japanese, 3-year appointment from September 1996. Position may become tenure track. Experienced teacher/scholar for all levels of Japanese language, literature, and culture. Ph.D. and native/near-native proficiency in Japanese and English. Experience and interest in a secondary Asian area such as SE Asia to teach humanities or social science courses an added advantage.
We encourage applications from women and minorities and from candidates able to address perspectives of women and minorities in the curriculum. EOE. Send application and complete dossier (c.v., 3 letters of recommendation, summary of academic qualifications and experience).
Contact: Horst Richardson, German, Russian, Asian Languages Department, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903
MASARU KAWASAKI: AN APPRECIATION

Ofer Ben-Amots, Music
Colorado College

Masaru Kawasaki, the award winning composer, will visit Colorado College, April 23-30, 1995 for the American premiere of his work, Prayer Music No. 1 - Dirge for Orchestra, written thirty years after the bombing of Hiroshima. It will be performed April 24, 1995 by the Colorado College Chamber Orchestra, conducted by Ron Foster.

In 1995, fifty years after the bombing of Hiroshima, the Dirge, which is played every year on August 6 in Hiroshima, will be published by The Colorado College Music Press.

Other events connected with Kawasaki’s visit include a chamber music concert, April 25, 1995; the Colorado College Symphonic Band concert, April 30, 1995; master classes in the Music Department, and a panel discussion of War and Peace with the emphasis on Hiroshima.

A year ago my wife and I walked down the most beautiful streets and alleys of Kobe. The combination of mountains and seaport was reminiscent of my birthplace, Haifa, and I felt completely at home. This feeling was magnified by the gracious manner and hospitality of our hosts, the Citizens’ Cultural Section of Kobe City.

The Earthquake

The news of January’s earthquake shook us as if we were still there. Some of the most wonderful sites - Sannomiya, Kitano, Port and Rokko man-made islands, the Nunobiki Herb Park, Bunka Concert Hall - turned into ruins. Over five thousand killed and almost half a million remain homeless. Kobe, a wounded city, will never be the same. For us, this terrifying catastrophe can not erase the beautiful memories of the summer of 1993.

We were invited by the City of Kobe as guests of the Third Kobe International Flute Competition. My work, Avis Urbanus, was a required composition for each semi-finalist to perform. I was honored to nominate the best performer of my composition for a special award.

While sitting with the jury, I became acquainted with an unusual person, Masaru Kawasaki. Mr. Kawasaki and I became very close and spent many hours together. The more I knew the man, the more fascinated I became with his noble and charming personality. Upon our departure, Masaru offered a gesture of great friendship by preparing a private tea ceremony for me.

Masaru Kawasaki is an award winning composer. He has received honors such as being the featured composer at Moscow’s renowned Rachmaninoff Hall. He is the recipient of, among others, the Japanese Ministry of Education Award and the NHK Award of the Japan National Broadcasting Corporation.

Composer, conductor, teacher

Masaru Kawasaki, born in Tokyo, graduated from the Tokyo Academy of Music. Under a UNESCO fellowship he studied advanced composition at the Julliard School of Music. He is also a celebrated conductor and is the Musical Director and President of Japan’s “International Jeunesse Musicales,” which he founded in 1979. His long career as an educator includes teaching composition and music education at Tokoha Gakuen University and the Tokyo National University of Fine Arts and Music.

Masaru Kawasaki’s numerous compositions have been published in Japan, the United States, Germany, Netherlands, and Belgium. His works form an important part of the repertoire of many distinguished wind ensembles and symphonic bands all over the world.

Hiroshima survivor

Maestro Kawasaki is a survivor of the 1945 atomic bombing of Hiroshima, which had a great impact on his life and music. Throughout his career, Kawasaki has worked to carry a message of peace and harmony. For instance, his many symphonic band compositions, a format traditionally inspired by and originally intended for military
marching bands, are melodies of hope with titles such as *The Ray of Hope March, March Forward for Peace,* and *Progress and Harmony.*

Kawasaki's reflections

Kawasaki has written about his own music and past: "I had rejected for a long time the musical expression of my tragic experience with the A-bomb. Thirty years after Hiroshima, I was finally able to confront my profound pain and express musically my dark memories of August 6, 1945. *Prayer Music No. 1-Dirge for Orchestra* is dedicated to the City of Hiroshima and is performed every year on August 6th at the Hiroshima Peace Ceremony.

On that day, the beloved city of my youth vanished, along with most of its citizens, and no matter how many years pass, my horrible experiences remain vivid. The longer I live, the more grateful I am that I was spared, yet I am also constantly aware that there are no words to express my sorrow for the poor souls who lost their lives that fateful day. I composed *Dirge* as a final prayer for the victims of the A-bomb at Hiroshima, whose misfortune will never be extinguished from my heart."

This year I felt compelled to invite this unusual man to our campus at Colorado College. His musical gifts and scholarship will be inspirational to our students. In addition, his personal tale as a survivor is an important one for all of us to hear.

Contact: Ofer Ben-Amots, Music, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-6555

**CAMPUS PROGRAMS**

**Colorado College**

Asia Forum Lecture: James Wilkerson, Anthropology, National Tsinghua University, Taiwan, "The Political Economy of Ritual Knowledge in the P'enghu Islands," December 9, 1994

Professor Wilkerson described his field work centering on the role of religion in P'enghu Island village life. His analysis offered a new perspective on the nature of Chinese religion and the concepts and perspectives of Western anthropology and religious studies.

Contact: Timothy Cheek, History, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-6525

**Gettysburg College**

Eleventh Annual Area Studies Symposium: Gateways to Japan


Contact: Miyako Matsuki, Department of Religion, P.O. Box 408, Gettysburg College, Gettysburg, PA 17325; Tel: 717/337-6783 (office); 717/337-1113 (home); email: mmatsuki@gettysburg.edu

**University of Puget Sound**

March/April 1995, Asia Week

**Wittenberg University**

1995 is the Silver Anniversary of East Asian Studies at Wittenberg. A pamphlet describing the development of East Asian Studies at the university has been published.

Colloquium speakers from 1970 on include many familiar names: Edwin Reischauer, Morton Smith, Samuel Chu, Lisa Cribb Dalby. During 1994-1995, William LaFleur, Professor of Japanese, University of Pennsylvania; Donald N. Clark, Professor of History, Trinity University, and Robert Eno, Assistant Professor of East Asian Languages and Literature, Indiana University have visited the campus.

The undergraduate students at Wittenberg publish the *East Asian Studies Journal* which welcomes submissions from ASIANetwork member institutions. Epsilon Alpha Sigma, the East Asian Studies honorary, is sponsoring a film festival this year, showing popular Chinese and Japanese films once a week.

The ASIANetwork sends its very best wishes to Wittenberg on the occasion of this Silver Anniversary.

Contact: Eugene R. Swanger, East Asian Studies, Wittenberg University, PO Box 720, Springfield, OH 45501-0720; Tel: 513/327-6231; Fax: 513/327-6340
**STUDY ABROAD**

**Asia**

Eastern Michigan University’s Asian Cultural History Tour, January 15-May 9, 1996, is receiving applications. The application deadline is October 15, 1995.

The Asian Cultural History Tour focuses on the history, art, religions, mythology, and languages of Asia and will examine the social, economic, and political problems of key Asian countries. Interdisciplinary courses offer 15 hours of undergraduate credit. Experienced faculty lead the study of and travel to Indonesia, Malaysia, India, Nepal, Thailand, China, Hong Kong, and Taiwan.

Contact: Karl Stoklosa, Asian Cultural History Tour, Office of Academic Programs Abroad, Eastern Michigan University, 333 Goodison Hall, Ypsilanti, MI 48197; Tel: 800/777-3541; 313/487-2424; Fax: 313/487-2316; email: programs.abroad@emich.emu

**Indonesia**

The Consortium for the Teaching of Indonesian (COTI) includes twelve North American universities which provide regular instruction in Indonesian. COTI has been conducting programs cooperatively with institutions in Indonesia since 1976 to provide intensive instruction in Indonesian at the advanced level.

The 1995 summer program will be conducted in Manado, Northern Sulawesi in cooperation with Universitas Sam Ratulangi.

Contact: John Wolff, President, COTI, Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853; Tel: 607/255-0733; Fax: 607/255-7491; email: JUW1@Cornell.edu

**Japan**

John Hazewinkel, ASIANetwork member formerly at Valparaiso University, is now Program Coordinator for the Japan Center for Michigan Universities (JCMU). He submitted the following announcement:

The Japan Center for Michigan Universities (JCMU) is currently accepting applicants for its summer 1995 and academic year 1995-1996 programs. Applications are due March 1. The summer program involves nine weeks of intensive Japanese language study for 10 credits.


JCMU is a cooperative venture of Michigan’s 15 public universities and Shiga Prefecture in Japan.

Contact: John Hazewinkel, Program Coordinator, The Japan Center for Michigan Universities, 107-C International Center, Michigan State University, East Lansing, MI 48824-1035; Tel: 517/353-1680; Fax: 517/432-2659

**China**

In January 1995, Nanjing University inaugurated a Study Abroad Center with two main roles. The first role is to give advice to Chinese students and faculty who wish to study and/or do research abroad. The second is to assist foreign students at Nanjing University with their course of study, accommodations, and adjustments. Ms. Sang Bingnan, Director, especially invites ASIANetwork institutions to send information about their institutions to her.

Contact: Ms. Sang Bingnan, Director, Study Abroad Center, Nanjing University, Nanjing 210093, China; Fax: 0086/025-3302728

**India**

The University of Virginia will initiate a Semester-in-India Program in Jodhpur, August-December 1995. Applications are due May 1, 1995. Students will study Rajasthani culture and civilization and Hindi and will pursue independent research projects under the guidance of Indian faculty. They will receive 15 hours of credit.

Contact: David White, Director, University of Virginia Semester-in-India Program, Center for South Asian Studies, Charlottesville, VA; Tel: 804/924-8815; email: dgw6b@uva.pcmail.virginia.edu

**The Laurasian Institution**

Study in Japan Fair

On January 20, 1995 the first Japanese University Fair was held in San Francisco. The Association of International Education in Japan, the Association
of American Colleges and Universities, and the Laurasian Institution sponsored the Fair to encourage American students to study in Japan. Dorothy Gout, Planning Group of the College of Asian and Western Learning and ASIANetwork member, attended.

About 3000 American undergraduates study in Japan annually, while 40,000 Japanese undergraduates and graduate students enroll in American universities and colleges. In order to expand their enrollment of American students, 25 public and private Japanese universities provided information and counsel regarding study at their respective institutions. Among the participating national universities were the University of Tokyo, Gifu University, and the University of Tokushima. Among the participating private universities were Tokyo International University, Asia University, Oberin University, and Kansai Gaidai University.

It is hoped that the Japanese University Fair will be an annual event.

Contact: Bill Thomas, The Laurasian Institution, PO Box 166, Atlanta, IL 61723; Tel: 1-800/721-7474; Fax 217/648-2479

**Asia Link**
The Laurasian Institution's Asia Link premiered February 1, 1995. Asia Link is a clearinghouse for study abroad information with specific resources for study abroad opportunities in Japan both at Japanese colleges and universities and at American university programs at Japanese institutions.

Contact: email: tli@igc.apc.org
gopher: URL://gopher.igc.apc.org:70:/11/orgs/tli
world wide web: http://www.igc.apc.org/asia_link/asia_link.html

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**LANGUAGE STUDY**

**Indonesian**

Cornell University offers FALCON Indonesian, a special intensive language program. FALCON students spend four hours a day in class and an equal number of hours in the language laboratory, five days a week, for the academic year, studying language only. They are able to complete as many as 1200 hours of supervised classroom and laboratory work in one year.

The program, established in 1975, is designed by and under the daily supervision of John U. Wolff and members of the Indonesian language teaching faculty, most of whom are native speakers of Indonesian. Applications are being accepted for the 1995-1996 academic year.

Contact: FALCON Program, Dept. of Modern Languages and Linguistics, Cornell University, Ithaca, NY 14853-4701; Tel: 607/255-6457; Fax: 607/255-7491; email: JUWI@cornell.edu

**Burmese, Cebuano, Javanese, Khmer, Tagalog, Thai, Vietnamese**

Cornell University offers an academic year non-degree program in Southeast Asian Studies in answer to the continuing need for specialized training in Southeast Asian languages and area studies for students enrolled in institutions where this is not available.

Students take a minimum of fourteen hours of course work to include four or more hours of language study and the rest in area studies courses. Applications are being accepted for the 1995-1996 academic year.

Contact: Southeast Asia Program, 180 Uris Hall, Cornell University, Ithaca, NY 14853; Tel: 607/255-2378; Fax: 607/254-5000

**Chinese, Japanese, Korean**

The 1995 East Asian Summer Language Institute (EASLI) at Indiana University, Bloomington will offer intensive immersion instruction in first through fourth level Chinese, first through fifth level Japanese, and first through third level Korean.

The program will run for nine weeks, June 9-August 11, 1995. The Institute provides a living language environment in which the committed learner can make effective progress in a structured program enhanced by related cultural activities. Applications are reviewed on a rolling basis.

Contact: Margo D. Lenhart, Associate Director, EASLI, Memorial Hall West 206, Indiana University, Bloomington, IN 47405; Tel: 812/855-5246; email: easli@indiana.edu
Chinese and Japanese
Beloit College Center for Language Studies, summer program: June 11-August 11, 1995
Twelve hours of credit is received for intensive language and cultural study. Beloit believes that language study must take place in a cultural context. The CLS program, therefore, includes historical, sociological, political, economic, and religious perspectives.
The application deadline is May 15, 1995, and the financial aid deadline is April 1, 1995.
Contact: Terance W. Bigalke, CLS Director, Beloit College, 700 College St., Beloit, WI 53511-5595; Tel: 608/363-2269; Fax: 608/363-2689; email: bigalket@beloit.edu

STUDY ABROAD:
DELHI, MUSSOORIE, JAIPUR:
SITES FOR NEW YORK CONSORTIUM'S STUDY IN INDIA

Thomas Coburn
St. Lawrence University

"Every moment I spend here is a lifetime of experience, emotion, smells, sights, etc. Right when I think I've stopped my head from spinning, I'm popped back into the revolving door that is life in India. Such heights and such nadirs I have reached here, and what a classroom to be working and living in!"

These are the reflections of a student on the study abroad program in India offered each fall semester by the New York State Independent College Consortium for Study in India (NYSICCSI). The consortium currently includes Bard, Hartwick, Hobart/William Smith, St. Lawrence and Skidmore.

The program begins in mid-August and ends in mid-December. It is designed to introduce students to the great geographic and cultural diversity of India, while also allowing them to become more intimately familiar with two particular places.

Program goals

The goals of the program are (1) to introduce India to a broad range of able undergraduates in such a way that it is comprehensible and stimulating to them, while maintaining high academic expectations and demands; (2) to compare India with the United States and within the context of the world as a system of interrelated nations competing for scarce resources; (3) to help students gain meaningful and disciplined crosscultural and historical insights into the nature of sociocultural institutions; (4) to enable students to understand themselves as individuals, as social actors, and as participants in a global context; and (5) to enable students to understand the character of shared human experience.

Delhi and Mussoorie

The program begins in Delhi, where students receive orientation through the world-renowned Centre for the Study of Developing Societies. This is followed by a 5-week course of Hindi study at the Landour Language School in Mussoorie, a hill-station at an altitude of 7000 feet.

Jaipur

In late September, the program moves to Jaipur, a small city in the northwestern desert state of Rajasthan, where the program is affiliated with the Centre for Rajasthan Studies. After a brief orientation, students continue their Hindi study and begin three additional courses, with regular lectures.

While in Jaipur, students live with and take most of their meals with Indian families. Weekend field trips in Mussoorie and Jaipur vary from year to year, but may include visits to a Tibetan refugee village, an environmental research center, the religious pilgrimage sites of Rishikesh, Ajmer, and Brindaban, a large scale dam project, Agra (site of the Taj Mahal), Gandhian intentional communities, and other sites of regional interest. A one-
week break is planned for the middle of the time in Jaipur. The itinerary for the last month varies according to the faculty advisor’s chosen emphasis, but includes approximately a week in the traditional pilgrimage center of Benares and a concluding ten days on Delhi.

Courses

Students receive a full semester’s credit from their home institutions for completion of this program. The specific allocation of curricular credit is determined according to conventions on the home campus, but the program is divided into four basic courses: (1) Hindi language and culture; (2) Indian cultural history prior to Independence in 1947; (3) social, political and economic development since Independence; and (4) an independent project. The last of these courses is designed, in consultation with the home campus representative, to take advantage of resources available in India and to meet the interests of the individual student. It consists of work with one or more faculty mentors in India and culminates in a substantial written paper.

Expenses

Students enrolled in the program pay the regular tuition, room and board to their home colleges. This covers all living expenses for the semester and includes international air travel. It does not include incidental and discretionary expenses, nor travel during the mid-semester break. Financial aid policies for participation in the program are determined by individual colleges in the consortium.

Students interested in participating in the NYSICCSI program should consult the faculty representative or the off-campus study office on their home campus. Applicants to the program should have a strong academic record, excellent physical health, a valid passport, and should be able to demonstrate a sense of personal and emotional maturity and responsibility necessary to sustain a period of study in a cultural setting enormously different from that to which they are accustomed.

Students with some prior work on India or on the developing world should find the NYSICCSI especially beneficial. Qualified students from colleges and universities outside the consortium may be admitted to the program as space permits. Such students should apply through the coordinating office at the consortium’s agency college.

The Consortium

The NYSICCSI was founded as a collaborative venture between five small liberal arts colleges in upstate New York in the fall of 1989. The first group traveled to India in the fall of 1990, and in each succeeding year approximately twenty students and a faculty advisor from one of the member colleges have gone. The consortium is governed by a Board of faculty representatives from member institutions and administered through one of the member colleges.

Contact: Gary Johnston, Off-Campus Programs, Hobart/William Smith Colleges, Geneva, NY 14456; Tel: 315/781-3307

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1994-1995 ASIANetwork BOARD

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Steve Nussbaum, Earlham College, 1994-1995 in Japan

Eleanor Zelliot, Carleton College, Northfield, MN 55057; Tel: 507/663-4207, Fax: 507/663-4204, email: ezelliot@carleton.edu

Executive Director: Marianna McJimsey, Colorado College, Colorado Springs, CO 80903; Tel: 719/389-7706, Fax: 719/389-6473, email: asianex@cc.colorado.edu
Peter Shapinsky, Kenyon '96, is an honors history major. He is spending spring 1995 on the Japan Study program at Waseda University, directed by Stephen and Carmelita Nussbaum, Earlham College. The ASIANetwork Exchange welcomes reflections by students on their study abroad experiences.

As the piercing whistle shrieks its last and the announcements finish, I board the train, and another day begins. From stop to stop, the train cars fill and by the time we have arrived at my usual station, my car is a single mass of bodies. The smells of bodily odors fill the air, and though my height enables me to stand a few inches above the rest, breathing is difficult. People are packed so that sardines would find it tight, but every day we brave the train, the crowds—modern Tokyo.

Yet, this time, I do not stop for good in one of the airport-sized train terminals. Instead, the train whisks me away from the hub of Tokyo out, further and further. By the time I reach my destination, the car is nearly empty. I emerge from the train and walk a few hundred yards. The sudden smell of green, fresh air assaults me, and I am momentarily stunned. There overlooking the town towers the castle keep, its white walls basking in the morning sun.

Preserving the past

Visiting temples and castles is my favorite means of escaping Tokyo, allowing me to see a part of Japan so different that it might as well be another world. Japan's past fascinates me much more than its present. One of the stunning attributes of Japanese culture is its age and how the oldest buildings exist (seemingly) quite peaceably with new steel and glass constructions. Despite their apparent eagerness to adopt western style culture and civilization, the Japanese are also dedicated to preserving their past.

The buildings that escaped destruction in the many wars that have racked Japan are kept in pristine condition. Many that were destroyed long ago are being rebuilt not only to preserve a tradition, but also to lure people like me who are drawn to castles like an insecure bee, each flower seeming sweeter than the last. Most of the reconstructions house history museums with wonderful collections of the clothes, goods, and art of courtiers and samurai, of peasants and priests. The temples and shrines, some of which are very old and others of which have been rebuilt, are sanctuaries of the past with beautiful collections of sculpture and painting.

Everyday people

My fascination haunts me as I step on the flagstones of the temples, ascend the steep steps of the shrines, and stroll along the megalithic stone walls of the castles and keeps. I think of the people who, hundreds of years ago, lived their lives in these places. They were not only great warlords and heroes, but everyday men, women, and children without whom the civilization could not have functioned and who have often been forgotten by historians. Here I gratefully experience the Japan that Tokyo has buried beneath its cement, steel, and glass.

When the day's travel is done, I turn my tired feet again towards Tokyo, board the trains, and watch helplessly as endless streams of people fill each car to the brim and drown me in an ocean of human beings. Yet, without the trains, I could not travel, and the experiences I relish would be worth less without those I dislike. The old and the new all swirl together to create the nation of Japan that I have come to explore and study.

Contact: Peter Shapinsky, Kenyon College, Gambier, OH 43022

The masthead calligraphy for THE ASIANetwork EXCHANGE is by Yuchien Chen, a computer scientist with Colorado Interstate Gas Co. He is the husband of Yunyu Wang-Chen, Department of Theatre and Dance, The Colorado College. The Chinese translation of the character is, appropriately, "academic exchange."
THE RESEARCH STATEMENT AS A TEACHING TOOL: HISTORICAL 160, HISTORY OF CLASSICAL INDIA

Eleanor Zelliot and Jenny Wong
Carleton College

Eleanor Zelliot, History, Carleton, asks the students in her survey courses to develop research proposals, finding out what they would like to study if they had another four weeks to devote to research, and discovering if there are sources available. She suggests that the research proposal is a way of getting down below the surface of a survey course. Even if a college does not have a superb library, there are bibliographies to suggest to a student what might be done.

Included here are Zelliot's research proposal description for the students and an example of a proposal submitted by Jenny Wong, "Conversion to Islam in Classical India." We thank Wong for permission to publish her proposal.

History 160: Research Statements

I explained in my introductory statement that while we do not have time in this class to write a research paper, there is time to create a very solid research proposal, complete with bibliography. This is a way to get below the surface of a survey, to really see what new understanding an investigation of a single topic can bring.

I have had some superb research proposals in this class in earlier years, some of which became the basis for later study. I expect quite a bit of work from you on these proposals, but your third book, and indeed your earlier reading, can form part of your research.

Sample statements

Sample research statements have been put on Zelliot History 160 Closed Reserve in the Library under the title, Research Statements. Please look at them in the vicinity of the Reserve shelves. They are, of course, rather good, and that is so you will be inspired to do as well. They are quite ancient for the most part, which means that much new material (and better computer skills) has/have been produced since.

Note that the first part is a statement of what the student would like to do, and is based on reading already done. The second part is an annotated bibliography, with notes on the books and articles actually consulted (not necessarily read cover to cover) together with material that would be consulted if there were time.

Optimum expectation for this assignment: 2-3 pages of statement, 2-3 pages of annotated bibliography, including articles and books: books and articles heard of, but unseen. The assignment will be most meaningful if you could do enough research so that you could actually begin to write if you had another two weeks. According to College Regulations, the Research Statement is due the last day of classes, but I will accept it up to the last day of exams, but no later.

I would like a statement about the research you would like to do by November 8. I will distribute the list so that you will know what others are doing and can share material.

Promise of a prize

The enormous Reference Bibliography handed out should be used to get you thoroughly into our library's resources. Muse is just the beginning! If you find another reference that is useful, please let me know. There will be a prize if it is worthy of going on this list.

Please look at five or more reference works as you work on your bibliography. They should not go on your bibliography unless you actually use material in them (such as in the wonderful Gazetteers). For those of you illiterate in geography (and you are not to be blamed for that), there is a huge Historical Atlas of South Asia on the atlas shelves with my very own name on the title page.

Research Statement, "Conversion to Islam in Classical India," Jenny Wong, November 1994

I chose Islamic conversion in India as my research proposal because I was intrigued by the vast numbers of Hindus who converted to Islam so quickly after the Muslims had conquered and established themselves in India. I was under the impression that India was culturally resilient and...
that the invaders were assimilated into Indian life and culture, not the other way around. So, after reading about the numerous conversions to Islam and finding that the Muslim population is still significant today, I wanted to know why these conversions occurred.

Research questions

Initially I knew that I wanted to study the Muslims in India, but I did not have a specific area in which I wanted to concentrate. So I read the mini-chapter on Muslims in the *Cambridge History of India* to learn the general history and noticed a small reference to Hindus who converted to Islam. I then decided I would research the reasons why Hindus wanted to convert to Islam. What was the appeal of a strict religion that requires daily devotion (prayer five times a day without fail) and conformity? By converting to Islam, Hindus blatantly ignored their *dharma*, their unique Hindu duty. Could the desire for conversion be an indication that Hinduism was not such an encompassing religion holding the Indian people together?

As I began my research, I realized that there is a wealth of information spanning the 7th century A.D. (when the Islamic religion began to take shape) to the present. So I narrowed the period of study from approximately the 13th to the 16th centuries, the era when the sultans commanded political power in classical India.

Differing perspectives

To my surprise, I found that sources conflicted with each other. For example, one author stated that militaristic Muslim rulers were indifferent to the Hindu community and made little effort to assimilate. Another author’s account of the Muslims differs completely; Muslims not only interacted with the Hindu community regularly, Hindus held high positions in government.

With contradictions like this, it was important to keep in mind the authors’ background and ethnicity, and how it affected their writing. It is possible that Muslim and Hindu authors have differing views on the same historical event or time period.

Almost all of the sources mention two motives for Islamic conversion: social and economic gain. These motives puzzle me because, according to Thapar, the Muslims were seen by the Hindus as a new low subcaste. Why would Hindus of any caste want to convert to Islam and be part of a low caste? Even if economic gain was the driving force behind conversion, the Muslims were foreigners in India and had not been in India long enough to climb the economic ladder. So the mass conversions to Islam within the first century of Muslim rule did not logically follow the theory of economic advancement. I would like to find answers for these questions and contradictions.

Hypothesis

I think that Islamic conversions occurred not only for the two reasons stated above, but also because of social or religious deterioration at that time. Thapar and Bashman both insinuate that cultural decline had set in during the end of the Gupta age (about 700 A.C.) because literature of that time mentions the practice of sati, or widow burning and of child marriages. Could the desire to escape the declining culture have been a motive for conversion?

In what other areas did decline occur, and how did it relate to conversion? The political decline could not have been that drastic considering the sultans gave Hindus high positions in their courts and even allowed some rulers of the Southern kingdoms to stay on their thrones. I think this is key to my paper because the social and religious environment must not have been as stable as it once had been.

These then are some of the questions that I would like to answer. I think that concentrating on the social, religious, and economic aspect of the period after the Muslim conquest will provide a solid foundation for the exploration of this question. I know that further study will reveal more contradictions between sources on the same subject.

I must keep in mind the authors’ backgrounds and the standpoint that they are taking. Perhaps accounts of foreign visitors during the period will provide an objective perspective of Indian-Muslim interaction and reasons for Islamic conversion.

I’m not sure that I will find out everything I would like to know about this time period and conversion, but I think that the topic is worth looking into and will be an interesting historical adventure.

Annotated bibliography


Although this book has only bits and pieces of information about Islamic conversion, I found it extremely useful and interesting. After conversion, in certain areas, many former Hindus kept their Hindu names and maintained strong ties with Hindus of their region. In rural areas, the converted completely immersed themselves in the religion, culture, and life of the Muslims. The author mentions that
along with conversion, “social status and prestige were achieved.”


Given the title of the book, I was surprised to find a chapter directly related to Islamic conversion in India. Martin not only discusses theories of conversion, he also provides statistics that support them. From a table noting the number of mosques built in 50 year intervals, we can see when waves of conversion occurred. There is a map showing the percentage of Muslim population in different parts of India. This was one of the more useful books.


This handy encyclopedia of Indian history has little that directly relates to my topic. It does explain how Muslims influenced Hindu society which will be useful to me.


This detailed compilation of India’s history from its earliest recorded times to the middle of the first century A.D. draws parallels with other cultures. While it is good for basic understanding of the period covered, it is a poor source for specifics concerning conversions to Islam.


Esposito discusses the development of Islam in different periods and regions of the world. Its concise history of the development of Islam in India is general information found in other texts too.


This collection of studies and commentaries is interesting because each piece is written by a different author, and the reader is exposed to different perspectives. Most of the collection pertains to modern times, but there are a few pieces on the classical era. I found myself reading pieces unrelated to conversion at all because the topics were so interesting, as for example, a case study of Islamic learning.


Jackson gives a brief history of the invasion of the Muslims, the establishment of power, and the spread of Islam. There is information ranging from Islamic law to religious thought, and the tradition. Although these aspects are not directly related to Islamic conversion, they were relevant because they provide information on the social environment of conversion. The book is well worth reading.


Jomier gives a general, but informative, history of the emergence of Islam, and explains the basic pillars of the faith and why Islam expanded so quickly. There is not much about expansion in India. It spans up to the present and offers theories for change within Islam.


Martin provides in-depth detail on Islam from a religious and cultural viewpoint. He breaks the topic into practice, community, worship and ritual, belief and thought, and expression. Although it would better serve those writing papers on Islam itself, it is somewhat useful for my paper.


Of course, everyone is extremely familiar with Thapar who was my initial source for information on conversion. I wanted to know what Thapar thought about Islamic conversion before turning to other sources. Thapar mentions the Muslims in more detail than does Bashman and gives general background history of the Muslims in India.


As does Paul Jackson, Titus gives a foundation for the understanding of conversion. He explains the methods the Muslims used to conquer the Sind Peninsula, and their move to “peaceful penetration” or assimilation. Most of the book deals with modern Muslim movements and ideas.

Contact: Eleanor Zelliot, History, Carleton College, Northfield, MN 55057; Tel: 507/663-4207, Fax: 507/663-4204, email: ezelliot@carleton.edu
SYLLABUS:
INTRODUCTION TO ASIAN STUDIES

Thomas Coburn

Thomas Coburn, St. Lawrence University, is Coordinator of the Asian Studies Program and member of the Religious Studies Department. He was a panelist at the Santa Fe ASIANetwork Conference, 1994, and described the development of the following introductory course.

Asian Studies 101: Introduction to Asian Studies
Spring 1995
Tuesday, Thursday, 2:20-3:50

Faculty: This course will be coordinated and taught primarily by Dr. T. Coburn, Coordinator of the Asian Studies Program and member of the Religious Studies Department. He will be assisted by the other Asian specialists on the faculty, namely: Dr. Yoko Chiba, Modern Languages and Literatures; Dr. Jonathan Herman, Religious Studies, Dr. Ansil Ramsay, Government, Dr. Sally Stevens, Economics.

Course description: This broad-based, multidisciplinary course introduces students to selected common topics, past and present, in India, China, Japan, and Southeast Asia. The central concern of the course is to indicate how cultural differences among the three major cultural traditions are reflected in the varied contemporary experiences of living in East and South Asia.

Books available at the bookstore: (T=textbook; L=literary work) Reischauer, E.O., The Japanese Today (T)
Fairbank, J.K., The Great Chinese Revolution, 1800-1985 (T)
Wolpert, S., India (T)
Basho, M., Narrow Road to the Deep North (L)
Narayan, R.K., The Ramayana (L)
Takeyama, M., Harp of Burma (L)
Tao Te Ching (L)

Course requirements:
1. (10%) Attendance and participation. Two unexcused absences are allowed, after which each missed class will reduce your grade by .1 on a 4.0 scale. If you have to miss a class on a particular day, you should plan to include it in these two allowed absences.
2. (25%) Three short papers, one each on India, China, and Japan, based on a literary work from each culture. In each essay you will write about the distinctive cultural features of the literary work, based on what we have discussed in class and in the relevant textbook.
3. (20%) A midterm examination on March 16, with both short answer and essay questions.
4. (15%) Three (3) newspaper article summaries, due in class on alternate Tuesdays during the last five weeks of the course. These reports will ask you to become familiar with contemporary reporting in The New York Times, The Wall Street Journal, The Asian Wall Street Journal, and/or The Washington Post. Further details on this assignment will be forthcoming.
5. (30%) A comprehensive final examination, with short answer and essay questions, one part of which will be based on a reading of a Japanese novel.
6. Familiarization with the important geographic features of Asia. Early assignments will help you begin acquiring this knowledge, and questions dealing with this material will appear on both the mid-term and final examinations.

Schedule of topics and readings: (*=paper or exam due on this day)
1. Introduction
Day 1, Jan. 24: Where and what is Asia? What is Asian Studies?
Day 2, Jan. 26: Geography, video and discussion; G. Evans, Asia's Cultural Mosaic, "Introduction: Asia and the Anthropological Imagination," ch. 1, 1-29; Introduction to the Geography Workbook.
2. Precolonial Asia
A. India [Dr. Michael Farley, Music, to join Coburn for one day]
Day 3, Jan. 31: begin Narayan; Wolpert 5-44
Day 4, Feb. 2: Wolpert 74-93, 98-114
Day 5, Feb. 7: Wolpert 118-149
Day 6, Feb. 9: Wolpert 157-180
*Feb. 13: First paper due in Richardson 102 by 9 a.m.

B. China [Herman to join Coburn for one day]
Day 7, Feb. 14: Begin Tao Te Ching; Fairbank 1-62
Day 8, Feb. 16: Fairbank 63-121
Day 9, Feb. 21: Fairbank 123-163
Day 10, Feb. 23: Fairbank 165-203
*Feb. 27: Second paper due in Richardson 102 by 9 a.m.

B. China [Herman to join Coburn for one day]
Day 7, Feb. 14: Begin Tao Te Ching; Fairbank 1-62
Day 8, Feb. 16: Fairbank 63-121
Day 9, Feb. 21: Fairbank 123-163
Day 10, Feb. 23: Fairbank 165-203
*Feb. 27: Second paper due in Richardson 102 by 9 a.m.

B. India
Day 20, Apr. 6 [Coburn], Wolpert 114-115, 149-156, 199-223, 233-249

C. Japan
Day 21, Apr. 11 [Chiba], Reischauer 112-120, 186-202, 216-227, 381-412

D. The Atomic bomb and its aftermath
Day 22, Apr. 13 [Guest lecturer], reading to be announced

E. Economic developments in modern Asia
*Day 23, Apr. 18 [Stevens], Japan: second article summary due in class; 1) Reischauer, 309-347, 370-380, 2) "Survey of Asia," The Economist 10-30-93 excerpts
Day 24, Apr. 20 [Stevens], India and China: 1) "Survey of India," remainder of article, 2) "Survey of Asia," remainder of article, 3) Richard Carson, Comparative Economic Systems, ch. 7

F. Vietnam
*Day 25, Apr. 25 [Professor Liam Hunt, History], reading to be announced

G. East Asian religion in the 20th century
Day 26, Apr. 27 [Herman], 1) Reischauer 203-215, 2) D. Overmyer, Religions of China, 87-117, 2) H.B. Earhart, Religions of Japan, 101-133

H. India today, with particular attention to gender issues
Day 27, May 2 [Coburn], 1) Wolpert 249-252, 2) S. Mitter, Dharma’s Daughters, selections; third article summary due in class

Day 28, May 4 Panel discussion with all faculty

Contact: Thomas Coburn, Religious Studies, St. Lawrence University, Richardson Hall, Canton, NY 13617; email: tcor@music.stlawu.edu

A reminder about annual dues: Annual institutional dues of $100 are due September 1, 1995 for the 1995-1996 academic year. Please remit to Marianna McJimsey, ASIANetwork Executive Director, Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903.

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RESOURCES

Asia

AspireNewsletter

AspireNewsletter is a free newsletter for students and business with an interest in Brunei, Indonesia, Malaysia, Philippines, Singapore, and Thailand, published by the Association of International Educators. It is funded by the US Agency for International Development and the Advising, Teaching, and Specialized Programs Division of the United States Information Agency.

The Winter 1995 issue included a report on the APEC Study and Research Center Consortium with headquarters at the East-West Center in Hawaii.

Contact: AspireNewsletter, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728

New Asia Review

New Asia Review is a quarterly interdisciplinary journal dedicated to provide reviews of current books, periodicals, and multimedia materials of Asian arts, business, culture, and literary developments.

The summer 1994 inaugural issue included a discussion of the Pacific Century by Frank Gibney, an illustrated piece on China's Modern Painters by Nicholas Jose, and notes on Asian collections in libraries and electronic information by Maureen H. Donovan.

Contact: New Asia Review, 10 Bay St., Westport, CT 06880; Tel: 203/226-3571; Fax: 203/222-1502

The South Asia Gopher

The South Asia Gopher (SAG) is a collection of worldwide network-accessible information resources relating to South Asia. It is available free over the global Internet, via Gopher or direct telnet connection to the host at Columbia University.

SAG offers: 1) bibliographic resources; 2) links to online resources around the world; 3) listings of South Asia-related news groups; 4) Listings of electronic text archives; 5) South Asia teaching resources; 6) the International Directory of South Asia scholars; 7) the International Directory of South Asia Research Institutes; and 8) specialized information archives.

To get online: gopher to: gopher.cc.columbia.edu 71 or telnet to: columbianet.columbia.edu (Once connected to Columbianet, select the menu item marked "CLIO Plus." Within that menu, you'll find an item on the list labelled "Scholarly Electronic Resources by Subject." Select that one, and within it you'll find the South Asia Gopher.)

Contact: Dr. David Magier, Director of Area Studies and South Asia Librarian, 304 International Affairs, Columbia University, 420 West 118th St., New York, NY 10027-7296; Tel: 212/854-8046; Fax: 212/854-2495; email: magier@columbia.edu

China

China Information Bulletin

China Information Bulletin, a bimonthly digest of news about Greater China which summarizes articles from a wide range of Chinese and English language sources, is published by the Northwest Regional China Council.

The December 1994 issue updated the financing controversy surrounding Chek Lap Kok, the Hong Kong Airport, noted the conservation efforts for Dunhuang's Mogao Grottos, and announced new cheaper and easier Hong Kong visa application procedures. The annual subscription rate is $25.

Contact: Jane Leung Larson, Northwest Regional China Council, PO Box 751, Portland, OR 97207; Tel: 503/725-4567

Indochina

The Indochina Digest is published weekly by the Indochina Project, a non-profit program of the Vietnam Veterans of America Foundation. Articles are based on wire service stories, published news accounts, and staff reporting from a broad network of primary sources. Annual subscription rates are $35.

Contact: Hank Poli, Editor, Indochina Digest, 2001 "S" St., NW, Suite 740, Washington, DC 20009, Tel: 202/483-9222; Fax: 202/483-9314

Japan

Database of Teaching Materials on Japan: An Annotated Guide

The Guide is a continually expanding computer-searchable database created by the National Clearinghouse for US-Japan Studies of grades K-12 les-
son plans, resource and teaching guides, and units on teaching about Japan. Many of the items are ERIC documents.

There are four ways to access the database: 1) purchase the annotated guide to the database; 2) ask for the text file of the guide to be sent to you via electronic mail; 3) purchase a diskette of the database, available in Hypercard for Macintosh; or 4) contact the Clearinghouse staff for a free customized database search.

Contact: National Clearinghouse for US-Japan Studies, Indiana University, 2805 East 10th St., Suite 120, Bloomington, IN 47408-2698; Tel: 1-800/266-3815

The Hiroshima Panorama Project

The Hiroshima Panorama Project has made available three, eight feet long photographs of the destroyed city of Hiroshima taken in October 1945. Roy Wilson, Physics, Illinois Wesleyan University, wrote that the photographs "are of interest for this 50th year after." The cost for the three photographs is $25, postage paid.

Contact: Hiroshima Panorama Project, 20 Linda Lane, Normal, IL 61761

International Business Communications

The International Business Communications Newsletter is a four-page publication distributed free. The December 1994 issue featured a description of the Boston Higashi School and reflections on Japan by Herb Frazier of the Charleston, SC Post and Courier.

Contact: Hiroshi Shikata, Editor, IBC, Inc., 5th Floor, Akasaka Yamada Bldg, 21-8, Akasaka 2-chome, Minato-ku, Tokyo 107; Tel: (03)5562-9441; Fax: (03) 5562-9440

Japanese Music Videos

The Center for Music Television, the University of Oklahoma has produced four music videos illustrating traditional forms. They include: Gagaku: the Court Music of Japan (1989); Bunraku, the Music of Bunraku (1991); Nagauta, the Heart of Kabuki Music (1994); and Shinio Festival Music (1994). The cost of each, including postage, is $27.95 or a total of $99.95 for the set of four programs.

Contact: Center for Music Television, Eugene Enrico, Director, School of Music, University of Oklahoma, Norman, OK 73019; Tel: 405/325-3978

National Coordinating Committee on Japanese Library Resources

The National Coordinating Committee on Japanese Library Resources is a standing committee which represents the community of Japanese librarians and scholars in North America. The NCC’s mission is to mobilize library resources related to Japan toward the long-range goal of creating a comprehensive system of ready access to Japanese information throughout North America.

The East Asian Libraries’ Cooperative World Wide Web Server is administered at the Ohio State University Libraries. Demonstrations will be held during the Association for Asian Studies annual conference at a booth in the exhibit hall, which will feature both the WWW project and NCC’s other activities. During the initial phase of this project:

Contact: http://pears.lib.ohio-state.edu

The Harris County (TX) Medical Archive houses manuscript collections from nineteen former Atomic Bomb Casualty Commission (ABCC) members. The collection contains over 120 cubic feet of records consisting of diaries, correspondence, reports, manuscripts, maps, charts, books, and photographs. In addition there are over 4000 photographic materials, i.e. prints, negatives, slides, contact sheets.

Contact: Margaret A. Irwin, Special Collections Librarian, Texas Medical Center Library, Historical Research Center, Tel: 713/795-4200, x141; email: margaret@library.tmc.edu

To subscribe to the NCC News:

Contact: National Coordinating Committee on Japanese Library Resources, %C.V. Starr East Asian Library, 300 Kent Hall, Columbia University, New York, NY 10027; Tel: 212/854-1508; Fax: 212/662-6286; email: heinrich@columbia.edu

Late news: The Monterey Institute of International Studies announces the availability of scholarships, provided through a grant from the Henry Luce Foundation, for native English speakers admitted to the Graduate School of Translation and Interpretation’s MA program in Chinese Translation and Interpretation beginning in the 1995-1996 academic year. Application deadline is April 28, 1995.

Contact: Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; Tel: 408/647-4123, Fax: 408/647-6405
The ASIANetwork Board of Directors proposed the following changes to the By-Laws of the ASIANetwork, Inc. at its fall Board meeting, October 1, 1994, Hickory Ridge Conference Center, Lisle, Illinois.

The changes will be submitted to the membership for its approval at the Annual Conference of the ASIANetwork in St. Petersburg, FL at the annual meeting, Sunday, April 23, 1995.

Article IV, Section II, Meetings, of the By-laws reads: “A Quorum for conducting the business of the organization at the annual meeting shall consist of at least thirty (30) percent of the representatives of member institutions.”

1. Change #1:

The relevant portion of the 1993 By-laws reads:

Article IV: Organization and Governance

Section I: Board of Directors

The Board of Directors of the ASIANetwork consists of nine (9) members. Terms of service on the Board of Directors shall be for three (3) years with staggered terms to be determined by the Board itself. Approximately one-third of the Board of Directors shall be elected at each annual meeting. Each year the Board of Directors at its first meeting shall elect a chair from among its members.

The 1995 proposed addition: Add the following sentence to the beginning of Article IV, Section I, i.e. before the paragraph written above:

The Board shall oversee operations of the ASIANetwork in between its annual meetings on behalf of its members.

2. Change #2:

The 1995 proposed Supplemental Protocol to Article IV, Section I refers to the position of Executive Director. Add the following:

An Executive Director, named by the Board, shall serve as the chief administrative officer of the organization. The Executive Director shall represent the organization in all official matters, be authorized to conduct business and legal matters on behalf of the organization and administer day-to-day affairs. The Executive Director is responsible to the Board of Directors and serves under the terms it sets. The Executive Director is an Ex-officio member of the Board.

3. Change #3:

The relevant portion of the 1993 By-laws reads:

Section III: Committees

The Chair of the Board of Directors, on the advice and consent of Board members, may appoint committees to facilitate the purpose and work of the organization. Board members will normally be appointed by the Chair to serve as chairs of the various committees.

Standing committees of the Board and of the general membership include: Curriculum, Membership, Resource Development, Publications and Information Exchange, Nominations, Study Abroad, and Faculty Development and Exchanges. Service on the committees is for a term of two (2) years.

The 1995 proposed change to Article IV, Section III:

The Chair of the Board of Directors, on the advice and consent of Board members, may appoint committees to facilitate the purpose and work of the organization.

Committees of the Board and of the general membership may include such concerns as: membership, resource development, publications and information exchange, nominations, study abroad, faculty development, exchanges and curriculum.