JAPAN SEMINAR ROUSING SUCCESS! CHINA, SOUTH ASIA, AND SOUTHEAST ASIA SEMINARS TO FOLLOW

Gregory Eliyu Guldin
Anthropology, Pacific Lutheran University
ASIANetwork Ford Faculty Development Program Director

Ten faculty from ten ASIANetwork institutions spent three weeks at Earlham College, Richmond, Indiana, this past summer immersed in the culture, language, politics, and history of Japan and the Japanese. Year One of Japan Seminar kicked off ASIANetwork’s innovative faculty development program, the Faculty Curricular Development on Asia for the 21st Century: An ASIANetwork Initiative.

Funded by the Ford Foundation and scheduled to last through 1999, four 2-year cycles will successively focus on Japan, China, Southeast Asia, and South Asia. The seminars are planned as primers for faculty members interested in Asia who have not yet had any in-depth training in the area. This potentially allows member institutions to expand their Asia-related offerings without relying solely on new faculty hires. Year One for each seminar is held on an ASIANetwork host college campus, with Year Two held on-site in Asia.

Now that the Japan Seminar, under the directorship of Stephen Nussbaum, Anthropology, Earlham College, has begun, preparations are under way for the China Seminar.

1997 China

St. Olaf College, Northfield, Minnesota, will host the China Seminar with Richard Bodman, Chinese Language and Literature, as director. This seminar will introduce participants to key texts and issues pertinent to understanding and teaching about China and will aim not only to train individual faculty members, but also to expand or enhance their colleges’ curricular offerings related to China.
Ten participants will be selected after an application process which reviews the applicant's own plans for professional and curricular development as well as his/her institution's commitment to support such growth. Nearly all seminar costs, including the trip to China, are covered by the grant. China Seminar will begin July 1997, and in June 1998 the group will travel to China.

**South Asia and Southeast Asia**

The South Asia Seminar and the Southeast Asia Seminar will both be held during the summers of 1998 and 1999. Host colleges for these seminars will be selected during the 1996-1997 academic year. If you feel that your college might be interested, please contact me as soon as possible. ASIANetwork can make the seminars work for you by helping with arrangements in Asia and by providing on-campus support. Given the low levels of awareness in North America of these vital global regions, these seminars will highlight your campus's contribution to a very worthy educational effort.

**"Invaluable" Seminar**

The benefits to participants are substantial. The ten Japan Seminar summer 1996 attendees were unanimous in evaluating the seminar as a success and commented that:

... The seminar has been invaluable for suggesting various structures for presenting materials, for learning about sources, and for learning about areas outside our disciplines. Our group even had insightful exchanges over snacks and in hallways at all hours.

... This has been an excellent, welcome opportunity to provide a context for my literature course on Japan.

... I came away with a strong sense that I had spent three very fruitful weeks, that I was much better able to pursue the materials I now know about, and that I can be of some use to my school in reviewing and building our Asian Studies program.

... An excellent seminar conducted well by a courteous and highly competent leader.

... Excellent program. ASIANetwork and Earlham are to be congratulated.

Elsewhere in this edition of *The ASIANetwork Exchange*, please find Goucher College English professor Fred White's recap of his Japan Seminar experience.

**Application deadlines**

Applications for both the China Seminar (February 15 deadline) and for colleges to host either of the South or Southeast Asia Seminars (May 15 deadline) are available from me. I hope you will consider applying or encourage an appropriate colleague to do so. Please specify which seminar you are interested in.

Contact: Gregory Eliyu Guldin, ASIANetwork Program Director, Pacific Lutheran University, Tacoma, WA 98447; Tel: 206/535-7661; Fax: 206/536-5026; email: guldinge@plu.edu

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SAVE THESE DATES!
YOU ARE INVITED TO
THE ASIANetwork CONFERENCE
APRIL 25-27, 1997
THE EQUINOX
MANCHESTER VILLAGE, VERMONT

At the invitation of Thomas Benson, a founder of the ASIANetwork and President of Green Mountain College, Poultney, Vermont, the ASIANetwork Conference will be held in New England for the first time. A reception and dinner will take place on Saturday evening at Green Mountain College.

The conference site, the elegant Equinox Hotel in Manchester Village in southwestern Vermont, is an historic hostelry dating back to 1769.

The Albany, New York airport serves the area, and Green Mountain College will arrange for ground transportation from and to the airport.

Featured Speakers
Roger Ames, Philosophy, Director of Chinese Studies, University of Hawai'i
Donald Gregg, Chairman of the Board, The Korea Society
Tetsuo Najita, History, University of Chicago

Aims of Conference
The ASIANetwork, an affiliate of the Association for Asian Studies, started with two conferences of North American liberal arts college Asianists in 1992. An exploratory gathering in 1993 has become the traditional spring annual meeting of the ASIANetwork. We now participate in an array of projects including on-campus consultancies sponsored by the Henry Luce Foundation, faculty curricular development opportunities funded by the Ford Foundation, and exchange programs facilitated by the United Board for Christian Higher Education in Asia.

Conference participants share experiences and exchange ideas on teaching and program enrichment, report on innovative projects to increase awareness of and interest in Asian Studies and to make the study of Asia even more visible and vital on our campuses, celebrate collaborations, and build new networks.

The 1997 conference will feature thought-provoking presentations by leading specialists in the field. The opening keynote speech will be given by Tetsuo Najita, a most articulate historian of Asia. Roger Ames will share his scholarly and administrative experiences. Ambassador Donald Gregg's reflections on his diplomatic career will enhance our understandings of Korea and Northeast Asia.

Who knows more than Asianists that the past leads to the future? The 1997 ASIANetwork conference offers two plenary sessions highlighting this connection: one provides the background and resources to understand Hong Kong in the new era.
and the second brings perspectives on the awakening interest in South Asia's recent past as well as contemporary issues relating national identity and cultural pluralism. The conference will usher us into several future possibilities including an ASIANetwork Website.

**Program Schedule**

**Friday, April 25**
- 4-7 p.m. Registration
- 7 p.m. Dinner, Speaker: Tetsuo Najita

**Saturday, April 26**
- 8:30 a.m. Plenary Seminar:
  - Entering a New Era: Resources and Approaches for Understanding Contemporary Hong Kong
- 10:15 a.m. Concurrent Panels:
  - Plato's Cave and Asian Suns: Western Philosophy in Asian Studies
  - Challenging Stereotypes about Women in China
  - Enriching Asian Studies: Linking with Local Asian Communities
  - The Luce Canon: Impact of On-Campus Consultancy Programs
- 2:00 p.m. Concurrent Panels:
  - Nurturing the Staple Crops: Teaching the Modern China and Japan Survey Course
  - Interpreting Culture through Literature, Theater, and Social Activities
  - Being There: Faculty Experience Abroad
  - Faculty Development Program: The Japan Seminar Experiences and Upcoming Ford Seminars
- 3:45 p.m. Concurrent Panels:
  - Emotional Intelligence and the Three Perfections: Teaching About Asia through the Arts
  - Asian Women in Religion
  - The Value and Challenges of Study Abroad
  - Innovative Programs: Faculty-Student Teamwork and Summer Institute in Asia
- 5:15 p.m. Bus to Green Mountain College
- 6:00 p.m. Reception
- 7:00 p.m. Dinner, Speaker: Donald Gregg

**Sunday, April 27**
- 8:30 a.m. ASIANetwork Business Meeting
- 9:15 a.m. Plenary Seminar:
  - South Asia in Asian Mosaic
- 10:15 a.m. Concurrent Panels:
  - Teaching Asian Courses through Disciplinary Courses

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**Introducing Asian Music in the Music Curriculum**

**Advising Student Research**

**Advanced Technology and Liberal Arts Education**

Noon Luncheon, David Vikner, President, United Board for Christian Higher Education in Asia

**Accommodations and Travel Information**

Conference attendees should make Equinox reservations by returning the Equinox 1997 ASIANetwork Conference registration form directly to the Equinox. **Reservations must be received at the Equinox by March 24, 1997.**

The ASIANetwork Conference package plan is based on a per person reservation and includes Friday and Saturday nights' accommodations, Friday night dinner, Saturday noon lunch, Sunday morning breakfast, all coffee breaks, all taxes and gratuities. Single room package plan: $316.16 per person; double room package plan per person: $197.53; triple room package plan per person: $157.98.

Saturday morning breakfast is on your own. Saturday night reception and dinner will be held at Green Mountain College. The dinner fee is included in the conference registration fee. For Sunday noon lunch, the United Board for Christian Higher Education in Asia invites you to be its guest. Please indicate on the conference registration form whether or not you will be on hand for the Sunday noon lunch.

Gulay Cibik of the Golden Gate Travel and Tours Center is available to make your travel reservations: 40 West 48th St., 11th Fl., New York, NY 10036; Tel: 212/719-4942; 800/267-5223; Fax: 212/719-5149.

Green Mountain College will arrange ground transportation from and to area airports. The Albany airport services major airlines. For ground transportation, please call well in advance, Philip Ackerman-Leist, Assistant to the President, Green Mountain College, Tel: 802/287-8874.

**Registration Fee**

The conference registration fee for participants from member institutions or affiliate members is $40, and $60 for non-members. Late registration fees (those received after the March 24, 1997 deadline) will be $60 for ASIANetwork members and $70 for non-members. Fees may be sent to the address below, and receipt will be acknowledged.

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

China Seminar, 1997-1998
Southeast Asia Seminar, 1998-1999
South Asia Seminar, 1998-1999

Cycles II, III, and IV in
ASIANetwork’s Faculty Curricular Development on Asia for the 21st Century:
An ASIANetwork Initiative
A Series of Faculty Development Seminars Sponsored by the Ford Foundation

ASIANetwork will, over the next few years, offer a series of seminars to institutions planning to expand or enhance their curricular offerings related to Asia. Each seminar meets for three weeks, during two consecutive summers.

The Japan Seminar, the first of the seminars, began in July 1996 at Earlham College, for 10 participants, under the direction of Steve Nussbaum, Anthropology. The second phase of the Japan Seminar will be conducted in Japan in the summer of 1997.

The China Seminar, the second of the seminars, will be held July 9-29, 1997 at St. Olaf College and June 7-28, 1998 in China, under the direction of Richard Bodman, Chinese Language and Literature. The overall purpose of the China Seminar is to unlock doors for future learning and to give participants the confidence and authority to teach in a new area for them. Academic content, pedagogy, and cross-cultural skills will provide the framework. Participants will be expected to develop curricular or research projects.

Applicants must be nominated by the Chief Academic Officer of their institution. They should be new to the study of Asia (and China in particular), but in positions where they can implement curricular change. Living expenses and a stipend are provided in year one, while living and transportation expenses are provided in the second year. Following participant selection, partial support will be requested from home institutions, and participants are expected to attend the ASIANetwork annual conference, April 25-27, 1997 in Vermont.

Applications for the China Seminar are due FEBRUARY 15, 1997.

Your institution is invited to apply to host the Southeast Asia or South Asia Seminars.
Applications to host either seminar are due MAY 15, 1997

Contact (for China Seminar applications or host institution inquiries): Faculty Curricular Development Program Director, Gregory Guldin, Pacific Lutheran University, Tacoma, WA 98447; Tel:206/535-7661; email:guldinge@plu.edu

Contact (for seminar content and format): China Seminar Director, Richard Bodman, St. Olaf College, Northfield, MN 55057; Fax:507/646-3549; email:bodman@stolaf.edu
REFLECTIONS ON JAPAN SEMINAR

Fred White
English, Goucher College

Fred White is one of ten Japan Seminar participants who spent three weeks at Earlham College in July 1996. Stephen Nussbaum, Japan Seminar Director, is now organizing the second Japan Seminar to be held in Japan in the summer of 1997.

Other Japan Seminar participants include: Barbara Bowman, English, Illinois Wesleyan; Annie Dan-davati, Political Science, Hope; Lawry Finsen, Philosophy, Redlands; Bill Guinee, Sociology and Anthropology, Westminster, Missouri; Sandra Harris, Human Development, Eckerd; Dick Olufs, Political Science, Pacific Lutheran; Luke Reinsma, English, Seattle Pacific; Linda Seward, Communication, John Carroll; and Denny Storer, Political Science, Hastings.

The Earlham Japan Seminar has been a valuable experience for me. Through readings explicitly suggested as background for expert presentations, as well as the presentations themselves and the discussions following them, the seminar has provided many new paradigms for thinking and teaching about Japan. Perhaps even more constructive have been the introductions to sources of new material on Japan: e.g., from the Internet, the Japan Information Center at Earlham, and faculty from Earlham and beyond. I feel somewhat grounded now in a "network" of knowledgeable and helpful workers in the field, including my fellow seminar members whose knowledge of Japan from their various disciplinary perspectives is much greater than my own.

Creation of literature course

My primary personal goal for the seminar has been to learn about Japan as quickly as possible, both at Earlham and in Japan next summer, as well as through the reading which envelops both experiences. I have two specific curricular goals. The first is to enhance my knowledge of Japanese film for an honors seminar, "Japan in Film," which I team-teach with an Asian historian. Secondly, I want to develop my knowledge both of Japanese literary history and what others are doing in survey courses in Japanese literature in translation, as preparation for my creation of such a course.

While the presentations at Earlham by experts dealt with neither film nor literature (except drama) explicitly, the knowledge of Japanese culture in general which I have gained will help me in both courses. Further, conversations with and materials from a seminar participant, who has initiated his own survey course in Japanese literature, as well as syllabi from Earlham faculty, and books and Internet sources have left me feeling much clearer about how to proceed with both courses.

Institutional goals for Goucher

Another target of my seminar participation has been institutional. Goucher College currently has no Asia Studies major, minor, or concentration of any sort. I and the school's Director of International Studies have been advocates at Goucher for more emphasis on Asia. The college's decision to send me to the seminar is, I think, a sign that the administration is trying to find ways to put more of Asia into our curriculum. Based on the valuable material given us at Earlham on sources of support like the Japan Foundation (for building the library collection, among other things), on ways to find low-cost Japanese language instruction, and on avenues to send our students to study in Japan, I am hopeful about my ability to sell the administration on the feasibility of raising Japan's profile at Goucher.

I can now even realistically conceive of a Japanese Studies minor at Goucher. Members of both the sociology and political science departments have spent at least six weeks studying Japan in the last several summers. With course syllabi, faculty contacts at Earlham and beyond, and information sources on the Internet, we may be able to offer courses on Japan which, with the history courses, the film course, and the projected literature course, could form the nucleus of such a program without costing the college new money.
We may also encourage courses in, for example, drama, religion, and art history taught by instructors who are interested in Buddhism and Noh. Language instruction may be optional for a minor, and could be provided either by the kind of young native speaker recommended to us at Earlham or, as a Goucher student has already discovered, at nearby Johns Hopkins University.

Finally, I look forward enthusiastically to next summer's visit to Japan. I hope to experience traditional and contemporary dramatic and visual arts, as well as religious institutions. In connection with The Tale of Genji and The Tale of the Heiki, in particular, trips to Kyoto, Nara, Isa, and Kamakura will be illuminating. In Tokyo, I will find a sense of context for modern Japanese literature, and I hope to converse there with colleagues about film and literature.

Contact: Fred White, Goucher College, English Dept., 1021 Dulaney Valley Rd., Baltimore, MD 21204; Tel: 410/337-6219; Fax: 410/337-6405

ASIANetwork ROUND TABLE
AT THE ASSOCIATION FOR ASIAN STUDIES
MARCH 13-16, 1997, SHERATON, CHICAGO
"TEACHING AMERICAN WARS IN ASIA"

You are invited to attend and participate in an ASIANetwork Round Table discussion, “Teaching American Wars in Asia,” at the Association for Asian Studies Annual Meeting in Chicago. The ASIANetwork is an affiliate of AAS.

Please check the AAS Conference Program for the date, time, and place of the Round Table, and spread the word about the Round Table among your colleagues.

Van Symons, History, Augustana College, and Vice-Chair of the ASIANetwork organized the Round Table.

The Round Table builds on the success of the NEH Institute, “American Wars in Asia: A Cultural Approach,” held at the University of Montana, June-July 1995. The Institute studied three of the American wars in Asia: with Japan, the Korean War, and the Vietnam War. Prominent attention was also given to China. Within the familiar context of wars as battles and as political and international events within the American experience, the Round Table, echoing the work of the Institute, is distinguished by its emphasis on the human dimensions of war, with particular attention to Asian memories and interpretations. The materials will focus on Asian novels and films that are now available to American teachers and students and that have received international acclaim through English translation and subtitles.

The Round Table will explore the conceptual and pedagogical challenges posed by widely different memories and interpretations of war. Also available will be a CD-ROM prototype, completed in August 1996, for a multi-media course or module to be used in the college classroom, in high schools, and in public and private seminars. Both the Round Table and the multi-media course will explore the continuing impact of the experiences of war on American-Asian relations.

The Round Table participants will include Philip West, Director, Mansfield Center, University of Montana; Steven I. Levine, University of North Carolina; Gerrit Gong, Center for Strategic and International Studies; Larry Penrose, Hope College; Jacqueline Hiltz, University of Montana, and Van Symons, Augustana College.

Contact: Van Symons, History, Augustana College, 639 38th St., Rock Island, IL 61201-2296; Tel: 309/794-7413; Fax: 309/794-7702; email: hisymons@augustana.edu

ASIANetwork ANNUAL MEMBERSHIP DUES

Your 1996-1997 academic year dues are: $200 for Institutional Membership; $200 for Affiliate Institutional/Organizational Membership; $40 for Affiliate Individual Membership.

Dues checks payable to The ASIANetwork may be sent to: Marianna McJimsey, Executive Director, The ASIANetwork, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903.
FACULTY NETWORK

Central College
Zhang Xingkui, English, Visiting scholar, 1996-1997, Zhejiang University

Colorado College
Joan Ericson, Japanese Language and Literature, tenure appointment
Zhizhen Pu, Chinese Language and Literature, Fudan University, Shanghai, PRC

Eckerd College
Shiping Hua, Political Science, teaches courses in Political Science, International Relations, and Global Affairs.
Sandra Harris, Human Development and Ed Grasso, Decisions Sciences, are 1996-1997 co-chairs of the East Asian Resources Committee.

Drew University
Leedom Lefferts, Anthropology, is a candidate for the AAS Council of Conferences.

Earlham College
Stephen Nussbaum, Japan Study, sabbatical leave in Japan. Address: c/o National Institute of Multimedia Education, 212 Wakaba, Mihamaku, Chiba, Japan 261; Fax 43-2755-117

Elon College
William Rich, Director, Asian Studies
Chandana Chakrabarti, Religion, will teach a course in spring 1997, "India Past and Present."

Grinnell College
Scott Cook, Chinese Department

Kenyon College
Rita Kipp, Anthropology, is a candidate for the AAS Council of Conferences.

Lebanon Valley College
Eugene Brown, Political Science

St. Lawrence University
Thomas Coburn, ASIANetwork Board member, has been named Vice President of the University and Dean of Academic Affairs.

United Board For Christian Higher Education in Asia
Patricia Magdamo, who hosted the April 1996 ASIANetwork Conference Sunday lunch, retired as Vice President of the United Board
Rita Pulliam, formerly Psychology faculty member of ASIANetwork member, Elon College, has been appointed Vice President of the United Board.

University of Puget Sound
Elisabeth Benard is leading the 1996-1997 Pacific Rim/Asia Study-Travel Program.
Trina Lyons, Spring 1997, Survey of Asian art history and upper-level course on Indian art history
Mary Mazur, 1996-1997, Chinese and Japanese history
The university is seeking to fill tenure-track positions in Japanese Literature and Asian Art History.

Valparaiso University
Lin Zhimin, Political Science, received tenure and served as acting chair of the East Asian Studies Program in 1995-1996.
R. Keith Schoppa, Chair, East Asian Studies Program, was a 1995-1996 Guggenheim Fellow, doing research on the Sino-Japanese War (1937-1945) in Zhejiang province. His book, Blood Road: The Mystery of Shen Dingyi in Revolutionary China, was published in 1995 by the University of California Press.

Washington and Lee University
Roger Jeans, Elizabeth Lewis Otey Professor of East Asian History
Joan O'Mara, Art
Ann Rogers, Director, East Asian Studies Program, edits the Washington and Lee East Asian Studies Newsletter.

Lad Sessions, Philosophy
Mike Smitka, Economics, will teach at International University of Japan, Niigata, January-March 1997.
Ken'ichi Ujie, Japanese Language, is developing multimedia computerized teaching materials.
POSITIONS

Augustana College

Japanese Language and Culture

Tenure-eligible appointment. Ph.D. in hand or substantially underway; field is open, but should be broadly related to the liberal arts. Instructor or Assistant Professor rank. Appointment begins September 1, 1997.

Seeks experienced Japanese language teacher to lead development of program offering four undergraduate years of Japanese language instruction. Teaching responsibilities at both beginning and advanced levels as well as expectations that successful candidate will contribute one course a year to the broader liberal arts curriculum in Asian Studies and assist in recruiting Japanese language students. The full-time position will be supplemented with an adjunct instructor.

Augustana offers both a major and a minor in Asian Studies, and four years of instruction in both Chinese and Japanese, an East Asian Term Abroad with ten weeks at selected sites in Japan, Taiwan, and China, and it sustains a traveling koto ensemble as part of its Asian offerings.

Applications should include the standard placement credentials of curriculum vitae, transcripts, teaching evaluations, and three reference letters, and also a letter of application outlining teaching interests, experience in beginning and advanced language instruction, your philosophy of teaching Japanese to non-native young adult learners, and a course related to Japan which might be offered in the liberal arts context.

The college is an equal opportunity employer and does not discriminate on the basis of age, race, color, ethnic origin, gender, sexual orientation, disability, or creed.

Contact: Douglas Nelson, Provost, Attn: Japanese Search Committee, Augustana College, 639 38th St., Rock Island, IL 61201; email: provost@augustana.edu

Colorado College

Asian Religious Studies

Invites applications for two tenure track appointments in Asian religious studies. Ph.D. completed or near completion; Assistant Professor rank. Appointments begin September 1, 1997.

South Asia: Successful candidate for this position will offer courses in the major religious traditions of South Asia, primarily Hinduism and Islam. Ability to offer introductory courses in one or more of the following is desirable: Indian origins of Buddhism, Jainism, Sikhism, and contemporary Sri Lankan Buddhism.

East Asia: Successful candidate for this position will offer courses in the major religious traditions of East Asia (Buddhism, Daosim, Shinto, Confucianism, and Neo-Confucianism).

Successful candidates will each share with other members of the Religion Department the teaching of basic departmental courses, and in all courses will deal sensitively with issues of gender and ethnicity.

Colorado College is a private, co-educational, liberal arts institution which uses an intensive modular calendar. The college stresses excellence in teaching as its highest priority, but also provides substantial support for scholarly development. The college welcomes members of all minority groups and does not discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation, or disability.

Applications and supporting materials (including at least three letters of recommendation) must be received by January 1, 1997.

Contact: Sam K. Williams, Chair, Religion, The Colorado College, 14 E. Cache La Poudre St., Colorado Springs, CO 80903

Eckerd College

Endowed Professorship in Asian Studies

Seeks a broadly educated East Asian humanist for a tenure track appointment. Completed Ph.D. in a Humanities discipline with a strong concentration on East Asia required, teaching experience strongly preferred. Assistant or Associate Professor rank. Appointment begins in the fall 1997.

Successful candidate will have an interest in teaching a range of courses on East Asia from the perspective of the traditional Humanities disciplines, including: History, Literature, Philosophy, and Art History.

Successful candidate will serve as a resource on East Asian civilizations for the college’s General Education program and will be expected to participate regularly in delivering that program. There will be opportunities for teaching upper division courses in appointee’s area of specialization.
May be some opportunity for elementary language instruction in East Asian languages, although this is a secondary consideration. The successful candidate will have a willingness to lead students in overseas educational travel.

The College encourages applications from qualified minorities and women.

Applications should include letter of interest, curriculum vitae, graduate transcripts, three reference letters, and teaching evaluation.

Contact: Robert Wigton, Letters Collegium, Eckerd College, 4200 54th Ave. South, St. Petersburg, FL 33711.

Guilford College

*Japanese Language/East Asian Studies*


**Guilford College**

*Japanese Language/East Asian Studies*


**FACULTY DEVELOPMENT**

**Asia**

*Asian Studies Development Program, East-West Center and University of Hawai‘i*

March 1997, NEH-funded Regional Workshop in Chinese Culture. Hosted by Kennesaw State University

Contact: David Jones, Kennesaw State University, Marietta, GA; 704/423-6596; email: jones@kscunal.kennesaw.edu

March 11-12, 1997, "Enhancing Connections for Asian Studies," Annual ASDP National Meeting. Hosted by the College of Du Page. The conference will include panels on developing Asian Studies in the college classroom, a syllabus exchange, and lectures on contemporary issues by major scholars.

Contact: Misty Sheehan, College of Du Page, Glen Ellyn, IL; Tel: 630/942-3408; email: sheehan@cdnet.cco.edu

May 5-June 3, 1997, Title VI Institute: China and Japan in the Humanities Curriculum (tentative). Hosted by City College of Philadelphia for CCP faculty and selected ASDP alumni.

Contact: Fay Beauchamp and David Prejsnar; Tel: 215/751-8663; email: ccp_prejsnar@shrsys.hslc.org

June 9-July 12, 1997, NEH-funded Institute on Southeast Asia. Hosted by University of Hawai‘i and East-West Center, and directed by Leonard Andaya, Southeast Asian Studies Program.


June 5-July 3, 1997, China Field Study (tentative) focussing on the Silk Road. Hosted by the University of Hawai‘i and the East-West Center, and directed by Cyndi Ning, Center for Chinese Studies.

July 22-August 9, 1997, Infusing Asian Studies into the Undergraduate Curriculum Institute. Hosted by the University of Hawai‘i and the East-West Center, and directed by Roger T. Ames, Center for Chinese Studies.

Contact: Elizabeth Buck, East-West Center, 1601 East-West Rd., Honolulu, HI 96848; Tel: 808/944-7315; Fax: 808/944-7070; email: bucke@ewc.hawaii.edu

*Asian Studies on the Pacific Coast*

June 26-29, 1997, Asian Studies on the Pacific Coast meeting, Asilomar Conference Center, Pacific Grove, CA

Deadline of February 1, 1997 for offers of papers and/or panel suggestions. Abstracts not to exceed one page.

Contact: E. Bruce Reynolds, History, San Jose State University, San Jose, CA 95192; Tel: 408/924-5523; Fax: 408/924-5531; email: ereynold@email.sjsu.edu
Council on International Educational Exchange  
(A沁ANetwork member) 1997 International Faculty Development Seminars

CIEE has developed the seminar series to stimulate college and university initiatives toward internationalizing curricula. Seminars offer focused updates on global issues and regions shaping the course of world events while also introducing faculty to scholarly communities overseas.


Contact: Jennifer Ley, Program Manager, International Faculty Development Seminars, Council on International Educational Exchange, 205 E. 42nd St., New York, NY 10017; Tel: 212/822-2600; Fax: 212/822-2699; email: info@ciee.org

Education About Asia, Spring 1997 issue on Asian Religion. Thomas Coburn, ASIANetwork Board member, is guest editor.

Contact: Thomas Coburn, Religious Studies and Classical Languages, St. Lawrence University, Canton, NY 13617; Tel: 315/379-5131; email: tcob@music.stlawu.edu

October 3-5, 1997, Fifth Women in Asia Conference, University of New South Wales, Sydney, Australia

This multi-disciplinary conference promotes the study of women in Asia and provides a forum for scholars from Australia and overseas. Papers are welcome in a broad range of themes including women in the arts and culture, women travellers, women and participation in public life, and women and family.

Deadline of March 3, 1997 for offers of papers and/or panel suggestions. Abstracts not to exceed 100 words.

Contact: Kate Brittlebank, School of History, University of New South Wales, Sydney, NSW 2052, Australia; Tel: 61-2-9385-2335, Fax: 61-2-9385-1251; email: K.Brittlebank@unsw.EDU.AU

Utah Asian Studies Consortium: UCON

UCON was formed in 1993 to promote Asian Studies throughout Utah. It includes the U.S.-Japan Center of Utah with activities available to faculty and students throughout the Rocky Mountain region. The U.S.-Japan Center is one of 12 centers nationwide established by Congress as part of the Japan Industry and Technology Management Program (JIMT). Korea and China initiatives are underway.

Contact: Utah Asian Studies Consortium, Weber State University, Wattis 211, Ogden, UT 84408; email: UCON@weber.edu

China
July 9-13, 1997, China-U.S. Conference on Education, Beijing

Sponsored by Global Interactions, Phoenix, Arizona and China International Conference Center for Science and Technology, Beijing.

The conference will address issues of teaching personnel preparation; school administration; teaching practices, techniques, methodology, and assessment; results of education, critical changes in education.

Contact: Global Interactions, Inc., 14 W. Cheryl Dr., Phoenix, AZ 85021; Tel: 602/943-3922; Fax: 602/943-4458; email: global@goodnet.com

1997-1998 Post-doctoral Fellowship
Center for Chinese Studies, University of California, Berkeley

The CCS will make one or two post-doctoral awards of about $25,000. Fellows are expected to be in residence from August 1, 1997-June 30, 1998; complete a research project or revise a doctoral dissertation to result in a publishable manuscript; participate in colloquia and seminar programs.


Contact: Wen-hsin Yeh, Chair, Center for Chinese Studies, 2223 Fulton St., Rm. 503; University of California, Berkeley, CA 94720; Tel: 510/643-6321; Fax: 510/643-7062

East Asia

The East Asian Collection of the Indiana University Library, Bloomington, has available travel grants of up to $250 to assist scholars from outside the Bloomington area in their use of the East Asian Collection. Special consideration is given to those residing in areas where no major East Asian collection is available.

Contact: Thomas H. Lee, East Asian Librarian, Indiana University Library, E860, Bloomington, IN 47405

Japan

AAS Northeast Asia Council Japan Studies Grants

The AAS NEAC, in conjunction with the Japan-U.S. Friendship Commission, supports a variety of grant programs in Japanese studies, facilitating the research of individual scholars, the improvement of teaching about Japan and the integration of Japanese studies into the major academic disciplines.
The categories of awards include 1) research travel within the U.S. up to $1500; 2) short-term travel to Japan for professional purposes up to 200,000 yen; 3) workshops and courses to improve language teaching and pedagogy up to $5000; 4) seminars on teaching about Japan up to $2500; 5) instructional materials; 6) Japan-related speakers and panels at national conventions of major scholarly disciplines.

Deadline of March 1, 1997 for spring awards
Contact: NEAC Grants, Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109

Thailand
Payap University is seeking qualified teachers of English for both bachelor and master's degree programs. In addition, Payap is seeking an experienced teacher for computer science.
Contact: Martha Butt, Assistant to the President for External Relations, Payap University, Chiang Mai 50000, Thailand; Fax/Tel: 66-53-245-353

THE NEH INSTITUTE: THE CHINESE CLASSICS IN TRANSLATION
Jesse Bohl, Philosophy, College of William and Mary
Richard Miller, Philosophy and Literature, North Carolina School of the Arts

Jesse Bohl and Richard Miller were NEH Summer Fellows in the 1996 Chinese Classics in Translation Institute at St. Mary's College of Maryland, directed by ASIANetwork member Henry Rosemont, Jr., Philosophy, St. Mary's College of Maryland.

Bohl teaches Classical Chinese Philosophy and is experimenting with a course on Yi Jing. Miller includes Confucius, Laozze, and Chuangtze in his Mysticism and Metaphysics course and in his Moral and Political Philosophy course.

Also among the twenty-four NEH Summer Fellows was ASIANetwork member Linda Pickle, Westminster College. Institute Associate Director, Roger Ames, Philosophy, University of Hawai'i, will be the Saturday noon (April 26) keynote speaker at the 1997 ASIANetwork Conference.

How is a Western scholar to come to terms with a tradition that is so distinct from and perhaps fundamentally opposed to deeply embedded Western ways of thinking? More specifically, how, in dealing with the strikingly undeniable otherness of the Chinese classics, do you simultaneously avoid both a smug Western universalism and an uncritical Sinophilism? Finally, what are useful strategies for generating students' interest in and understanding of China's unfamiliar and complex tradition?

These questions, which not surprisingly found no easy answers, formed both the point of departure and recurring themes for reflection at the five-week Summer Institute on Teaching the Chinese Classics in Translation, St. Mary's College of Maryland, June 17-July 19, 1996.

Institute funding
The Institute was funded by a grant from the National Endowment for the Humanities and aided by the University of Hawai'i and the Asian Studies Development Program of the East-West Center. Institute Director, Henry Rosemont, Jr., St. Mary's College of Maryland, and Associate Director, Roger Ames, University of Hawai'i, gathered teachers of various disciplines from community colleges, liberal arts colleges, and universities to engage in an intense introduction to the texts that formed the core curriculum for educated Chinese for over 2000 years.

Composed and assembled between the 11th and 3rd centuries BCE, the Five Classics, the Four Books, the Daodejing, and the Zhuangzi include history, poetry, government records, rituals, divination, and philosophy. Appreciation of their content and interrelations required the Fellows to use interpretive approaches that crossed traditional academic boundaries. The requirement of an interdisciplinary approach was aided by the variety of the Fellows' academic disciplines: philosophy, literature, religion, art history, anthropology, history, and linguistics.

Thirty key characters
The Fellows formed study groups to investigate further topics raised by the general sessions, an initiative generously supported by Rosemont and Ames. At the urging of the Fellows, the directors also redrew their original schedule to help the Fellows learn to say, write, and understand more than
thirty key characters used in the ancient texts. Between having a bit of the language in hand to suggest the interplay between classical language and ways of thought and benefiting from the insights of a variety of disciplines, most of the Fellows were confident of improving their courses in matters Chinese, adding Chinese elements to others, and constructing new courses.

The Institute included a rich variety of pedagogical approaches. Lectures, panel discussions, and sessions of responses to written questions from the Fellows were supplemented with films, a tour of the Sackler Museum, Washington, D.C., slide presentations, and demonstrations of calligraphy, painting, and music.

**Visiting scholars**

The able instruction of the directors was enriched by an array of scholars from a variety of disciplines. Irene Bloom, Languages and Culture, Barnard, Leon S. Chang, Political Science, Regis, and Tu Weiming, History and Philosophy, Harvard, provided helpful information and challenged some of the views of the directors. St. Mary’s College of Maryland faculty who contributed included Fu Jingqui, Chinese Language, Li Jing, History, Kathleen Ryor, Art History, Bruce M. Wilson, Literature, and Ye Menghua, Economics. Last, but certainly not least, the Fellows themselves engaged in almost continuous informal discussion and debate.

The structure and character of the Institute assisted the Fellows in figuring out how best to incorporate the Chinese classics into their teaching. They were prompted to try new approaches. Controversies and disagreements aided the Fellows in understanding different perspectives on the materials. By incorporating the teaching talents of many excellent scholars, the Fellows were encouraged to use teaching resources in addition to themselves.

**Thinking big**

Above all, the Institute thought big: every day taken-for-granted conceptions were on the table on subjects ranging from self, identity, family, society, gender, myth, history, art, philosophy, morality, politics, knowledge, reason, to divination, divinity, and religious practice. No less multifarious or energetic an approach would have done justice to the texts and the tradition they helped to form.

Contact: Jesse Bohl, Philosophy, College of William and Mary, Williamsburg, VA 23187; Tel: 804/221-2732; Fax: 804/221-2712; email: jpbohl@facstaff.wm.edu

Richard H. Miller, Division of General Studies, North Carolina School of the Arts, 200 Waughtown St., Winston Salem, NC 27107; email: miller@ncsavx.ncaarts.edu

"**HOW MAY MY COLLEGE PARTICIPATE IN THE ASIANetwork LUCE CONSULTANCY PROGRAM?**"

Dorothy Borei, the ASIANetwork Luce Consultancy Coordinator, receives institutional proposals for a consultancy, selects two consultants who meet the needs of the institution, mails each of the consultants the institution’s original proposal, and sends the institutional coordinator the names and addresses of the consultants.

The institutional coordinator sends the institutional proposal to Dorothy Borei, provides consultants with any additionally requested materials, and arranges the schedule for their campus visit. The institution normally covers the cost of the consultants’ meals and lodging while the consultants are on campus. Please let Dorothy Borei know if other arrangements are necessary. One or two semesters after the consultants’ visit, Professor Borei will ask the institutional coordinator to make a report on the changes resulting from the consultants’ recommendations.

The consultants arrange a convenient time for their visit with the institutional coordinator, purchase their own tickets, inform the institution of their specific arrival and departure times, request any additional materials they wish to see, prepare and agree on the final report, and send copies of this report to the institutional coordinators and to Dorothy Borei within one month of the date of the consultancy.

Reimbursed travel expenses and an honorarium will be mailed to each of the consultants. Consultants must save all receipts for expenses occurred during the trip and submit them for reimbursement, along with their social security numbers, to Marianna McJimsey, Executive Director, The ASIANetwork, Colorado College, 14 East Cache La Poudre St., Colorado Springs, CO 80903.

Contact: Dorothy V. Borei, ASIANetwork Luce Consultancy Coordinator, Guilford College, Greensboro, NC 27410; Tel: 910/316-2219; email: boreidv@rascal.guilford.edu
ASIANetwork LUCE CONSULTANCY PROGRAM

CONSULTANT REGISTRATION FORM

Name and title:

Address:

Telephone: Fax: Email:

Expertise (Check applicable items; circle strongest area):

Program initiation:

Program development:

Asian Studies in general:

Specific area studies (regional/country focus):

Specific field/discipline:

Experiences in establishing or working with Asian Studies programs: (including those with regional/country/field-specific foci):

Dates available for consultation during 1996-1997 academic year:

1.
2.
3.
4.

Send completed form and resume to:
Dorothy Borei, ASIANetwork Luce Consultancy Coordinator, Guilford College, 5800 West Friendly Ave., Greensboro, NC 27410
ASIANetwork LUCE CONSULTANCY PROGRAM

APPLICATION FORM

Institutional information:

Name:

Address:

Chief academic officer (name and title):

Current Asian Studies offerings:

Proposed project:

Scope:  Asian Studies
       Specific area (regional/country focus)
       Specific field (disciplinary focus)

Type:  Program initiation
       Program development

Issues and goals:

Coordinator's name and title:

Telephone:  Fax:  Email:

Preferred dates for consultants' visit (#1 being most desirable):
1.
2.
3.
4.

Supporting documents: Attach the following to this form:
1. Cover letter from coordinator
2. Letter of support from institution’s chief academic officer
3. Itemized budget of on-site expenses (specify items and/or amount which institution will fund):

Send form and documents to:
Dorothy Borei, ASIANetwork Luce Consultancy Coordinator, Guilford College, 5800 West Friendly Ave., Greensboro, NC 27410
1996-1997 VISITING SCHOLARS PROGRAM
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA

Seventeen scholars from Asia are in residence for the academic year at liberal arts college campuses from Oregon to North Carolina. ASIANetwork institutions are encouraged to contact the scholars who are available to travel and give lectures and presentations in their areas of expertise. The scholars will attend the ASIANetwork Conference at the Equinox Hotel, April 25-27, 1997.

If you are interested in inviting a scholar to reside on your campus in 1997-1998, please contact: David Vikner, President, United Board for Christian Higher Education in Asia, 475 Riverside Dr., New York, NY 10115; Tel: 212/870-2680; Fax: 212/870-2322

China

Mr. CUI Weihong, Chinese and Western Philosophy, Pacific University, Forest Grove, OR; East China Normal University, Shanghai

Mr. JIANG Yun, Western Philosophy, Gettysburg College, Gettysburg, PA; Yanbian University, Yanji City

Ms. PAN Yining, History and Southeast Asian Studies, Drury College, Springfield, MO; Zhongshan University, Guangzhou

Ms. RAN Xiaojun, English, St. Andrews Presbyterian College, Laurinburg, NC; Huazhong Normal University, Wuhan

Ms. SUN Jinyun, English, St. Andrews Presbyterian College, Columbia, KY; Xinjiang University, Urumqi

Mr. WANG Jianxin, English, Luther College, Decorah, IA; Sichuan Union University

Mr. WANG Qiu'ai, American Literature and Music History, Cedar Crest College, Allentown, PA; Capital Normal University, Beijing

Mr. WU Yandi, American Literature, Beloit College, Beloit, WI; Fudan University, Shanghai

Mr. ZHU Xinmao, English and Linguistics, San Francisco State University, San Francisco, CA; Beijing Foreign Studies University, Beijing

India

Dr. (Mrs.) Prema BAHT, Psychology, William Woods University, Fulton, MO; Stella Maris College, Madras

Ms. Kaleneethy CHRISTOPHER, Chemistry and Counseling, Davidson College, Davidson, NC; Lady Doak College, Madurai

Mr. S. Chandra Mohan NAIR, English Literature and Creative Writing, Waynesburg College, Waynesburg, PA; American College, Madurai

Korea

Dr. (Mr.) Eun-Koo PARK, Western History, King College, Bristol, TN; Soong Sil University, Seoul

Philippines

Ms. Maria Concepcion BASKINAS, Music and Creative Writing, Illinois Wesleyan University, Bloomington, IL; St. Scholastica's College, Manila

Ms. Lynn Jalandoni PAREJA, Social Sciences, Warren Wilson College, Asheville, NC; Central Philippine University, Iloilo City

Ms. Betsy Joy TAN, Psychology, Olivet College, Olivet, MI; Silliman University, Dumaguete

Thailand

Dr. (Ms.) Pearl WATTANAKUL, Linguistics and ESL, Maryville College, Maryville, TN; Payap University, Chiang Mai

CONFERENCE HOTEL RESERVATION NOTICE

To make an Equinox Hotel reservation for the ASIANetwork Conference Package Plan, you must submit an Equinox Hotel reservation form. The reservation forms were mailed December 2, 1996 to all current ASIANetwork members.

Call the Equinox Hotel, Tel: 802/362-4700 or The ASIANetwork office, Tel: 719/389-7706 if you need an additional form.
India is a land of inequalities and paradoxes where contrasting principles co-exist such as poverty and plenty, old and new values as well as stability of traditions and progressive initiatives. As a patriarchal society, this ancient Hindu country expects women to perceive and conform to patriarchal images of femininity. In fact, the roles played by Indian women are based on myths and legends, not on experience. The struggle of women to fit into such ephemeral molds has made social change all the more difficult.

Hinduism, the religion of more than 80% of the population, portrays women as benevolent bestowers on one hand and as malevolent aggressors on the other. Goddesses are worshipped at home, while in society at large, women have been historically ridiculed and subjected to gender bias. Sexual abuse, physical abuse, rape, dowry death, female infanticide, ill treatment of daughters and preferential treatment of sons, and the use of sexist language in education are but a few of the realities that women and girls face.

Women's Studies

Concerted efforts to bring these women's issues to the national conscience are resulting in some changes, such as the acceptance of women's studies as a formal discipline and the importance attached to women's concerns by the federal government.

The 1972 National Committee on the Status of Women, established by the government of India, published its milestone report in 1975, and was bolstered by the United Nations declaration of the 1975-1985 Decade of Women. The press covered the opening of women's studies centers in colleges and universities; women activists became more vocal and vigorous, and both the federal and state governments gave considerable attention to women's issues.

What is the current condition of change for women in India? There are several yardsticks by which women's status is measured including sex ratio, literacy, life expectancy, and health care. Statistically, these factors are adverse for Indian women. However, the government is putting into place development programs to empower women socially, morally, physically, and economically. Many of the plans have been directly affected and informed by such international gatherings as the Cairo conference on population and the Copenhagen conference on social development.

Women entrepreneurs

Economically, women (50% of the world's population) work for 2/3 of the world's working hours, yet receive only 10% of the world's income and own less than 1% of the world's property (ILO, 1980). In India, in the last five to ten years, an increasing number of women have joined the economic mainstream as entrepreneurs. The momentum is fueled by the psychological liberation of women stemming from the break up of the traditional joint family system and from the encouragement and monetary support offered by the government through such means as the Center for Entrepreneurship Development for Women.

The Indian government's action plan for women by the year 2000 includes several platforms: 1) 30% of the public sector jobs to be reserved for women; 2) equal rights for sons and daughters; 3) 50% increase in participation by
women in the workplace; 4) 30-60% increase in women's literacy; 5) a reduction in maternal mortality rates; 6) increase in the marriage age from 17 to 21 years.

Although the status of women has improved, its record is not yet one of which we can be proud. Women remain a disadvantaged group in India for they live in two realities, a legal reality and a social reality. Many laws have been passed to promote women's rights, but they have not changed the psychological and social facts of daily life which perpetuate many of the abuses to which I referred earlier.

The consciences of the majority of Indian women remain to be raised. In order to create a community free from coercion and abuse, women must be supported in their efforts by Indian society, generally, and specifically by members of their own families. Until these fundamental changes occur, the status of women in India will remain in a state of fossilization.

Contact: Sandhya Kiran, Department of Zoology, Lady Doak College, Madurai, Tamilnadu, South India 625002; Fax: 91-452-53-0293

CAMPUS PROGRAMS

Carleton College
Received a Henry R. Luce professorship in Human Dimensions of Global Change.

Chinese University of Hong Kong
Received a Luce Foundation Asia Project grant for cataloging the archives of pre-1949 China Christian colleges.

Eckerd College
The 1996-1997 East Asian Resources programs include:
1) Fall reception to celebrate the Eckerd College/Asianface project. Asianface is a community based project, serving Southeast Asian families in St. Petersburg, FL, which provides family counseling, budget management, mentoring, and English as a Second Language instruction.
2) Spring lecture by Evelyn Hu-DeHart, Director, Center for Studies of Ethnicity and Race in America, University of Colorado at Boulder. Hu-DeHart will appear in the College Program Series which has been established to focus on issues of Human Rights and Human Values.

Grinnell College
Received a Henry R. Luce professorship in Nations and the Global Environment.

East Asian Collection: The Tsang-Feng East Asian Collection consists of about 12,000 volumes, covering the fields of art, classics, geography, history, language, literature, music, and politics. The OCLC cataloging will be completed by the year 2000. Information about the collection is available through the CJK system.

Lewis and Clark College
Received a Ford Foundation grant of $300,100, over three years, to develop programs to strengthen international area studies.

United Board for Christian Higher Education in Asia
Received a Luce Foundation Asia Project grant for a faculty exchange program between China and the United States.

Valparaiso University
The East Asian Studies Program is completing the second year of an Eli Lilly Foundation grant for outreach. Monies are targeted to host a symposium for regional high school students, to fund visits of Valparaiso faculty to regional schools, and to sponsor a spring 1997 series, China on the World Stage. The series will feature Michel Oksenberg and James and Ann Tyson of the Christian Science Monitor.

Valparaiso continues to lead the Lutheran Colleges China Consortium whose annual meeting was held at Wittenberg University in October 1996. The consortium focuses on the exchange program with Hangzhou University, where U.S. undergraduates study each fall and, in exchange, Hangzhou University professors visit campuses of consortium members.

The Colorado College is an affirmative action/equal opportunity institution.
FINDING "A SUITABLE BOY:" TEACHING WITH FICTION BY SOUTH ASIAN AMERICAN MALE AUTHORS
1996 ASIANetwork CONFERENCE PANEL

Diane Clayton
Professor and Associate Director, Bush Library, Hamline University

The purpose of this paper is to encourage using fiction by South Asian American males as either primary or supplementary texts in classes that deal with Asia. I have found that the use of fiction allows for much broader explorations and discussions of culture and politics than non-fiction.

The diaspora

I have used fiction for several years in a course on Indian civilization, by South Asian authors in English and in translation, and by English and American authors. There is something about the diasporan experience, the adjustments and sense of being in two places or no place at once, that I think speaks strongly to the transition experience of college students. I also like the way fiction immediately puts a human face on what otherwise is often considered an exotic experience of otherness.

Earlier in the century, the colonial diasporan experience for South Asians was primarily to Britain, and there are many fine examples of this literature, from writers like Forster on the British side to South Asian writers such as Rushdie.

Immigration to the U.S.

The focus of immigration has now shifted to the United States, and there are many more writings available from South Asian Americans. As well as bilateral South Asian-U.S. tales, there are also more richly nuanced versions of what it is to be South Asian, as portrayed by the second- and third-generation authors from the Caribbean.

This is a list of fiction and poetry by male South Asian American authors. I have considered authors of primarily South Asian origin who have spent substantial adult years in the Americas.

To facilitate their use as texts or library purchases, I have included only those currently available. As of April 1996, all of the following were found in Books in Print, and the citations are directly from the electronic version of that tool.

I am sure that I have missed many good choices, and I welcome additions to this list. [Editor's note: Clayton's excellent full citations are not reproduced here because of space limits. The complete bibliography may be obtained from the ASIANetwork or from Professor Clayton.]

Ali, Agha Shahid, b. 1949, Delhi: Academic now at Hamilton College. As well as doing his own poems of exile from Kashmir, has translated poems of Faiz Ahmed Faiz.

The Half-Inch Himalayas, 1987
Postcard from Kashmir, 1991; Poetry

Amirthanayagam, Indran, b. 1960, Jaffna: Haverford and Columbia degrees in journalism. This book won the Patterson Poetry Prize. He is featured on the PBS series, "The United States of Poetry."

Elephants of Reckoning, 1993; Poetry

Bissoondath, Neil, b. 1955, Trinidad: Nephew of the Naipauls, now works in Toronto.

Digging Up the Mountains: Selected Stories, 1986; Short stories, mostly about immigrant experience, very readable.

Chandra, G. Sharat, b. 1938, Mysore: Has taught since 1968 at the University of Missouri/Kansas City. An influential writer, he has been nominated for the Pulitzer Prize for Poetry for Family of Mirrors.

Bharata Natyam Dancer, 1976; Poetry

The Ghost of Meaning, 1978; Poetry

Family of Mirrors, 1993; Poetry

Chandra, Vikram: First novel by this promising Indian living in the U.S.

Red Earth and Pouring Rain, 1995; Monkey tells stories of modern Indian history through voice of past lives. Gods mingle in "magical realism."

Dabydeen, Cyril, b. 1945, Guyana: In Ottawa since 1970s, writes poems of the diaspora which have received critical acclaim. Was Poet Laureate
Coastline: New and Selected Poems [no date]
Goatsong, 1995; Poetry
Jogging in Havana: Short Stories, 1995
Desani, G.V., b. 1909, Nairobi: Has lived in Britain, now retired in Austin, Texas.
All About H. Hatterr, 1986; First published in 1946, in style of James Joyce. Funny, hard to read.
Hali, and Collected Stories, 1991; Playlet
Duggal, K.S., “Punjabi master story-teller” (Eleanor Zelliot)
Alien Heart, 1990
Orphans of the Storm: Stories on the Partition of India, 1965
Furtado, R.D.
The Oleanders, 1976; Poetry
Ghose, Zulfikar, b. 1935, Punjab: Grew up in predominantly Hindu Bombay as a Muslim. Since 1969, in Austin, Texas.
The Incredible Brazilian, 1983; Part 1 of novel set in Amazon jungle during 19th century.
The Beautiful Empire, 1984; Part 2
A Different World, 1986; Part 3
Hulmes’ Investigations into the Bogart Script, 1981
A Memory of Asia: New and Selected Poems, 1984; Poetry
Selected Poems, 1992
In an Antique Land, 1994; Life of 12th c. Malabar coast slave and his Jewish master.
The Shadow Lines, 1988; Coming of age across frontiers.
Khan, Ismith, b. 1925, Trinidad: Now in California via New York.
Jumbie Bird, 1961; Story of Pathan family in Port of Spain, Trinidad.
Ladoo, Harold S., 1945-1973, Trinidad: Traveled to Toronto, returned to Trinidad.
No Pain Like This Body, 1987; Indians in rural Trinidad.
Yesterdays, 1974; Trinidad Indian wants to start Hindu mission.
Mehta, Ved, b. 1934, Lahore: Although these are non-fiction works, his autobiographies have a strong story quality and examine his immigrant experience. “I don’t belong to any single tradition. I am an amalgam of five cultures: Indian, British, American, blind and the New Yorker.”
Portrait of India, 1993; Impressionistic collection of sketches.
Sound-Shadow of the New World, 1987; Mehta’s years as an adolescent in Arkansas.
Mistry, Rohinton, b. 1952, Trinidad: A Parsi who has lived in Toronto since 1975, he writes humorous tales of Parsis in Bombay and Indians in North America. Both of his books currently in print have been shortlisted for the prestigious Booker Prize, an annual prize for fiction awarded for the best full-length novel written in English by a citizen of the U.K., the Commonwealth, Eire, or South Africa.
A Fine Balance, 1996
Such a Long Journey, 1992
Fireflies [no date]; Extended Indian family in Port of Spain.
Hot Country [no date]; Indian family suffers ridicule in fictional Caribbean country.
Naipaul, Vidyadhar Surajprasad, b. 1932, Trinidad: Trinidad to England and the U.S. Talented, prolific, controversial novelist. Published in the New Yorker, taught in Connecticut. Has been awarded many literary prizes and nominated many times for the Nobel Prize in Literature.
An Area of Darkness, 1992; Personal confrontation with his Indian heritage.
A Bend in the River, 1989; An Indian trying to make a living in an isolated town in newly-independent Zaire.
The Enigma of Arrival, 1988; Autobiographical fiction set in England.
A House for Mr. Biswas, 1993; Early masterpiece, semi-autobiographical. Questions of identity, place, family.
In a Free State, 1984; Stories of dispossessed in various countries.
Miguel Street, 1974; Describes Port of Spain street in 1940s.
Three Novels, 1982
A Turn in the South, 1990; Non-fiction account of race relations on his American journey.
Way in the World: A Sequence, 1994
Way in the World [no date]
Peeradina, Saleem, b. 1944, Bombay: Has lived in the U.S. since 1988, teaches creative writing.
Group Portrait [no date]
Rajan, Balachandra, b. 1920, Burma: Educated in Madras, years in IAS and with UNICEF, to Ontario as academic in 1966.
Too Long in the West, 1961; Indian girl returns from America to encounter cultural disjunctures, comic, but now a bit dated.
Ramanujan, A.K., 1929-1993, Mysore: Trained in English literature in South India, 1962 University of Chicago appointment. Poems in Tamil, Kannada, and English, original and in translation, influential. Not quite in the same category as others, as so much of his work is poetry in (beautiful) translation.
Folktales from India [no date]
The Interior Landscape: Love Poems from a Classical Tamil Anthology, 1994; Poetry
Poems of Love and War: From the Eight Anthologies and the Ten Songs of Classical Tamil, 1985
Second Sight, 1986
Some Kannada Poems, 1975; Poetry
When God is a Customer: Telagu Courtesan Songs by Ksetrayya and Others, 1994
The Oxford Anthology of Modern Indian Poetry, 1995; Poetry
A Flowering Tree and Other Indian Oral Tales from the Kannada Region [no date]
Rao, Raja, b. 1908, Mysore: Austin, Texas, with time in France. Novels are all philosophic.
The Chessmaster and His Moves, 1986; Set in India, France, and England, with discussions of Advaita Vedantism.
Comrade Kirillov, 1976; Vedanta vs. Marxism in India.
Kanthapura, 1967; Small village in Mysore, caught in political unrest of the 1930s. Considered a classic.
The Serpent and the Rope, 1988; South Indian Brahmin boy married to French girl.
Selvon, Sam, b. 1923, Trinidad: Father was Tamil from Madras. After extended time in England as journalist and writer, moved to Calgary in 1978.
Ways of Sunlight, 1989; Short stories in Trinidad and London.
A Suitable Boy, 1994; Drama of modern Indian family richly written with many subplots off of basic dilemma of finding the "suitable" husband for a Hindu girl. Witty, readable. Soon-to-be TV miniseries.
All You Who Sleep Tonight, 1991; Poetry
The Five Dollar Smile: And Other Stories, 1993; Fourteen early stories, the best about a poster child for an orphanage who travels to the U.S.
The Great Indian Novel, 1993; A retelling of the Mahabharata through major events of the last decade. Complicated.
Show Business, 1993; Written as scenes from a Hindi movie, hugely entertaining and lively.
Vassanji, M.G., b. 1950, Kenya: raised in Tanzania, attended MIT, writer at University of Iowa, lives in Toronto. Winner of several prizes.
Book of Secrets, 1994
Uhuru Street, 1991; Dar-e-Salaam story
No New Land, 1995; Life of a South Asian in Toronto suburb
Anthologies:
Dabydeen, Cyril, Editor
A Shapely Fire: Black Writers in Canada, 1987
Rustomji-Kerna, Roshni, Editor
Living in America: Poetry and Fiction by South Asian American Writers, 1995; Excellent current anthology; contains pieces by many of the above authors, plus South Asian American women.
Sugunasiri, Suwanda, Editor
The Whistling Thorn: An Anthology of South Asian Canadian Fiction, 1994
Vassanji, M.G.,
A Meeting of Streams: South Asian Canadian Literature, 1985
Nelson, Emmanuel S., Editor
Rewording: The Literature of the Indian Diaspora, 1992
Contact: Diane Clayton, Bush Library, Hamline University, email: dclayton@piper.hamline.edu
Richard Lyman
History, Simmons College

Richard Lyman is one of directors and developers of the recently established East Asian Studies program at Simmons College. He teaches “Men and Women in Japanese History” and an introductory “Modern Japanese History” course. He was a member of a 1991 CIEE (ASIANetwork member organization) International Faculty Development Seminar in Vietnam, and a NIELI Associate in Japan in 1992.

Web

Surprisingly, there are no entries for Vietnam (and precious few for all of Asia) in The World Wide Web Yellow Pages (most recent 1995 issue). Everyone knows, however, that the use of the Web is growing fast, and that printed sources are almost useless for determining current possibilities. By contrast, the use of the Alta Vista search engine (a DEC product) produces numerous WWW entries, displayed on two attached pages.

While the printed catalogue showed nothing on Vietnam, the electronic search promised that Vietnam appears in some way at 50,000 sites! The first few entries included Vietnam maps, the Vietnam Daily News, travel information, Wings Korea to Vietnam War Reports, and a Vietnamese Links Page.

A more sophisticated field designation (e.g. Vietnam History or Vietnam War) and an approach beyond the “simple query” level will produce lists potentially more useful.

There are many search engines; this one is connected to Netscape Navigator 2.0 and is startlingly fast on a Macintosh 7500/100.

Email

Internet addresses are scattered all over the landscape. In addition to the fax, phone, and snail mail addresses which are universal, many organizations are routinely displaying their electronic addresses. A light browsing through the March 1996 issue of Indochina Interchange (Volume 6, Issue 1) produced the email citations listed below.

Obviously it is silly to organize address and access information by whether or not it has an email address; I found myself by-passing about half of the total entries in this single issue of a single publication. However, my goal is to illustrate that email addressing is growing, and that those with access to any simple email connection can do a great deal of creative and useful browsing without even coping with the Web.

U.S. - Indochina Reconciliation Project and Forum on Vietnam, Cambodia and Laos:
usindo@igc.apc.org

World of Vietnamese Music Festival:
compfrm@maroon.tc.umn.edu

Vietnamese Music Festival at the Whitney Museum: mosaic.echonyyc.com

International Center for Not-for-Profit Law:
ICNL@gramercy.ios.com

NGO Forum on Cambodia (land-mines):
NGOFORUM®PACTOK.PEG.APC.ORG (caps sic)

World Concern (sustainable rural development):
wconcern@crista.org

Earthstewards Network (Peace Trees Vietnam program): earthsteward@igc.apc.com

Center for Southeast Asian Studies, University of Hawai‘i (Khmer language studies):
unhunix.ubcc.Hawaii.edu

CIEE (Faculty Development Seminar on Vietnam): IfdSRegistra@ciee.org

Dowling College Conference on Asian Studies:
whithec@dowling.edu

Association of International Educators:
inbox.nafsa.org

Nordic Institute of Asian Studies, Copenhagen: sec@niias.ku.dk

Global Spectrum (Vietnam Travel Specialists):
gspectrum@ids2.idsonline.com

CD-ROM Materials: Visuals and Text

To my knowledge, there are currently three CD-ROMS dedicated solely to Vietnam. Prices
vary, but you should be able to acquire any of these for less than $50 each, and in some cases for $30. Any of these CDs allows printing of specific screen displays for static use.

*Through the Wall* (title may vary slightly) takes each of the names on the memorial surface of the Vietnam War Memorial in Washington D.C. and gives biographical service and honorific information about the casualties. Like most CDs these days, it allows grouping of information in any of several ways, as for example, by place of birth, service unit, or time of death. This CD-ROM runs only on IBM machinery.

*Passage to Vietnam: Through the Eyes of 70 Photographers* (Windows and Macintosh) is a beautiful collection of photographs. You can move around quite easily by means of an interactive map, organize the photos by topic or by photographer, “bookmark” images you want to find again, listen to audio reminiscences of the photographers, and observe videos. This is an attractive and fun CD, possibly very helpful to students who want to know what the country looks like now. (Sausalito, CA: Against All Odds/Interval Research, $39.95)

*The War in Vietnam: A Multimedia Chronicle,* jointly produced by CBS News and The New York Times, is probably the most useful for classroom applications. It amounts to a whole history of the war, organized by any of the many obvious categories. It allows easy browsing and exploring for deeper information behind any item. (Macmillan Digital USA, CD-ROM, $49.95)

**CD-ROM Materials: Music**

On April 6, 1996, I had the opportunity to hear the stunning and moving, *Fire Water Paper: A Vietnam Oratorio,* in its East coast premiere (Boston Symphony Orchestra under Seiji Ozawa). Written by Elliot Goldenthal, its world premier production was recorded by Carl St. Clair and the Pacific Symphony Orchestra, with Yo-Yo Ma, Ann Panagulias, and James Maddalena in the solo roles. (Sony CD SK 68368 DDD)

Obviously, musical tastes vary (about 20% of the Boston audience walked out), but my wife and I found it very moving, as seemed to be the case with the 80% who stayed. The comparison with Benjamin Britten's *War Requiem* is unavoidable, and I think that Goldenthal deserves to be considered in the same breath.

Contact: Richard Lyman, History, Simmons College, 300 The Fenway, Boston, MA 02115; Tel: 617/521-2251; Fax: 617/521-3199; email: rlyman@vmsvax.simmons.edu

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**TEACHING VIETNAM: SELECTED RESOURCES**

**ASIANetwork MEMBER COURSE DEVELOPMENT**

Shawn McHale
History, Case Western Reserve University

Shawn McHale, 1996-1997 Visiting Assistant Professor of Asian History, focuses his research on Vietnamese history. He is teaching “Introduction to Asian History,” “History and Memory,” “Modern East Asia,” and “The Vietnam War.”

We are drowning in primary and secondary material on the various wars in Vietnam. The majority of these sources, unfortunately, tell us more about the American experience in Vietnam than anything else. Beyond such texts, what is there for teachers who want to include Vietnamese material in their courses? I have chosen and recommend, for undergraduates, publications which center on the experience of the Vietnamese of their own history and culture.

The textbook that is the most “Vietnam-centered” is Neil Jamieson, *Understanding Vietnam* (University of California, 1993). I use Jamieson in my Modern Vietnam course although I totally disagree with the author’s interpretive framework. He imposes a yin/yang schema on Vietnamese history; he assigns too much importance to Confucianism in Vietnamese history; his view of “traditional” Vietnam, if we can speak of such a thing, is not convincing. Nonetheless, I re-
ommend Understanding Vietnam because it is a
great foil for alternative views. Scholars of Asian
literature will appreciate the extensive quotations
from Vietnamese fiction and poetry.

In terms of textbooks about the war, one has a
variety of choices. Perhaps the most Vietnam-
centered are those by William Duiker; I recommend
William Duiker, Sacred War.

Documents

Among the fictional and non-fictional resources,
four general ones stand out.

Truong Bùu Lâm, Patterns of Vietnamese Re-
sponse to Foreign Intervention, 1858-1900 (Yale
Southeast Asian Studies, 1967). This out-of-print
monograph has too modest a title. It contains trans-
lations, with annotations, of well-selected documents
from the late 11th century to the very beginning of
the 20th century. An excellent source.

Li Tana and Anthony Reid, Documents on the
Economic History of Cochinchina (Dang Trong),
1602-1777 (Singapore: Institute for Southeast Asian
Studies, 1993; available through Ashgate Publish-
ing, VT). Translations of documents by Dutch,
French, Chinese, and Vietnamese writers. The title
is somewhat deceptive: selections range from
chronicle entries to eyewitness accounts and include
much more than economic data.

Nguyễn Khắc Văn and Huu Ngoc, compilers,
Vietnamese Literature: Historical Background and
Texts (Hanoi: Foreign Languages Publishing House,
1980). Includes both literary and historical texts
from across the span of Vietnamese history, concentrat-
ing on the nineteenth and twentieth centuries.

Gareth Porter, Vietnam: The Definitive Docu-
mentation of Human Decisions (Stanfordville, NY:
Earl Coleman, 1979). This two-volume work, with a
pompous title, nonetheless has numerous Vietnam-
ese and American documents on the genesis and
evolution of the wars in Vietnam from 1941 to 1975.

Literature

A number of memoirs, works of fiction, and po-
etry may interest the teacher. Huỳnh Sanh Thong
has translated and annotated a wide range of 11th
through 20th century Vietnamese poetry. See, for
example, his Heritage of Vietnamese Poetry, or his
translation of the Vietnamese poetry classic, Kim
Van Kieu.

I recommend two fictional accounts of Vietnam
during the French colonial period. Ngo Vinh Long,
ed., Before the Revolution: Vietnamese Peasants Un-
der the French (Columbia University, 1991) contains
a long explanatory preface by Ngo Vinh Long and
then extended excerpts from Vietnamese novels.
Three novels that focus on city life are contained in
Greg and Monique Lockhart, trans., The Light of the
Capital: Three Modern Vietnamese Classics (Oxford,
1996). One of the novels is Tam Lang’s I Pulled a
Rickshaw.

The Red Earth

Most of the translated secondary sources focus
on the rise of anti-colonial sentiments and move-
ments. Phan Chu Trinh’s Complete Account of the
Peasants’ Uprising in the Central Region, Peter
Baugher and Vu Ngú Chieu, trans. (University of
Wisconsin Center for Southeast Asian Studies,
1983), written in 1911, describes a tax rebellion in
1908. Tran Tu Binh’s The Red Earth, John
Spragens, trans. (Ohio University, Center for South-
east Asian Studies, 1985), is the fascinating memo-
ir of a young Catholic laborer who comes to commu-
nism after being exploited on a rubber plantation.
My students found it gripping. Vu Nguyễn Giáp, one
of the Vietnamese communists best known in the
West (as the general of Dien Bien Phu), has chroni-
cled the heady days of the August Revolution of
1945-1946 in his Unforgettable Days and Years, Mai
Van Elliot, trans. (Cornell Southeast Asia Program,
1975).

Women’s voices

For the post-1945 period, there is a good range
of translated fictional and non-fictional works. I rec-
ommend the novels of Bao Ninh and Duong Thu
Huong. For example, Duong Thu Huong’s Paradise
of the Blind casts a critical eye on Vietnam under
communism, beginning with the mistakes in land
reform in the 1950s. Readers will appreciate how
Ms. Huong portrays village life, the errors of land
reform, the travails of women’s lives, and the plight
of Vietnamese guest workers in Russia.

Adequate translated sources give a Vietnamese
“voice” to discussions of the period of the American
war in Vietnam and after. Mrs. Nguyễn Thị Đinh,
an important commander in the National Liberation
Front, compiled her memoirs in No Other Road to
Take (Cornell Southeast Asia Program, 1976).

Some of us are tired of seeing Vietnam as noth-
ing but a political and military “problem” and there-
fore, we welcome the different views of the war pe-
riod found in three books, each written by a woman.
In Fallen Leaves: Memoirs of a Vietnamese Woman
From 1940 to 1975 (Yale Southeast Asian Studies,
1989), Nguyễn Thị Thu Lam gives the perspective of
a Catholic woman who “collaborated” with the
Americans. My favorite is Chan Khong [Cao Ngoc
Chan Khong writes inspiringly of her experiences as a devout Buddhist nun who tried to uphold the values of Buddhism in the midst of war and, later, as a refugee. Lady Borton has recently published *After Sorrow: An American Among the Vietnamese* (Viking, 1995). The Vietnamese-speaking author, a Quaker who lived in Vietnam during the war and then again in the 1990s, gives us a series of vignettes of villages and villagers in the south and north which reveal the author’s empathy for and understanding of her Vietnamese friends.

Contact: Shawn McHale, History, Case Western Reserve University, 11201 Euclid Ave., Cleveland, OH 44106; Tel: 216/368-2380; email: sfm4@po.cwru.edu

**THE ART OF TEA IN JAPANESE CULTURE**

**ASIANetwork MEMBER COURSE DEVELOPMENT**

Dale Slusser

East Asian Studies, Lewis and Clark College


The courses combine lectures which focus on the history of *chanoyu* with the actual practice of the Urasenke Tradition of *Chanoyu*, thus giving the students an understanding of the interrelationships between the art of tea and the history of Japan and an experience of the special atmosphere of *chanoyu*.

**History of tea**

The history of tea drinking is examined from the 14th century to the present, particularly the ritual practices which developed for the drinking of powdered green tea, known as *chanoyu* or *chado*. I pose three questions: 1) What was *chanoyu* at different points in history to different groups of people? 2) How did transformations in the art develop? and 3) What possible meanings did these developments have beyond the teahouse?

**Tea and power**

The text, *Tea in Japan: Essays on the History of Chanoyu* (Paul Varley and Kumakura Isao, eds., University of Hawaii, 1989), provides an overview of present scholarship on *chanoyu*. However, I explore the relationships between tea practice, social groups, and structures of power to a greater degree than the authors. Each day concludes with a few slides or a video to give the students visual images corresponding to the day’s topic.

**Practicing making tea**

For two hours every week, the students, in groups of six, practice the Urasenke Tradition of *Chanoyu*. Tatami mats are arranged, and I closely follow the model of practice which I experienced in my study of *chanoyu* in the tearooms of the Urasenke Foundation in Kyoto. The students learn a basic procedure to make thin tea, and also the proper form to drink tea. After the first few weeks, the students have progressed to a point where they are able to take turns in the roles of host and guest, making and drinking tea. Those who continue in the second course learn more complex variations to prepare tea.

The course culminates at the teahouse in the Japanese Garden in Portland. During this tea, the second semester students host the first semester ones. They are now equipped to understand and enjoy the ideals of *chanoyu*: harmony, respect, purity, and tranquility.

**Peace from a bowl of tea**

In the words of Dr. Sen Soshitsu XV, Grand Master of the Urasenke Tradition of *Chanoyu*, "It is here, in the attainment of tranquility, that we can find peace - the 'Peace from a bowl of tea' that I believe is of vital importance to all people in this world today."

**Syllabus**

**Week 1: Introduction/Demonstration: What is Chanoyu?**

**Week 2: Early History of Tea**


**Week 3: Tea and Connoisseurship**

Christine M.E. Guth, *Art, Tea, and Industry*;

Week 4: Tea in the 16th Century
TIJ, Ch. 2, Kumakura Isao, “Sen no Rikyu: Inquiries into His Life and Tea,” pp. 33-70. Slides: Utensils II

Week 5: Tea in the 16th Century II
TIJ, Ch. 3, Theodore M. Ludwig, “Chanoyu and Momoyama: Conflict and Transformation in Rikyu’s Art,” pp. 71-100

Week 6: Tea History: One Alternative Thesis

Week 7: Midterm examination

Week 9: Wabi: The Construction of an Ideal

Week 10: The Fracturing of Tea Practice
TIJ, Ch. 5, Kumakura Isao, “Kan’ei Culture and Chanoyu,” pp. 135-160. Slides: Utensils III

Week 11: Tea and Popular Culture from Edo to Today

Week 12: Tea House Architecture and Landscape Design

Week 13: Tea at the Japanese Garden
Week 14: The Full Tea Gathering: Chaji
Tsutsui Hiroichi, “Etiquette at a Sixteenth-century Tea,” Chanoyu Quarterly #43, pp. 49-54

Week 15: Final examination
Contact: Dale Slusser, Lewis and Clark College, Portland, OR 97219; email: slusser@lclark.edu

VIDEOS AT ASIANetwork

1996 ASIANetwork CONFERENCE FILM VIEWING


Conquering America: Bharati Mukherjee’s Interview with Bill Moyers, 30 minutes, distributed by Films for the Humanities and Sciences

Crossing the Great Wall, Roy Grow, Political Science, Carleton College, 40 minutes. This video on the Carleton College Beijing program describes one of Carleton’s international programs.

Ella’s Journal, 30 minutes, Media Production Group, Earlham, focuses on the work of Ella Embree Wiswell.

Fit Surroundings, 1994, 30 minutes, produced by David W. Plath, Anthropology, University of Illinois/Urbana-Champaign, Media Production Group, Earlham, illustrates how female shellfish divers of Shima Peninsula in central Japan compete underwater while nurturing carefully developed relationships on shore.

Hollow Harvest, 30 minutes, Media Production Group, Earlham, describes postwar agricultural life in Japan.

Introduction to Pune, Eleanor Zelliot, History, Carleton College, 30 minutes. This video describes the Associated Colleges of the Midwest’s India Studies Program.

Raise the Red Lantern, directed by Xiang Yimou, 121 minutes; distributed by Cheng and Tsui of Facets Video

Women and Work in South Asia from USAID, 35 minutes.

Contact: Rebecca Payne, Media Production Group, Earlham College, Drawer 202, Richmond, IN 47374; Tel: 317/983-1288; Fax: 317/983-1553; email: cem@earlham.edu
Free Japan Videos Offer

The Media Production Group (MPG) is pleased to offer, free of charge, to ten (10) ASIANetwork member institutions a package of video and accompanying print materials. The offer is in exchange for an agreement to provide feedback on the materials and is made on a first-come-first serve basis. Normally the videos cost $35 each.

Freeman Foundation

MPG of Earlham College, with the generous support of The Freeman Foundation, is making available video and print materials for use by educators in teaching and learning about Japan.

The package of materials includes nine VHS videos and five study guides including: 1) Two videos of the Japan 2000 series (The View from Within and Global Perspectives); 2) Five videos of the Japan: Resources for Understanding series (As Iwate Goes: Is Politics Local?, As Iwate Goes: Is Culture Local?, Neighborhood Tokyo, Fit Surroundings, and Hollow Harvest), and 3) Two videos of the Japan: Voices of Experience series (Ella's Journal and The Language of My Teachers)

The individual contacting MPG on behalf of an ASIANetwork institution or another designated individual will be sent a form of agreement to coordinate feedback and reporting on the use of the materials at the institution. A one-page evaluation form for each of the videos will accompany the package of materials. It is expected that the evaluation forms will be completed by a faculty member of the institution and returned to MPG in the current academic year.

Three of the videos in the free package offer are new and became available in June 1996.

Hollow Harvest

Hollow Harvest presents an outline history of people's lives during the past fifty years in rural Japan. Using film and video footage from the NHK television documentary series, Akarui Noson (literally translated as "Brighter Village"), an extensive archival record of Japanese village life from the 1950s through the 1970s, the program explains how major shifts in national agricultural policy and changes in the global economy have affected the everyday lives of farm families in postwar Japan.

Ella's Journal

Ella's Journal features the life and work of Ella Wiswell. In 1935-1936, Wiswell lived in a remote village in Japan while helping her husband, John Embree, collect data for his dissertation. The Women of Suye Mura, a book based on her field journal, was published in 1982, with Robert J. Smith as co-author.

In 1985, the village invited her back to celebrate the 50th anniversary of the Embree field study. In this program, she and Smith discuss the original research, how they came to write the book, and her long relationship with the community. Visual materials include photos the Embrees took in the 1930s, as well as video footage of the 1985 celebration.

The Language of My Teachers

The Language of My Teachers features the life and work of Robert J. Smith. At the age of 17, Smith joined the U.S. Army's Japanese language training program. From this initial exposure to the "enemy's language," Smith went on to become a leading interpreter of Japanese society and religion, and taught anthropology at Cornell University. In this program, he discusses his many periods of research in Japan and his approach to understanding social issues in that country.

Check out the CEM Web site

The Center for Educational Media has a World Wide Web site. The address is:

http://www.cs.earlham.edu/~cem

CEM is a clearinghouse for information about media materials on Japan and Asia. CEM helps K-12 teachers, college and university faculty, and the general public identify and locate media materials for use in teaching and learning about Japan and Asia through free-of-charge information services.
The Web site features direct access to the CEM database, listings of new releases, reviews of selected materials by educators, a listing of selected audio-visual resources on Asia for use in K-12 education, the Newsletter, an annotated listing of selected links to related Web sites, and an interactive form for making queries to CEM.

Becoming a CEM Materials Reviewer

CEM has initiated a media materials review project in an effort to address the need for evaluation of materials for content, usefulness in the classroom, and production quality.

CEM seeks to identify materials of both sound content and useful application in K-12 and higher education and to help educators in selecting materials, and will compile reviews for publication in the CEM Newsletter and on the CEM Web site.

CEM invites educators with expertise on Asia and an interest in the use of media materials to write reviews of new and standard media materials (i.e., videos or CD-ROMs) on Asia.

The reviews should assess the accuracy of content, the usefulness of the material as a teaching tool, and the audience or courses for which the material is most appropriate and useful. In exchange for the written review, the reviewer will receive a copy of the media material reviewed.

Contact: Rebecca Payne, Media Production Group, Earlham College, Drawer 202, Richmond, IN 47374; Tel: 317/983-1288; Fax: 317/983-1553; email: paynere@earlham.edu

ASIA ON-LINE-BROWSERS AND FORMATS UPDATE

Alice Chin Myers
Simons Rock College of Bard

Asia On-Line is a regular column on electronic communications in which Alice Chin Myers brings us up-to-date in this rapidly expanding field. This is the fifth of the Asia On-Line columns.

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. 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.

During the past year, there has been a tendency to shift more of the on-line computational burden from the overworked server computers (the ones which store our data, including Web pages, databases, and media files) to the client computers (the ones we use to actually view and experience the material from our homes and offices). For example, the attractive appearance of an HTML document is to some extent a result of our own computer following a set of instructions literally building a composite image for us each time we open the connection. In this way, file sizes are kept fairly small, and even when a connection is slow, the information gets through.

Need for computer speed and power

Because of intense competition among the makers of browser software (primarily Netscape and Microsoft), more complex data types are emerging that can be of great potential for educators and researchers. The only problem is that these data types make greater demands on our own computers, which may or may not be fast or powerful enough to process the new formats.

Java as a language

Asia scholars may be amused upon finding out that “Java” is not just an important island of Indonesia, but also a programming language designed specifically for the Internet. Aside from our being amused at the appropriation of a name, however, it is significant that Java uses Unicode (the 16 bit character encoding system described in the April 1995 ASIANetwork Exchange “Asia On-Line” article, Volume III, Number 1). Java applets will be able to utilize Asian fonts (stored on the visitor’s system) to display interactive content.

There will be less concern about literally hundreds of international character encoding systems, for as long as the user has the appropriate fonts,
the characters will appear. Unicode by itself is a wonderful idea - the ultimate "Rosetta stone" encoding of every lexigraphical character known to humanity - but with Java and the Internet, Unicode will be utilized in many more contexts than those first envisioned by its international consortium.

VRML (virtual reality modeling language) is a three-dimensional version of the Internet. These environments can be "entered" by the visitor, so the level of interactivity is very high. Text, audio, and links to other sites are features of the new version of the format (VRML 2), which makes it possible to present data in less hierarchical ways. At some point, this will be especially useful in intercultural studies, but many of the browsers require a Pentium or Powermac processor.

Quicktime VR

A related but separate development, Quicktime VR, permits scrollable panoramas (see March 1996 ASIANetwork Exchange "Asia On-Line" article, Volume IV, Number 1). Be sure that you have plenty of RAM (random access memory) available, since your own computer will be very busy calculating your position in Cartesian space!

Data-streaming technology

Another recent development that adds to the weight placed upon client computers is the use of data-streaming technology. Used primarily for audio (Shockwave and Real Audio) and video (Quicktime) data, this technology solves the problem of massive file sizes by compressing the data and sending it to the client computer, which then decompresses and begins playing back the data while the remainder of the file is still downloading! This is really like asking the client computer to do three things (receiving, decompressing, and playing back) at the same time, so it is not surprising that the processor requirements are rigorous.

Chat rooms

Live interaction among on-line visitors is a feature that spans many of these new formats, and this has the potential to invoke a much more personal experience of the Internet. Several sites offer their visitors the chance to build their own three-dimensional spaces, and many offer text or speech-based "chat" rooms. On the academic side, it should be possible to arrange international seminars using the same technologies.

If we can keep up with the hardware requirements, ASIANetwork institutions stand to gain a great deal from these developments, since valuable resources are no longer localized within large institutions. With our small class sizes and emphasis on dialogue, we are in a good position to engage students in the critical interpretation of this media-rich avalanche of data. One might even say, perhaps with a smile, that we're more "interactive."

Contact: Alice Chin Meyers, Simons Rock College of Bard, 84 Alford Rd., Great Barrington, MA 01230; email: alicem@simons-rock.edu; http://www.simonsrock.edu/~alicem/

ASIANetwork COPY DEADLINE

The deadline for copy for the spring issue of The ASIANetwork Exchange is January 1, 1997. However, holiday bulk mail delivery is slow, and you may not be reading this notice until after New Year's Day. If this is the case, send information and material as soon as possible.

Please send information about 1997-1998 address changes, visitors, new positions, or programs on your campus relating to Asian Studies. When noting campus visitors and new faculty, please identify fields of teaching/interests.

We are seeking descriptions of study abroad programs. Let the Editor know if one of your students is willing to write a reflective piece about her/his experience abroad. Book reviews, summaries of conferences attended, and longer articles about teaching Asian Studies are welcome.

The deadline for the September issue is July 1st. The deadline for the December issue is October 1st.

Contact: Marianna McJimsey, Editor, The ASIANetwork Exchange, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903: email: asianex@cc.colorado.edu

ASIANetwork FUTURE CONFERENCE SCHEDULE

April 1998: Hickory Ridge Conference Center, Lisle, IL
STUDY ABROAD

China
Associated Colleges of the Midwest

Chinese Studies Program at The Chinese University of Hong Kong

Application deadline: February 10, 1997 (ACM welcomes students from non-ACM colleges.); First semester: September 3-December 31, 1997; Second semester: January 5-May 31, 1998

Students can study Mandarin and Cantonese language and literature, or take courses from specialists in Chinese and Asian history, politics, economics and religion.

Contact: (Students from ACM/GLCA colleges) Associated Colleges of the Midwest, Suite 1300, 205 W. Wacker Dr., Chicago, IL 60606; Tel: 312/263-5000, email: acm@acm.edu

(College of the Midwest (All other students) Yale-China Association, Box 208223, New Haven, CT 06520; Tel: 203/432-0850; email: iasp@minerva.cis.yale.edu

CET Academic Programs:
Offers $20,000 a year in financial aid to its students. The Marie H. Karger Scholarship will award $4000 a year to a woman studying on one of CET's language programs in China. Marie Karger was one of the founding members of CET's parent company, Academic Travel Abroad (ATA).

Contact: Sean M. Bell, CET Program Officer, CET Academic Programs, 1000 16th St., NW, Suite 300, Washington, D.C. 20036; Tel: 800/225-4262; Fax: 202/342-0317

India
Associated Colleges of the Midwest India Studies Program

Application deadline: April 1, 1997 (ACM welcomes students from non-ACM colleges.); Dates: March-June 1998 at Lawrence University and June-December 1998 in Pune, Maharashtra

At Lawrence University, students study Marathi. In Pune, students study Marathi, undertake independent study projects, and may take courses in literature, history, philosophy, economics, sociology, political science, art, or music.

Contact: Contact: Associated Colleges of the Midwest, Suite 1300, 205 W. Wacker Dr., Chicago, IL 60606; Tel: 312/263-5000, email: acm@acm.edu

Japan
Japan Study Program of the Great Lakes Colleges Association/Associated Colleges of the Midwest

Application deadline: February 3, 1997 (ACM welcomes students from non-ACM colleges.); Dates: Fall term: August 22-December 14, 1997; Winter term and Shimane Rural Stay: January 7-March 19, 1998; Spring term: April 1-June 24, 1998

Language instruction takes place at Waseda University's International Division. The International Division offers courses in English in the social sciences, arts, and humanities.

Contact: Japan Study Office, Drawer 13, Earlham College, Richmond, IN 47374; Tel: 317/983-1224; email: japanstu@earlham.edu

Japan Center for Michigan Universities
Application deadline: March 1 of preceding year.

The Japan Center for Michigan Universities (JCMU), located in Hikone, Shiga Prefecture, Japan, offers intensive Japanese instruction at four levels, from beginning to advanced. During the academic year, additional courses in Japanese studies are also offered. Students have the option of living with Japanese families or in the Center's own apartment building. Internships and other field experiences are available.

Students enroll for any combination of terms beginning in September, January, or June. The semester fee of $3300 includes tuition, books, participation fees, and apartment rental. Undergraduate academic credit is granted through Michigan State University or another of the 15 JCMU institutions.

Contact: John Hazewinkel, JCMU, MSU International Center, East Lansing, MI 48824; Tel: 517/355-4654; email: jcmu@pilot.msu.edu; WWW: http://www.isp.msu.edu/JCMU

Thailand
Payap University

Payap University, Chiang Mai, Thailand will be offering Intensive Thai as a Second Language in Spring 1997 and a semester-long Thai Studies Program for international students beginning in September 1997.

Contact: Karol Gilchrist, Payap University, Chiang Mai, Thailand 50000; Fax: 66-53-245353; email: payap02@ds90.intanon.nectec.or.th
OPPORTUNITIES FOR ASIANetwork GRADUATES TO TEACH ENGLISH IN CHINA

The United Board for Christian Higher Education in Asia announces a new program for graduating students of ASIANetwork member institutions to teach English at universities and colleges in the People’s Republic of China. This program is supported by a grant from The Freeman Foundation.

The United Board invites inquiries from ASIANetwork member institutions which are interested in participating in this program. ASIANetwork institutions which are selected to participate in the program will be responsible for recruiting teachers, and will be expected to maintain frequent contact with their teachers in China. The program will begin with the 1997-1998 academic year.

Ten teachers to be selected

This new teaching program will place ten teachers per year, in teams of two, in five United Board-related institutions in China. Teaching assignments will be for one academic year, with the possibility of extending the assignment for a second year. The Amity Foundation, based in Nanjing, which has placed over 500 foreign language teachers in colleges in China over the last twelve years, has invited the new ASIANetwork teachers to participate in its summer orientation and mid-winter conference.

Orientation session

The program will begin with a month-long orientation, from late July to late August. The orientation session will be held at Anhui University in Hefei, Anhui province, and will include workshops on English teaching in China, including curriculum design and methodology. Orientation leaders include both Chinese and North American teaching professionals. The orientation will also offer Chinese language instruction and workshops on cross-cultural communication. Teachers will travel to their new posts in late August and will begin teaching in September 1997.

Benefits for teachers include:

- month-long orientation and mid-winter teachers’ conference;
- international transportation, transit, and visa costs;
- rent-free housing at the host university;
- medical insurance; and
- monthly living stipend of US$400 plus the equivalent of approximately US$100 in Chinese currency.

Twenty partners

The United Board works with twenty partner institutions in China, including key national universities such as Fudan University (Shanghai) and Nanjing University, and leading teacher training universities, including Capital Normal University (Beijing); Central China Normal University (Wuhan); East China Normal University (Shanghai); Nanjing Normal University; Northeast Normal University (Changchun); and Shaanxi Teachers University (Xi’an).

The United Board has been involved with ASIANetwork institutions through its Visiting Scholars program, which over the past six years has placed over sixty faculty members from Asian colleges and universities in ASIANetwork member schools for one year of research, team-teaching, and intellectual exchange.

Contact: Anne Ofstedal, China Program Coordinator, United Board for Christian Higher Education in Asia, 475 Riverside Drive, Rm. 1221; New York, NY 10115; tel: 212/870-3113; fax: 212/870-2322; email: anne@ubchea.org

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ST. OLAF COLLEGE’S TERM IN ASIA
INCLUDES IMMERSION IN THAI CULTURE

Amy Grunewald ‘97
St. Olaf College

Amy Grunewald, a senior English major, is also completing a concentration in Asian Studies. She plans to return to Thailand in September 1997 to teach English as a volunteer through World Teach.

The ASIANetwork Exchange welcomes reflective essays by students on their experiences in Asian Studies courses or Study Abroad programs.

The highlight for me of the 1995-1996 St. Olaf College Term in Asia was a visit to Musikee, a Karen village in Chiang province in Thailand, where we experienced the Karen lifestyle for ourselves. This Thanksgiving trip to the Hilltribe Girls’ Resource Center, where we made many friends, proved to be one of the most exciting experiences of the entire five months in Asia.

St. Olaf College offers many programs abroad, and Term in Asia, one of the college’s oldest programs, has existed for over twenty-five years. Although the itinerary changes slightly from year to year, the program includes a combination of travel to China and other Asian countries with intensive cultural immersion through language study and a home stay in Thailand.

Robert Entenmann, East Asian history, his wife, Sarah, their two children and seventeen St. Olaf students departed for Malaysia on August 19, 1995, where we began a five-month journey through Asian lands, history, and culture. Throughout the semester Professor Entenmann taught “Communism and Nationalism in East Asia,” which enriched our understanding of each country’s political heritage, its relation to colonial powers, and Asian nations’ influence on each other.

Sumatra
After a one-night layover in Kuala Lumpur, the group flew to Indonesia, where we stayed in Medan, Sumatra and attended lectures at Nommensen University on Indonesian history, Islam, and modern political problems. Later on Samosir Island, we enjoyed Lake Toba’s crystal beauty and absorbed the rich, indigenous Batak culture that dominates the island.

Chinese University of Hong Kong
At the Chinese University of Hong Kong, we began an in-depth course on the arts of China. Lectures and slide presentations were complemented with museum tours, hands-on pottery examination, and painting demonstrations. The arts course and Professor Entenmann’s discussions subsequently came alive during a three-week tour of China which was launched in Guilin with a boat trip on the Li River to Yangshuo. The boat wove between the jutting Karst mountains whose mystery Chinese painters have captured for centuries. We explored Xi’an, Yan’an, Ansai (a town near Yan’an where, we were told, we were the first American group to visit), Beijing, Hangzhou, Suzhou, and Shanghai.

Yan’an

Yan’an, home to Mao Zedong and the Communist Party during World War II, is remote and encounters only a few hundred “foreign comrades” each year. Thus we saw a Chinese city that is not as influenced by the West as the larger cities in China are. Professor Entenmann said it reminded him of China twenty years ago.

Thailand
We arrived in Chiang Mai, Thailand, on October 12 for a three-month stay. We immersed ourselves in Thai culture and took a two-week, fifty-hour intensive language course before moving in with host families. Our lives became more and more Thai every day, through meeting friends at Chiang Mai University, speaking Thai at markets and restaurants, eating spicy Thai food, and living in Thai homes.

Chiang Mai faculty taught courses in Buddhism, Thai language, and the history of Southeast
Asia. On weekends we took field trips to a Thai farming village, a Buddhist wat, and historic Sukhothai.

Hilltribes and social change

We also studied the six major hilltribes of northern Thailand: the Karen, Lisu, Lahu, Akha, Yao, and Hmong, and gained background on hilltribe issues and the differences among the hilltribe peoples. The Karen are the largest hilltribe group in Thailand.

The Thai government wants the tribes to be more Thai, to assimilate. The groups struggle with deforestation, poverty, drug addiction, illiteracy, disease, and overpopulation. Soil erosion has made self-sustenance difficult. Adding to the problem is the pressure of low-landers who exploit the hilltribe lands for lumber or tourism. The Royal Projects, which introduce new crops like strawberries and exotic flowers - to be sold in Thai cities or exported - have helped government-hilltribe relations somewhat.

Tourism affects the younger generation of hilltribe people for when Westerners "trek" through the villages, youngsters are attracted to their T-shirts, music, cameras, and other gadgets. The trekking foreigners often lack proper respect for traditional lifestyles and customs.

The Karen

As I bounced on the bench in the pick-up truck on my way to Musikee, our Thanksgiving destination, I kept these problems in mind. How would the Karen people react to our American student group? Why can't the Thai government take a more enlightened role in indigenous affairs? How can hilltribe poverty be removed and the standard of living be improved?

Soon we were off the paved switchback road. Dust billowed into our covered truck. A group of elephants marched along the ditch beside the road. The hills became steeper as they sloped into pine-covered mountains.

Hilltribe girls

We had arranged with Mike Leming, a St. Olaf sociology professor doing field research in Musikee, to stay at the Hilltribe Girls' Resource Center, where he was living. The Center provides housing for impoverished or endangered teenage girls. Here they eat three healthy meals a day, go to school, learn Thai, practice Karen customs and traditions, and worship in the Christian faith (many Karen have been Christians for decades). Large Karen families struggle to feed all their children, which may number as many as ten. Sometimes they cannot send their children to school, and if the father is an opium addict or dead, the family faces starvation. Because of these factors, the men of the family may force teenage daughters into prostitution. Bangkok's Patpong Road thrills sex-hungry tourists and Thais at the expense of these young women, many of whom are from the poor farming and hilltribe areas of the north.

When we pulled into the driveway of the Hilltribe Girls' Resource Center, the girls, who live in safety there, ran out to greet us and help us with our bags. Ajaan ("Professor") Tete, missionary and "mother" to all the girls at the Center, established the Center from money she raised from churches and other sources. A devout Christian, she exhibits optimism, organization, and a strong religious faith as she pursues her dreams for these Karen girls.

Mission groups and student volunteers from all over the world helped build the Center's facilities, including a hall for workshops, worship services, town meetings, and feasts.

Late in the afternoon the girls go to the river to bathe and wash their clothes. The youngest girl, Musee, 11, saw our filthy faces and invited us to go with them. We watched the girls easily maneuver on the muddy banks in their passins - bathing saris. They sang while scrubbing and dumping buckets of water over their heads. When we attempted this, however, our passins fell down, and we did more laughing than singing.

Dusk fell as we walked back to the Center. The sunset cast shards of light on the sloping mountain, while the valley was swallowed in blackness. Clouds lined the curtain of pale blue that dropped behind the land. No orange street lamps or green and pink neon signs disturbed the view; not a single motorcycle raced by. Chiang Mai was a world away. All I could hear was Karen girls and St. Olaf students talking in elementary Thai. The questions that bothered me before staying in Musikee faded in importance. The complexity of hilltribe-government relations and Karen economic problems, which we had studied at Chiang Mai University, could not interfere with the comfort and joy I felt in sharing the seemingly simple Karen life.

We spent the following day in a private, Christian school. Public schools in hilltribe areas are notoriously bad, so Ajaan Tete and others started a friendship school for the villages in the area. Classes were put on hold while we played basketball, volleyball, and "duck, duck, goose" with the grade school kids. It didn't matter that they missed a day of
classroom learning because they were sharing a day with new friends. I saw that the Karen devoted more time to people and relationships than to money, academics, and goals as we would define them in the West.

Temechula

Later that night we visited Thra Baw Nee, the leader of the Temechula village. We students huddled on the bamboo mats (it was cold!) and watched his wife demonstrate weaving on a Karen backstrap loom - by candlelight. A small stove emitted a draft of heat and the only other light in the house. Both Thra Baw Nee and his wife are over 80 years old, but their smiles remain warm and their eyes energetic.

After his wife finished her row of pastel pink in the cloth, Thra Baw Nee told us of the trips he used to take between northern Thailand and Burma. Taking nothing but essentials and Bibles that he had translated into Karen, he walked across the border on a journey that today would take five hours by car. Many trips later, the Temechula area became his home. Christianity has replaced the expensive animist practices that called for animal sacrifices and frequent moving (under animism, one had to relocate one's house whenever a family member died).

Baw Nee built churches in the area and traveled to many of them to preach. His son Timothy has taken over much of Baw Nee's work, but Baw Nee remains the patriarch in the area's Christian community. Everyone shares in the harvesting, planting, traveling, and, in bad seasons, resources. The Christian influence has also guided the area's opium-addiction recovery center, where opium addicts go cold turkey, are often converted to Christianity, and enjoy a high success rate.

Thanksgiving dinner

After a day of fishing in the river, the girls prepared Thanksgiving dinner for us. While we treated our tastebuds to black sticky rice, chicken that had been dried on the roof, curried vegetables, and fresh fruits, the girls sang to us in Karen, Thai, and English. By the closing evening of our stay, those songs moved us to tears. If I shut out the sounds of busy life in America, I can still hear those girls’ strong, haunting teenage voices as they sing in four-part harmony.

We spent our last night with Karen families in the village, two of us to each home. Our host mom gave us wool blankets and stiff pillows to sleep on. For our breakfast the next day, she cooked a vat of rice and omelettes, and blessed us with a Karen prayer.

We piled into the trucks slowly. None of us wanted to part with our little sisters of Musikee. We had stayed only a few days, but since most of the girls do not have a family beyond Ajaan Tete and each other, in that short time we had become their brothers and sisters. The hazy mist did not lift off of the mountains that morning. Instead, it turned to rain and added to our longing to stay.

After a nine-hour trip through rain-rutted mud paths (formerly roads) we arrived in Chiang Mai. The noise and electric lights stunned me as if I had been out of the city for weeks. I had not considered Chiang Mai as a bustling big city before, but now it seemed obnoxiously rushed and commercial.

As I lay awake that night I once again worried about the Karen and other hilltribes. The Thai government may enforce its school curriculum and require that it be taught in Thai. Businesses may buy up tribal land for economic purposes. Poverty may weigh heavier and heavier on hilltribe communities. And prostitution may continue to be an unfortunate fate for many young women of Thailand. Regardless of the modern strains on Karen life, however, the peace and love I experienced in the natural beauty of Musikee and Temechula created a life force that will be hard to extinguish.

Contact: Amy Grunewald, St. Olaf College, 1500 St. Olaf Ave., Northfield, MN 55057

STUDENT OPPORTUNITIES

Colorado China Council

The objective of the Colorado China Council is to send Americans to teach at Chinese universities and a few secondary schools. Established in 1977 as an educational outreach program to enrich people's understanding of China, the Council is a member of the China Teachers Consortium, founded by the Yale-China Association.

Requirements:
BA/BS: all majors considered
2.5 minimum GPA and 2 strong letters of recommendation
Chinese language not necessary, but helpful
Travel, especially in the Third World

Academic year commitment from late-August to mid-July

Excellent mental and physical health

Attend two-week Teaching English as a Second Language and Orientation Institute in Boulder, Colorado, the last two weeks of July

Chinese schools offer:

Excellent pay by Chinese standards

Free housing in foreign teachers' complex

Free medical benefits

Teach 14-16 hours/week: reading, writing, speaking, and comprehension

One month paid vacation

Colorado China Council fees:

$1900: Application, placement, tuition for Intensive Training Institute, all materials, back-up support in China

$400: University of Colorado board and room for 2 weeks of the Intensive Training Institute

$900: Application and placement fee only

Additional expenses:

Teachers pay round trip air fare, though some schools will reimburse air fare home.

Teachers pay for all meals.

Application deadlines: November 1, Spring placement

February 15, Fall placement

Contact: Alice Renouf, Colorado China Council Director, 4556 Apple Way, Boulder, CO 80301; Tel: 303/443-1108; Fax: 303/443-1107

East-West Center 1997 Scholarships and Fellowships

The East-West Center was established by Congress in 1960 to foster mutual understanding and cooperation among the governments and peoples of the Asia-Pacific region, including the U.S.

The 1997 scholarship and fellowship competitions include: 1) graduate degree fellowships for individuals interested in participating in the educational and research programs at the East-West Center while pursuing graduate degree study at the University of Hawai‘i. Preference is given to master’s applicants, but outstanding doctoral applicants will be considered. For U.S. citizens or permanent residents and citizens of countries within the Center’s mandated geographical region; 2) Asian Development Bank, Government of Japan scholarship program at the East-West Center for potential leaders and agents of change for study at the University of Hawai‘i in Economics, Japan focused Executive MBA: MBA, Master in Urban and Regional Planning. For citizens of a developing member country of the Bank; 3) South Pacific Islands scholarship program for undergraduate study for citizens of sovereign South Pacific countries.

Contact: Award Services Officer, East-West Center, Box UMP 97, 1601 East-West Rd., Honolulu, HI 96848

Payap University, Thailand

Payap University is seeking qualified teachers of English for both bachelor and master’s degree programs. In addition, Payap is seeking an experienced teacher for computer science.

Contact: Martha Butt, Assistant to the President for External Relations, Payap University, Chiang Mai 50000, Thailand Fax/Tel: 66-53-245-353

Social Science Education Consortium

“Teaching Japanese History Through the Humanities,” a two-year project of the Social Science Education Consortium (SSEC), is accepting applications for two 1997 institutes. “Meiji Japan: The Dynamics of National Change” will be held at the University of Colorado at Boulder, July 7-19, 1997.

“Imperial Japan: Expansion and War” will take place at Mount Holyoke College, South Hadley, MA, August 3-17, 1997.

Applications are invited from preservice and high school teachers of history, literature, and art. Twenty-eight participants will be selected for each program; those attending will receive travel and housing allowances, curriculum materials, and a stipend.

The SSEC-administered project is funded by the Japan Foundation Center for Global Partnership, and is a collaborative effort of SSEC’s Rocky Mountain Region Japan Project, the East Asian Languages and Literatures Department of the University of Colorado, and the Five College Center for East Asian Studies at Smith College.

Contact: Lynn Parisi, Project Director, SSEC, P.O. Box 21270, Boulder, CO 80308; Tel: 303/492-8154; Fax: 303/449-3925; email: parisi@ucsu.colorado.edu
CORRESPONDENCE

From Barbara Buhr

I would be very interested in sharing syllabi and bibliographies for a course on Asian Civilization, and a second on Modern China.
Contact: Barbara Buhr, P.O. Box 114, Warm Springs, VA 24484; Tel: 540/839-2912; email: gordon970@aol.com

From Martha Butt

Payap University is looking for more links with institutions abroad. We would welcome graduates and faculty for one year teaching exchanges, especially in the areas of English as a Second Language, Business and Computers.
Contact: Martha Butt, Assistant to the President for External Relations, Payap University, Chiang Mai 50000, Thailand; Fax/Tel: 66-53-245-353

From Timothy Cheek

We need a documentary source book on Asian civilization. I have taught a two unit Asian Civ course and have used the separate Columbia volumes by deBary, et al for China, Japan, and India. But is it too much money and pages? Additionally, these collections from the early 1960s are predominantly elite culture and philosophy. What we need is a pan-Asian version of Patricia Ebrey’s wonderful Chinese Civilization source book.
Contact: Timothy Cheek, History, The Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-6525; email: tcheek@cc.colorado.edu

From Susan Foster

I am a student at Roanoke College, and found out about the ASIANetwork through the publication, Education About Asia. I would like to ask your members if they know of funding sources for students at colleges which do not have study abroad programs in Asia but who are interested in participating in programs offered by other colleges. A college’s financial aid often cannot be used for enrollment in another college’s study abroad program.

I would appreciate any suggestions that ASIANetwork faculty might have.
Contact: Susan Foster, Roanoke College, Box 632, Salem, VA 24153; email:sfoster@acc.roanoke.edu

From S.I. Khan

I’m interested in Asian Studies and India and South Asian Studies in particular. I am happy to know that there are liberal arts colleges doing such courses.

Please send me details of the colleges which have programs in South Asian Studies. I prefer such colleges to the very large universities.
Contact: S.I. Khan, 51 Priolo Road, Charlton, London SE7 7PX, England

From Robert Macias

I was referred to you by Molly Ransbury, Eckerd College. I would like to teach English in Taiwan. I have a B.S. in biology and some experience in teaching. An ideal scenario would be teaching at night and working with a multinational corporation as a liaison during the day. Perhaps members of the ASIANetwork would be able to give me suggestions as to where to apply for English teaching in Taiwan. I would appreciate any help in this matter.
Contact: Robert L. Macias, 1116 58th Ave. So., St. Petersburg, FL 33705; Tel: 813/867-3333; email:maciasrl@acasun.eckerd.edu

Errata

Larry Finsen, University of Redlands, noted that Linda Seward, Communication, John Carroll University, was the author of the introduction to the ASIANetwork Exchange September 1996 article (p. 5), “Japan Seminar Launches the Faculty Curricular Development on Asia for the 21st Century Initiative.” Seward compiled the individual summaries of each of the Japan Seminar participants.

ATTENTION

Please complete the enclosed ASIANetwork information sheet and return it to the ASIANetwork office. The information will be used for the ASIANetwork database we are creating to identify those areas of speciality of ASIANetwork faculty.