ASIANetwork RECEIVES ONE MILLION DOLLAR GRANT FROM THE FREEMAN FOUNDATION

Madeline Chu, Chair, ASIANetwork
Chinese Language and Literature
Kalamazoo College

I take great pleasure to report to you that the Freeman Foundation has awarded ASIANetwork a $1,000,000 grant to support two initiatives: the Faculty-Student Fellows Program and the College-in-Asia Summer Institutes.

The ASIANetwork Freeman Faculty-Student Fellows Program will support the collaborative research of ten faculty-student pairs each year for four years during which the student will work with a faculty member and both will go to Asia. The program provides the student fellow and his/her mentor with an opportunity not only to explore a common scholarly interest but also to share a cultural experience. Teodora O. Amoloza, Sociology, Director of International Studies Program, Illinois Wesleyan University, will direct the program.

The ASIANetwork Freeman College-in-Asia Summer Institutes will provide training for ASIANetwork institutions to initiate, manage, and direct regular semester-in-Asia programs. Three-week institutes will be organized for five colleges (each represented by an administrator and a faculty member) each summer for three years. The institutes will offer in-depth, on-site introductions to the type of overseas study program which introduces Asia and its cultures to a large number of students drawn from the full range of major fields.
Norman Moline, Geography, Co-Director of the East Asia Overseas Term, Augustana College [IL], will direct the institutes. [Moline described the Augustana program in the March 1996 issue of The ASIANetwork Exchange.]

Both ASIANetwork Freeman programs enable participants to grasp the intellectual and cultural excitement of Asian civilizations on-site in varied Asian locations. They will advance faculty professional development to enrich the teaching which distinguishes undergraduate liberal arts education and serves social needs so well. Madeline Chu, Chinese Language and Literature, Kalamazoo College, will be the project director overseeing both programs.

I invite you to join me to celebrate this wonderful news and to thank the Freeman Foundation for its generosity and trust in the ASIANetwork.

Contact: Madeline Chu, Kalamazoo College, 1200 Academy St., Kalamazoo, MI 49006; Tel: 616/337-7325; Fax: 616/337-7251; email: chu@kzoo.edu

The ASIANetwork Council of Advisors

The ASIANetwork is pleased to announce the establishment of a Council of Advisors. The Council of Advisors includes distinguished leaders in the field of Asian Studies who have supported the development of the ASIANetwork since its foundation five years ago.

The Council of Advisors includes:
Thomas Benson, President, Green Mountain College
Mary Brown Bullock, President, Agnes Scott College
Ainslie T. Embree, Distinguished Professor of South Asian History and Culture, Brown University
Donald P. Gregg, Former United States Ambassador to Korea; Chairman of the Board, The Korea Society
Timothy Light, Provost and Vice President for Academic Affairs, Western Michigan University
David Vikner, President, The United Board for Christian Higher Education in Asia

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Green Mountain College

We hope you will join us!
For the 1997 ASIANetwork Conference
April 25-27, 1997
The Equinox, Manchester Village Vermont
Tel: 802/362-4700; Fax: 802/362-1595

Program Schedule

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<th>Time</th>
<th>Event</th>
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<tr>
<td>4:00-7:30 p.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>Location:</td>
<td>Manchester Foyer</td>
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<tr>
<td>7:30 p.m.</td>
<td>Dinner</td>
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<tr>
<td>Location:</td>
<td>Colonnade Room</td>
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<tr>
<td>Welcome:</td>
<td>Madeline Chu, Chair, ASIANetwork, Kalamazoo College</td>
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<tr>
<td>Introduction:</td>
<td>Suzanne Barnett, University of Puget Sound</td>
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<tr>
<td>Keynote</td>
<td>Tetsuo Najita, Chair, Department of History, The University of Chicago, &quot;Historiographic Issues in Modern Japan: Some Personal Reflections&quot;</td>
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<tr>
<td>Saturday, April 26</td>
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<tr>
<td>7:00 a.m.</td>
<td>Colonnade Room opens for breakfast (on your own)</td>
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<tr>
<td>8:30-10:00 a.m.</td>
<td>Plenary Seminar</td>
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<tr>
<td>&quot;Entering a New Era: Resources and Approaches for Understanding Contemporary Hong Kong&quot;</td>
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<tr>
<td>Location:</td>
<td>Manchester Room</td>
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<tr>
<td>Panelists:</td>
<td>Mark Sheldon (Chair), The Chinese University of Hong Kong</td>
</tr>
<tr>
<td>Nancy Chapman</td>
<td>Yale-China Association</td>
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<tr>
<td>John Deeney</td>
<td>American Center, Hong Kong</td>
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<tr>
<td>10:15-11:45 a.m.</td>
<td>Concurrent Panels</td>
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<tr>
<td>&quot;Plato's Cave and Asian Suns: Western Philosophy in Asian Studies&quot;</td>
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<tr>
<td>Location:</td>
<td>Battenkill Room</td>
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<tr>
<td>Panelists:</td>
<td>Charles Ess (Chair), Drury College</td>
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<td>Elizabeth Grimbergen, Allegheny College</td>
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<td>Raj Thiruvengadam, Simmons College</td>
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<tr>
<td>&quot;Challenging Stereotypes about Women in China&quot;</td>
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<tr>
<td>Location:</td>
<td>Bennington Room</td>
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<tr>
<td>Panelists:</td>
<td>Marsha Smith (Chair), Augustana College</td>
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<tr>
<td>Ann Csete</td>
<td>St. Lawrence University</td>
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<tr>
<td>Vera Fennell</td>
<td>The Colorado College</td>
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<tr>
<td>&quot;Enriching Asian Studies: Linking with Local Asian Communities&quot;</td>
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<tr>
<td>Location:</td>
<td>Garden Lounge</td>
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<tr>
<td>Panelists:</td>
<td>Teodora Amoloza (Chair), Illinois Wesleyan University</td>
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<tr>
<td>Gregory Guldin</td>
<td>Pacific Lutheran University</td>
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<tr>
<td>Molly Ransbury</td>
<td>Eckerd College</td>
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<td>Haw Jan Wu</td>
<td>Whittier College</td>
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<tr>
<td>&quot;The Luce Canon: Impact of On-Campus Consultancy Programs&quot;</td>
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<tr>
<td>Location:</td>
<td>Manchester Room</td>
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<tr>
<td>Panelists:</td>
<td>Dorothy Borei (Chair), Guilford College</td>
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<tr>
<td>Matthew Levey</td>
<td>Birmingham-Southern University</td>
</tr>
</tbody>
</table>
12:00 Noon, Lunch
Location: Colonnade Room
Introduction, Timothy Cheek, The Colorado College
Keynote Speaker: Roger Ames, Director of Chinese Studies, University of Hawai'i, "The Confucian World View: Uncommon Assumptions, Common Misconceptions"

2:00-3:30 p.m., Concurrent Panels
“Nurturing the Staple Crops: Teaching the Modern China and Japan Survey Course”
Location: Battenkill Room
Panelists: Timothy Cheek (Chair), The Colorado College
Dorothy Borei, Guilford College
Teresa Chi-Ching Sun, Whittier College
Nicholas Clifford, Middlebury College
Catherine Keyser, Drew University
“Interpreting Culture through Literature, Theater, and Social Activities”
Location: Bennington Room
Panelists: Dorothy Guyot (Chair), Planning Group for the School of Asian and Western Learning
Krishnan Venkatesh, St. John’s College, Santa Fe
"Faculty Development Program: The Japan Seminar Experiences and Upcoming Ford Seminars"
Location: Garden Lounge
Panelists: Gregory Guldin (Chair), Pacific Lutheran University
Richard Bodman, St. Olaf College
Sandra Harris, Eckerd College
Linda Seward, John Carroll University

3:45-5:00 p.m., Concurrent Panels
“Emotional Intelligence and the Three Perfections: Teaching About Asia through the Arts”
Location: Battenkill Room
Panelists: Molly Ransbury (Chair), Eckerd College
Jen-mei Ma, Augustana College
Brian Ranson, Eckerd College
Kirk Ke Wang, Eckerd College
Peter Xiao, Augustana College

“Asian Women in Religion”
Location: Bennington Room
Panelist: Jyoti Grewal (Chair), Luther College
“The Value and Challenges of Study Abroad”
Location: Garden Lounge
Panelists: Thomas Coburn (Chair), St. Lawrence University
Chris Deegan, School for International Training
“Innovative Programs: Faculty-Student Teamwork and Summer Institute in Asia”
Location: Manchester Room
Panelists: Madeline Chu (Chair), Kalamazoo College
Teodora Amoloza, Illinois Wesleyan University
Norm Moline, Augustana College
Van Symons, Augustana College
Eleanor Zelliot, Carlton College

5:15 p.m., Bus to Green Mountain College
6:00 p.m., Reception
Location: Withey Foyer
7:00 p.m., Dinner
Location: Withey Dining Room
Introduction: Tom Benson, President, Green Mountain College
Keynote Speaker: Donald Gregg, Chair, The Korea Society, "A Long Term View of American Policy in Asia"

9:00 p.m., Bus back to Equinox Hotel
Sunday, April 27
7:00 a.m., Colonnade Room opens for breakfast (included in Equinox ASIANetwork package rate)
3:45-8:15 a.m. Inter-faith service
Location: Garden Lounge
Leader: Richard Killough, Drury College

8:30-9:15 a.m., ASIANetwork Business Meeting
Location: Manchester Room
Chair: Madeline Chu, Chair, The ASIANetwork

9:15 a.m., Plenary Seminar
“South Asia in Asian Mosaic”
Location: Manchester Room
Panelists: James Lochtefeld (Chair), Carthage College
Carol Anderson, Kalamazoo College
Diane Clayton, Hamline University
Manju Parikh, College of St. Benedict

10:15-11:45 a.m., Concurrent Panels
“Teaching Asian Courses through Disciplinary
Courses"
Location: Battenkill Room
Panelists: Rose Bundy (Chair), Kalamazoo College
Carol Anderson, Kalamazoo College
Roger Purdy, John Carroll University
Robert Stauffer, Kalamazoo College

"Introducing Asian Music in the Music Curriculum"
Location: Bennington Room
Presenter: Melinda Russell, Carlton College

"Advising Student Research"
Location: Garden Lounge
Panelists: Stanley Mickel (Chair), Wittenberg University
Diane Clayton, Hamline University
George Meese, Eckerd College
Eleanor Zelliot, Carlton College

"Advanced Technology and Liberal Arts Education"
Location: Manchester Room
Panelists: Alice Chin Myers (Chair), Simon's Rock College of Bard
Timothy Cheek, The Colorado College
Richard Bodman, St. Olaf College
Michele Ferrier, University of Pittsburgh

12:00 Noon, Lunch, Hosted by The United Board
Location: Colonnade Room
Introduction: Marianna McJimsey, Executive Director, The ASIANetwork and The Colorado College
Speaker: David Vikner, President, The 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.
Any reservations received after March 24, 1997 will be accepted on a space available basis.

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, 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

ASIANetwork EXCHANGE COPY AND NEWS
DEADLINE: JULY 1 FOR SEPTEMBER ISSUE

Please send information about 1997-1998 address and personnel changes, visitors, new positions, or programs in Asian Studies. When noting campus visitors and new faculty, please identify areas of teaching and research.

Book reviews, summaries of conferences attended, syllabi, and articles about teaching Asian Studies are welcome. We are seeking descriptions of study abroad programs by faculty and reflective pieces by students of their experiences in Asia.
The meeting was called to order by Greg Guldin, Pacific Lutheran, Chair.
Approximately 45 representatives of member institutions were present.

I. Approval of Minutes from the April 1995 Conference. R. Bodman, St. Olaf, moved to accept the minutes. T. Cheek, Colorado, seconded the motion. Motion approved.

II. Membership
G. Guldin reported that under the leadership of Membership Committee Chair, Rita Kipp, Kenyon, the ASIANetwork has reached a record total of 85 institutional members.
G. Guldin also reported that the Board approved new categories of membership as follows:
1. Members Full members who share our mission
2. Affiliate Institutions/Organizations
3. Affiliate Individuals
Dues have been increased for the 1996-1997 academic year, September 1 through August 31. Members and Affiliate Institutions/Organizations dues will be $200 and Affiliate Individual dues will be $40 per year.

III. By-Law Changes
T. Coburn, St. Lawrence, moved that the By-Law changes be approved as published in the March 1996 Newsletter, Vol. IV, Number 1. Motion seconded and approved.

IV. Nominations, R. Kipp
R. Kipp announced that there was a change in the Board. G. Johnston from Eckerd College withdrew, and M. Ransbury, Eckerd, has agreed to finish the remainder of his term.
Greg Guldin, Rita Kipp, and Steve Nussbaum, Earlham are retiring from the Board. Determining factors for the selection of nominees for the Board are regional expertise, disciplinary expertise, geographic area, gender balance, and record of activity in the organization.
The Board nominees were: Suzanne Barnett, University of Puget Sound; Thomas Coburn, St. Lawrence University; Teodora Amoloza, Illinois Wesleyan University
Chris Ives, Puget Sound, moved to accept the slate of nominees. No nominations were made from the floor: the three nominees were elected.
T. Cheek moved to extend a vote of thanks for our retiring members. Motion seconded and approved.

V. World Wide Web Homepage, T. Cheek
T. Cheek announced that we need a host college to work on the organization’s homepage. There will be an announcement in the September issue of the newsletter. This should be a five year commitment. Three areas need to be covered: 1) physical equipment; 2) technical support and administration and, 3) an academic content editor.

VI. Development, T. Benson, Green Mountain
T. Benson expressed thanks to G. Guldin for all of his help in development. A report will be made available. We have one more year left with Luce and two more years with Ford for funding. We need endowments and donor friends.

VII. Faculty and Curricular Development Committee, M. Chu, Kalamazoo
S. Nussbaum, Earlham, invited applications for the China Seminar host college and reported that G. Guldin would supervise applications for the China Seminar participants and for the selection of the South and Southeast Asia Seminar host sites during 1996-1997.
D. Borei, Guilford, reported that five colleges had received consultancies during the 1995-1996 academic year. She warmly invited institutions to contact her for 1996-1997 consultancies.

VIII. 1997 Annual Conference, T. Benson
T. Benson reported that the 1997 conference plans are underway for April 25-27. It will be held at the Equinox in Manchester Village, Vermont with Green Mountain College as the local hosting school. The Saturday evening dinner will be hosted by Green Mountain College.
Rates are $129.00 per room for a double and $119.00 for a single. Brochures are available.
Please contact M. Chu with ideas for panel suggestions.
There was no open discussion.

IX. Adjournment, G. Guldin
Respectfully submitted,
Sandra Papuga, Recording Secretary
NOMINEES FOR THE 1997-1998
ASIANetwork BOARD OF DIRECTORS

The ASIANetwork Board of Directors Nominating Committee is composed of retiring Board members, Madeline Chu, Kalamazoo College; Jyoti Grewal (Chair), Luther College; and Eleanor Zelliot, Carleton College. The election of the 1997-1998 new Board members will take place during the ASIANetwork Conference at the ASIANetwork Business Meeting, April 27, 1997 at 8:30 a.m. at the Equinox Hotel, Manchester Village, VT.

Catherine Benton
Lake Forest College
Major Area: Hinduism, Indian Mythology
Ph.D., Columbia University, South Asian Religion
Courses: Asian Religious Traditions, Religious Story Literature, Comparative World Literature, Thematic Studies in Religion
Academic interests: Fascinated by India since the age of 13, and charmed by religious story literature of all genres and cultures, I have interwoven these interests by studying Indian religious story literature, mostly in the Sanskrit puranas, but also in more popular forms. In addition, teaching in a two-person undergraduate Religion department for ten years has provided me with numerous opportunities to learn (even if sometimes rather quickly) about the religious traditions and stories of cultures in Asia, Africa, and the Middle East. I have enjoyed this challenge and push for breadth tremendously.

Finally, as a former Academic Director of the Associated Colleges of the Midwest India Studies Program and the Experiment in International Living India Program, I continue my work with cross-cultural training formats designed to help prepare students and adults to study and work in new cultures.

Association with the ASIANetwork: Since attending the 1994 ASIANetwork Conference in Santa Fe, as well as subsequent conferences in 1995 and 1996, I have managed to keep Lake Forest College renewing its institutional membership in spite of actions to cut, not only the LFC Asian Studies Program, but many college expenses similar to the ASIANetwork membership. In 1996, I participated in an ASIANetwork panel on "Teaching Asian Religion in the Undergraduate Curriculum."

Stanley L. Mickel
Wittenberg University
Major Area: Chinese Language and Literature
Ph.D. Indiana University, Chinese Language and Literature
Courses: Chinese Language (1st through 4th year), Survey of Chinese Literature, Modern Chinese Literature (either in Chinese or English), East Asian Cultures: Continuity and Change, East Asian Studies Senior Seminar
Academic interests: I enjoy researching, articulating, and implementing methodologies useful in teaching American students how to learn the Chinese language efficiently and accurately. Over the last decade I have concentrated on teaching students how to read modern Chinese prose, but I continue to be interested in Shang Dynasty oracle bones, my original research field. This allows me to give my students insights into the evolution of the Chinese writing system that helps them understand the Chinese writing system in a structured manner. I also enjoy administrative work.

Association with the ASIANetwork: Wittenberg University and I have been supporters of the ASIANetwork since the initial conference in North Carolina. We feel that ASIANetwork provides many opportunities for faculty and student development, and it is an important source of information about the state of the field. I attended the second and third conferences, and my colleagues attended two others. I have twice been an ASIANetwork program consultant. ASIANetwork is serving an important function, and I am happy to be part of it.

The ASIANetwork Board is sad to announce that the third nominee for the 1997-1998 Board of Directors, Miyako Matsuki, Gettysburg College, died of cancer in January 1997.
TEN ASIANetwork FORD JAPAN SEMINAR MEMBERS WILL DEVELOP CURRICULUM PROJECTS IN JAPAN THIS SUMMER

Stephen Nussbaum
Director, ASIANetwork Ford Japan Faculty Development Seminar
Sociology/Anthropology, Earlham College

Japan Seminar, the first of the ASIANetwork Ford Faculty Curricular Development on Asia for the 21st Century seminars, enters its second phase this summer.

During July 1996, ten participants met with me and other Earlham faculty at Earlham College for three intensive weeks of extensive presentations and discussions. This summer the seminar moves to Japan where we will again spend three weeks exploring a wide range of issues, all meant to further introduce participating faculty to the study of Japan.

Seminar members have taken on a challenging task. Japanese history and pre-history is daunting in its variety and length and in the aesthetic products and traditions it has bequeathed to the present. The society of today is multi-layered and vibrant with cultural and linguistic norms quite distinct from those of the United States and most other countries familiar to American faculty.

In these, and many other ways, Japan comprises a rich environment for us to explore. One way we will handle the complexities of current Japan is through individualized projects developed by participants themselves. For example, Lawry Finsen (Redlands University) is interested in issues of ethics at the borderlands of life (such as death and dying, organ transplants, or abortion); Linda Seward (John Carroll University) hopes to become involved in intercultural communication; Annie Dandavati (Hope College) will investigate women’s issues and development; and Bill Guinee (Westminster College) will do research in shamanism and spirit possession.

Mukuhari

I am still in the process of arranging the itinerary, but in response both to the complexities of Japan and to the broad-ranging interests of participants, I have tried to choose sites for the group to visit that are themselves rich and thought-provoking. At each site we will have opportunities for discussions with local groups and scholars. For example, I hope to have the group join me (I am now on sabbatical in Japan) for their first few nights in the Makuhari area of Chiba. Makuhari is a planned community which, although still under construction, is already recognized as one of Japan’s most important high-tech convention and research centers. It is only minutes from Tokyo’s Disneyland, on the one hand, and Narita International Airport, on the other.

Kobe

After a few nights in Makuhari, we travel to Kobe, the beautiful port city that two years ago experienced a devastating earthquake. The earthquake and the subsequent rebuilding process provide a unique opportunity for viewing multiple processes central to Japanese society (e.g. issues dealing with land tenure, employment, welfare, or local and national government).

Our visit to Kobe will be hosted by Kobe Shinwa Women’s University which will provide an opportunity for participants to learn first hand about education in Japan, to talk with faculty in their own areas, to meet students and, perhaps, to give guest lectures. There is also a possibility of a weekend homestay with faculty or the families of students in the Kobe area.

Kyoto and Nara

Following this we travel to Kyoto and Nara for lectures on Japanese history and religion and visits to the many cultural treasures housed in these historic cities. The journey into the past will be complemented by a visit to Tenri City, the home of Tenrikyo, one of Japan’s new religions where monumental architectural projects are currently being constructed much like those often associated with Kyoto in the distant past.

The subsequent free weekend will draw some participants to Hiroshima. Others may choose to
pursue connections they have individually estab-
lished in Japan.

Tokyo

The group comes back together a few days later
in Tokyo for the final ten or so days of the seminar.
During this period we will have a variety of sched-
uled activities (lectures followed by visits to kabuki
or noh, the stock market or industrial sites). I hope
to arrange several free mornings or afternoons
during which each participant will have a university
student to work with to pursue individual interests.

In all I suspect faculty will find themselves at
the end of the three weeks with lots of stories to tell
and many questions to pursue more deeply as they
continue to work on Japan in their teaching and
possible research projects. As the program concludes
we will also discuss what the next step might be for
ASIANetwork to aid faculty and institutions in de-
veloping their Asian curriculum. It is already evi-
dent that several colleges would like to find oppor-
tunities in Japan for faculty to study and teach and
for students to participate in exchange programs. I
know that by the end of the three weeks I'll be tired,
but will have learned, once again, a great deal from
conversations with my colleagues in the Japan
Seminar group. I am looking forward to this summer
and encourage ASIANetwork members to consider
participating in China Seminar (1997-1998), South-
east Asia Seminar (1998-1999), and South Asia

Contact: Stephen P. Nussbaum, Director, ASIANet-
work Ford Japan Seminar and Professor Sociology/
Anthropology, Earlham College, 1996-1997 address:
c/o National Institute of Multimedia Education, 2-12
Wakaba, Mihama-kü, Chiba, Japan 261; Fax:
43-275-5117; email: steven@earlham.edu

THE ASIANetwork LUCE CONSULTANCY PROGRAM:
A MAJOR CONDUIT FOR CHANGE IN ASIAN STUDIES
ON ASIANetwork MEMBER CAMPUSES

Dorothy V. Borei
Coordinator, ASIANetwork Luce Consultancy Program
History, Guilford College

The ASIANetwork Luce Consultancy Program
has been, according to its participants, "a resounding
success." The program has made significant changes
on ASIANetwork member campuses, including the
addition of new faculty; structural reorganizations in
the administration of Asian Studies; the initiation
and enhancement of majors/minors; proposals for
further funding; and student/faculty exchanges in
Asia. In every case, the institution has implemented
at least some of the consultants' recommendations.
More importantly, the consultancy visits have set in
motion a series of activities and appointments which
will continue to have an impact on Asian Studies in
our member institutions for years to come.

The following is a review of the major changes
that have occurred on ten of the twelve campuses
visited by ASIANetwork consultants in the first two
years of the program (1994-1996).

Inspiring consultants

All of the campus coordinators praised the pro-
fessionalism and effectiveness of the conduct of the
Consultancy Program. They described the consult-
ants as "very effective," "personable," "insightful,"
"very supportive," even "inspiring." The host campus
communities especially appreciated the approach of
the ASIANetwork consultants who spoke as "col-
leagues" familiar with liberal arts institutions, not
as "outside experts" from large research universities.
They were "politically savvy" about the types of
problems encountered in small colleges and sug-
gested creative solutions. As one respondent aptly
put it, the consultants did not dictate formulas for
strong Asian Studies programs or courses, but "en-
abled our faculty to see more clearly and confidently
what we wanted to accomplish . . . and why and how
to do it."

New faculty

Faculty with Asian expertise have been added to
our campuses. One consortium, advised to add a
language instructor, hired adjunct Japanese faculty
for 1996-1997, and will write a grant application for
a tenure-track appointment. Another institution
employed a Japanese language teacher after receiv-
ing a U.S. Department of Education grant. Three
institutions used internal funding to add Asian spe-
cialists in tenure-track positions. One university,
which already offers Japanese language, is evaluating student interest in Chinese, and will add this second East Asian language if there is a sufficient desire. Naturally, not all institutions have the financial ability to add faculty positions; nevertheless, the consultancy visits have provided the groundwork for careful planning as positions appropriate to Asian Studies become available.

**Administrative structures**

The consultants helped institutions see the importance and necessity of having permanent administrative structures to oversee Asian Studies. Where such structures did not exist, they have been legitimized with ongoing directors and multi-disciplinary faculty committees with specific responsibilities for developing the curriculum, organizing co-curricular activities, and providing much needed campus leadership for the program. One case, this new committee has sponsored lectures on Asia and manages the new library budget for Asian Studies. In another case, the committee plays a crucial role coordinating the Asian Studies major in a citywide consortium.

**Curriculum changes**

Asian Studies majors and minors have been inaugurated and/or strengthened. In several institutions, the addition of key faculty has made these new curricular offerings possible. In other cases, additional faculty have enhanced and solidified programs. One institution, although deciding not to establish a “College of Asian and Western Learning,” has begun to implement an interdisciplinary “Program in Asian and Western Comparative Studies,” which may lead to the establishment of a “college” within the institution at some point in the future.

Visits by ASIANetwork consultants have helped others to re-imagine their original proposals. One college, which had intended “to develop a systematic and structured program . . . in Asian Studies,” followed the consultants’ recommendation to focus its efforts on Korea, where it already has some ties. As a result, South Korean students have come to the college to study and a group of ten students, accompanied by two business faculty, studied in South Korea in the summer of 1996; this institution plans to have two Korean scholars on campus within the next few years.

A second college struggled to balance its offerings in both China and Japan. The consultants advised that China be the core of its Asian Studies program. When an opening in the Art Department became available, a specialist in Chinese art history was hired, strengthening the program. A third institution expects a dramatic increase in student interest in Asian Studies with the addition of core requirements in foreign language and one course on Asia, Africa, or Latin America. Finally, the faculty at another college, was helped “to re-imagine how the [Asian component of its general education sequence] might be conceived and reshaped to focus on Japanese culture in new and more meaningful ways.”

Often the Consultancy visits have been only the first step in program building. On the basis of consultants’ recommendations, several institutions have applied for further funding in order to hire new language faculty, to provide additional funds and released time for faculty development, and to bring Asian faculty to their campuses.

**Faculty development**

Several colleges have applied for U.S. Department of Education Title VI funds (one successful; a second plans to reapply). Another followed the advice of the consultants by applying for (and was awarded) a Japan Foundation Faculty Expansion Grant. One institution had a Fulbright Fellow from Japan in the spring of 1996, on the basis of which a student-faculty exchange has been established with the Japanese scholar’s university. Four institutions sent faculty to the first of the ASIANetwork Ford Foundation Faculty Development Seminars [Japan] in the summer of 1996; others are planning to apply for future Faculty Development Seminars [China, South Asia, or Southeast Asia], thus expanding the number of curricular offerings on Asia.

Administrators and faculty play an important role in the development of Asian Studies. While a few administrators had prior interest in Asia, others benefitted from the consultants’ understanding of how Asian Studies strengthens the entire curriculum. As a result, academic deans form advisory committees, back hiring proposals, conduct feasibility studies, and support grant proposals. Faculty with Asian expertise have spearheaded efforts to build programs; faculty with little or no expertise have broadened their perspectives by participating in retraining workshops and developing a wide range of new courses.

All of these steps illustrate that the ASIANetwork Luce Consultancy Program has indeed been “a resounding success.”

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

China Teachers Consortium

The China Teachers Consortium (CTC) is an informal group of organizations that send English teachers, interns, and other professionals to China and other parts of Asia.

Membership in the CTC is a matter of sending a representative to the annual two-day meeting, which usually occurs in mid-June, for discussion of issues such as placement, visa and travel arrangements, and teacher orientation.

Several ASIANetwork member institutions send graduates to teach in China, and the new program under the United Board for Christian Higher Education in China will expand the number.

Contact: Myrrl Byler, Current CTC Administrator, Director, China Educational Exchange, 1251 Virginia Ave., Harrisonburg, VA 22801; Tel: 540/432-6983; Fax: 540/434-5556; email: ChinaEdEx@aol.com

East-West Center and the University of Hawai'i United States-China Conference on Scholarly Exchange

On January 19-21, 1997, the University of Hawai'i and the East-West Center hosted a United States-China conference on scholarly exchange during which representatives responsible for scholarly exchange programs at leading Chinese and American universities and colleges met. Nine representatives of the United States and thirteen of China participated.

The goals of the conference were to assess the current status of U.S.-China scholarly exchange programs; to develop ways to improve the experience of scholars going to China and to the United States; to expand cooperative relationships between American and Chinese universities; and to plan for a similar conference in Beijing in August 1997.

Joyce Tsunoda, Chancellor of the University of Hawai'i Community College System, and Cynthia Ning, Associate Director for the Center for Chinese Studies, University of Hawai'i and co-coordinator for the United States-China scholarly exchange meeting in January, will attend the August 1997 meeting.

In addition to sessions on scholarly exchange, the participants became acquainted through tours and informal meals. The Chinese universities are very interested in attracting both American students and faculty.

Among the conclusions of the conferees were:
1) that most U.S. participation in scholarly exchange programs is generated by faculty in Chinese or Asian Studies programs, whereas Chinese participation in these programs is derived systemwide;
2) that there is no American university equivalent of the position in Chinese universities of a Director of a Foreign Affairs Office, who has the power to set policy vis-a-vis foreign exchange activity (e.g.: no one in the U.S. university can decree that X number of faculty or students will travel to China in any given year; we can make opportunities available, but whether or not our faculty and students take advantage of them is up to them);
3) U.S. universities tend not to have the staffing or the funding available to host foreign delegations in the style that Chinese offices of foreign affairs are able to;
4) that directors of international studies offices at institutions in the United States are concerned with the process and procedures of students or faculty exchange and do not have the time or personnel to be as heavily involved with the substance of the exchanges as they would like.

Contact: Betty Buck, East-West Center, 1777 East-West Road, Honolulu, HI 96848; email: bucke@ewc.hawaii.edu
Cynthia Ning, Center for Chinese Studies, University of Hawai'i; Tel: 808/956-2692; Fax: 808/956-2682; email: cyndy@hawaii.edu

Japan

Japanese Language Teaching and Computer Technology Conference, hosted by the GLCA Japan Study Program, at Kalamazoo College in the fall of 1997

Possible topics of discussion related to pedagogy include:
1) Development of multimedia resources
2) Use of email or Web resources
3) Innovative uses of computer technologies for language teaching
The order of the seminar readings makes our program broad by not assuming that the earliest works must be the most primitive. We approach them without secondary sources, by discussions in which the faculty are guides, but not resident experts. The students' understandings are deepened because they have had to come to conclusions that are truly their own.

We gain further depth by choosing exemplary books, e.g. *The Mahabharata*, *The Story of the Stone*, *The Tale of the Genji*, each of which is the single focus of one of the eight week smaller discussion groups called preceptorials. Each student takes either Sanskrit or classical Chinese for two semesters, both to reflect on the phenomena of language and to gain a sense of what the parts of a text may be that elude translation.

Doing justice to the rich Asian intellectual and spiritual traditions is surely the work of a lifetime of study and learning. We offer only a one year beginning, but a fruitful one for graduate students.

Contact: Cary Stickney, Director, St. John’s College Graduate Institute Eastern Classics Program, St. John’s College, Santa Fe, NM 87501; Tel: 505/984-6000; Fax: 505/984-6003

RESULTS OF THE ASIANetwork SURVEY:
CREATING THE ASIAN STUDIES MAJOR

Timothy Cheek
History, The Colorado College

Timothy Cheek, an historian of 20th century China, teaches Chinese and Japanese history, an Asian survey course, and co-teaches with colleagues several courses, including one with a member of the Classics Department on Chinese and Greek history.

Cheek, a member of the ASIANetwork Board, encourages additional reports from readers and member institutions on examples of developing or modifying majors in Asian related studies.

Seven ASIANetwork member faculty presented the panel, “Creating an Asian Studies Major” at the ASIANetwork annual meeting in Chicago, April 1996.

can be divided into three kinds of programs: begin­­ning, mid-range, and advanced.

Interested members should contact panelists di­­rectly for copies of their reports. The new ASI­­ANETWORK-L is a good way to distribute such in­­formation, though it is not a listserv.

Survey
The panel acted as a forum, discussing a survey of ASIANetwork member schools about their Asian Studies programs and majors. In November 1995 I sent a letter to every member of the ASIANetwork, requesting information about Asian Studies pro­­grams and majors, and received approximately 25 replies, several quite detailed. I have not attempted a formal or even statistical analysis of the results, but rather summarize the findings here with an eye to the practical goals of the panel, “What lessons and examples are out there for creating, sustaining, and developing an Asian Studies major on my college campus?”

The letter of inquiry explained that the goal of both the research and the ASIANetwork conference panel was practical. It looked at the curriculum, staffing, faculty development issues, and relations with departments and college requirements.

I further asked, what is the “state of the field” in Asian Studies programs among American liberal arts colleges and some comparable university pro­­grams? What are our achievements, problems, needs? In the spirit of the hands-on approach of ASIANetwork conference panels, this one aimed to provide orienting data, clear issues, and concrete suggestions illuminated by three or four case studies.

The survey letter noted that also, in the spirit of our network, our goal is to serve institutions in a wide range of circumstances. We want to see how the most developed and successful programs work and how they got to that point; we want to under­­stand how medium sized programs operate and how they make tough choices of what to include or leave out; and we want to know what the needs and institutional environments are for colleagues wishing to begin Asian Studies majors or concentrations.

Results
Responses came from colleagues at schools with a range of circumstances. Our collective experience can be divided into three kinds of programs: beginning, mid-range, and advanced.

Beginning programs have one to three full-time Asian Studies trained faculty, have part-time language instructors (in one language) or none at all, and suffer a scarcity of resources.

Their problems are in maximizing extremely limited resources and finding ways to grow. Only a few of the respondents were in this category, but they speak for a significant number of our members and certainly address the goals and purposes of ASIANetwork.

Mid-range programs in the respondent group have three to six full time Asia trained faculty and a number of “re-tooled” colleagues with substantial interest in something Asian. They offer at a minimum one language full-time (to the second year level at least) and are active in a variety of off-campus exchange programs. These are the majority of the respondents and probably also the bulk of our membership.

Their problems are the maintenance of their college’s commitment to Asian Studies at a time of retrenchment and maximizing their resources. Among the questions which these programs ponder are: Do we focus on one part of Asia or all of Asia? Should we be directed at the humanities, contemporary social science, or business issues? Do we offer a second language? Should we run our own off-campus programs? How do we integrate with interdisciplinary programs such as Women’s Studies or Ethnic Studies?

Advanced programs represent a smaller number of our members, but their activities provide excellent models and choices for the rest of us. These colleges have seven to fifteen full-time Asia trained faculty, offer two or more Asian languages by full-time faculty to the third year level, run their own overseas programs, and generally have the critical mass of Asia scholars on campus we normally associate with a large research university program. As such, aspects of these advanced schools are not immediately relevant to most of the membership. Still, we can see what it is like to have several language offerings, what happens when you have a dozen Asian faculty together, and what might be worth fighting for (or not) at our own campuses.

Advanced programs have their problems as well, many of which they share with the mid-range programs. They struggle to sustain high quality, and have trouble maintaining a respectable number of majors.

As a rough estimate, I would guess that our membership might fall out with 20% beginning programs, 70% mid-range, 10% advanced. I’d welcome empirical corrections of these estimates.
The typical major

Every major and program was, naturally, different, but common patterns emerged. In the matter of coverage (East Asia, all Asia, or part of International/Cultural Studies), most programs were East Asian Studies and focused on China and Japan. A few covered India and Southeast Asia (about 15% or 3), and two incorporated Asian Studies in International Studies or Cultural Area Studies.

The structure of the major (for Asian Studies) entailed a total of between 10 to 16 semester courses, with a foundations course (East Asia survey, first-year seminar) of 1-2 units, language study (usually Japanese or Chinese) of 4-6 units, progression through the major (humanities/social science courses) of 4-6 units, and a senior seminar or thesis of 1-2 units.

Most programs are small, which is no surprise for schools averaging about a 1,500 total student population in a given year. Students majoring in Asian Studies ranged from 3 to 15.

Minors

Many schools, at all three levels of program development, offer minors which are, typically, pared down versions of the majors. Usually, five to six courses are required with a focus in one sub-area (e.g. China, Japan, India) and two of those courses in one discipline. A few programs required language study for the minor, but most did not.

Problems

All programs shared the problems of staffing, financing language and off-campus study, and coping with the realities of the college academic structure (departments vs. programs) and academic politics (pragmatics of competition with departments and other programs). These lessons are more difficult to summarize, though there are illustrative examples. The lesson I learned is that we must continue to share experiences and help each other; short answers will not serve.

Contact: Timothy Cheek, History Department, The Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Tel.: 719/389-6525; email: tcheek@cc.colorado.edu

SIMMONS COLLEGE: CREATING AN EAST ASIAN STUDIES MAJOR

The Simmons College faculty approved an East Asian Studies major in February 1996. The college also hopes to offer a minor in East Asian Studies (consisting of five courses) in the near future.

Student interest has been immediate for in its first semester of implementation, the East Asian Studies major has drawn several declared majors and half a dozen candidates for the minor. In addition, during the 1996-1997 fall semester, two specifically East Asian Studies courses were designated college-wide courses which satisfy a college requirement, and a short-term course in Tokyo (May-June 1997) was approved. Clearly, the new major has generated momentum.

ASIANNetwork member institutions which similarly are developing Asian Studies majors may find the narrative of the process at Simmons helpful.

Department of Education grant

The Simmons College program development began in the early 1990s with a major grant from the U.S. Department of Education to generate a greater international presence in the curriculum. Led by Deborah Minor, Political Science, a team of faculty from many disciplines considered methods, content, and procedures for a significant effort of "globalization." In Japanese studies, the college built on several pre-existing courses in the History Department and the Management Department and added Japanese language.

In recent years, several departments have expanded or added coverage of Asian topics to such an extent that courses are offered for many areas of Asia, as well as a course in Asian American literature.

Decision to focus

Since the area called Asia is vast, the next step, for Simmons, will be to decide which countries, cultures, and aspects to emphasize. At the present time, Simmons has a greater concentration of resources in Northeast Asia (Japan, Korea, China) and South Asia (India). Despite the urge to narrow the focus, however, individual faculty members have expressed the hope to develop courses in Southeast Asia and Inner Asia. The
disposition to develop a smattering of courses is at odds with the desirability of focus and expertise. In the near term, consequently, the program is trying to grow without succumbing to the dangers of “smattering and scattering.”

The most powerful impetus toward focus comes from language capability. Currently, Simmons can offer Japanese and Mandarin and is unlikely to add other Asian languages in the foreseeable future.

The Simmons East Asian Studies major distinguishes between core courses which are clearly and significantly connected to the study of the region (See List A) and related courses which, while pertinent to the study of Asia, have as a central goal, a purpose other than the formal presentation of material directly on Asia (See List B).

**Requirements for the major**

**Core courses:** The student must take three courses from List A. One of these three courses must be either History 201 or 206. (Both History courses may be taken.) If a student wishes to count as a core course a course not contained in List A, she/he and the adviser may petition the major’s director for approval.

**Elective courses:** The student must take a total of two courses chosen from either List A or List B. Students wishing to take elective courses not contained in either list she/he and the adviser may petition the program’s director for approval.

**List A**

- Art 252: Arts of the Far East
- Economics 150: Japanese Economy
- History 201: Dynamics of Japanese History
- History 203: History of East Asian and U.S. Foreign Relations
- History 204: Men and Women in Japanese History
- History 207: Gender, Family, Society in Modern China
- Japanese 310: Japanese Civilization
- Philosophy 133: Eastern Philosophy
- Philosophy 240: Advanced Comparative Religion: East/West Dialogue
- Political Science 225: International Politics of East Asia

**List B**

- Economics 218: International Trade
- Economics 220: International Monetary Systems
- English 178: Multicultural Themes in Modern American Literature: Asian American Women Writers
- English 204: The Vietnam War in Literature
- Management 268: Management in East Asian Multinational Corporations; Management 241: Special Topics in Global Marketing
- Management 243: Special Topics in Global Management
- Political Science 245: Politics of Newly Industrializing Countries
- Sociology 248: Third World Societies
- Sociology 267: Sociology of the World System

**Language courses**

The student will be required to study an East Asian language for two years. Students who enter Simmons having at least an intermediate knowledge of an Asian language will be evaluated by a member of the Foreign Languages and Literature Department. In such cases, the language requirement for the major can be satisfied in one of three ways: 1) the student can complete four semesters of continued study of the same language; 2) the student can complete four semesters of study of another Asian language; 3) the student can complete four additional courses from Lists A and/or B.

Students who enter Simmons with an understanding of an Asian language below an intermediate level can satisfy the language requirement by language study which would raise the student’s competence to the intermediate level, plus either further courses in languages or courses from Lists A or B, in addition to those satisfying the core course and elective course requirements.

**Capstone cross-cultural experience**

This requirement consists of two phases:

1) Study abroad or community-based learning.

To encourage exposure to and immersion in cross-cultural experiences, students will study abroad or engage in community-based learning within an Asian American community.

Although most students will study abroad, a community-based learning experience may be designed in consultation with a faculty adviser. Students should have adequate language preparation and a significant portion of course work completed before either the foreign or community-based learning experience. This means that most students will satisfy this requirement during the junior or senior year. The timing of the study abroad or community-based learning experience will be decided in consultation with the student’s adviser.

2) Independent learning and integrative seminar.
Students in the major must complete eight semester hours of independent learning in order to fulfill the college-wide requirement.

This requirement has two parts: 1) the student must take the East Asian Studies Integrative Seminar (EAS 390); 2) the student may choose Field Work (EAS 380); Internship (EAS 370); or Independent Study (EAS 350). This second component may be taken either within or outside the East Asian Studies major.

The Integrative Seminar (EAS 390) must be taken in the student's final semester. The student will produce either a research paper or some form of creative work associated with her/his special interest (e.g., poetry, short stories, art work). The nature and scope of the project will be determined in collaboration with the seminar instructor.

Pacific Century

The new East Asian Studies major at Simmons focuses on preparing students for the Pacific Century by offering an interdisciplinary approach to the region. It intends to prepare students for growth beyond college along a variety of paths: graduate programs, employment overseas, employment in businesses and institutions specializing in East Asia, and service within and to the Asian American community.

Integrative program

The faculty is especially excited about the integrative nature of the major. First, the interdisciplinary structure encourages students to apply different and complementary approaches to East Asia. Second, the capstone cross-cultural experience encourages students to apply course work learning to a study abroad experience, and then to share their off-campus studies with one another in the Integrative Seminar.

The East Asian Studies Steering Committee includes faculty directly involved in teaching the program, and a representative from the Asian Students Association.

Faculty

Zachary Abuza, Political Science. Vietnamese and Chinese politics, comparative politics of Southeast Asia, and Asian security issues

Masato Aoki, Economics. Long-term interest in a comparative analysis of the U.S. and Japan which focuses on economy-education interactions

Esther Iwanaga, English. A focus on women in the study of the Vietnam War in literature and Asian American writers, and an interest in language acquisition and applied linguistics

Zhigang Liu, History and Foreign Languages. Diplomatic and East Asian history; Hong Kong's place in Sino-American relations in the 1950s and 1960s; the Yen Bloc and war in the 1940s; Japanese and Chinese languages

Richard Lyman, History. Japanese history

Jyoti Puri, Sociology. International issues and issues of gender and sexuality with special focus on South Asia

Alan Robinson, Management. Global business and financial consulting

Raj Thiruvengadam, Philosophy. Asian philosophy, religion, and culture; Zen Buddhism; multiculturalism

The Editor thanks Richard Lyman, History, Simmons College, for the information upon which this article is based.

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1997-1998 ASIANetwork MEMBERSHIP DUES

The ASIANetwork membership dues year is from September 1, 1997 through August 31, 1998.

Institutional members: $200
Affiliate Institution/Organization members: $200
Affiliate Individual members: $40

Five faculty from each Institution or Affiliate Institution/Organization are entitled to receive all ASIANetwork mailings. Please send relevant names, departments, and addresses, along with the annual membership dues to:


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SUCCESSFUL COMPLETION OF THE
1996 CLTA LEADERSHIP SEMINAR

Madeline Chu
Chinese Language and Literature, Kalamazoo College

The 1996 Chinese Language Teachers Association (CLTA) Leadership Seminar concluded on July 19, 1996. Its success was due to the enthusiasm, collegiality, and intellectual stimulation of the participants. We had the pleasure of an opening talk by Timothy Light, Western Michigan University and of welcoming as an observer, Helen Xiaoyan Wu, University of Toronto. We thank the Henry Luce Foundation for making the seminar possible.

The two week seminar included seventeen sessions. Tim Light set the tone asking us to see the big picture, the whole educational system. In each session, one of the participants introduced and led a discussion on the most critical issues we face in the profession: Program Structure, Curricular Design, Articulation, National Standards, Community Schools, New Technology, Learning Goals, Approaches and Motivation, Teaching Strategies, Teaching Reading and Writing, Teacher Training, Testing, and Culture in Language Instruction. The quality of the seminar may be exemplified by Shuhan C. Wang's statement: "With the scaffolding from one another's ideas, insights, and comments, we built a landmark for the Chinese field."

The seminar clarified trends and directions in the future of Chinese language teaching, and raised questions illustrating the numerous tasks ahead. For immediate attention, the Leadership Seminar participants recommend the following to CLTA and its membership:

1. To establish a CLTA World Wide Web page to disseminate information on Chinese pedagogy and related issues.
2. To explore the formation of task forces on teacher training, articulation, and the development of national standards.
3. To promote empirical research on the teaching (reading and writing), learning (motivation, processes and strategies), and acquisition assessment of Chinese language.
4. To pay special attention to improve curricular models incorporating active use of technology and integration of cultural content.

In the next few months, the 1996 Seminar participants will revise their discussion papers, and will publish a pamphlet of the paper abstracts. In addition, the revised papers, incorporating the discussions of the group, may be published as a collection of articles in the near future. Before the beginning of the 1997 seminar, the participants will review a number of publications on language pedagogy. The summary of these reviews may be used to initiate next year's seminar discussions.

The CLTA Leadership Seminar 1996 participants:

Martha Gallagher, United States Military Academy, 577 Ashford Ave., Ardsley, NY 10502
Claire Kotenbeutel, James Madison Memorial High School, 201 S. Gammon Rd., Madison, WI 53717
Sanpao Li, Asian and Asian American Studies, California State University, Long Beach, CA 90840
Yingche Li, East Asian Languages and Literature, University of Hawaii, Honolulu, HI 96822
Irene Liu, EALC, Columbia University, New York, NY 10027
Scott McGinnis, HEALL, 2106 Juan Ramon Jimenez Hall, University of Maryland, College Park, MD 20742
Shuhan Chou Wang, University of Delaware, John Dickinson High School, Association of Chinese Schools, 1801 Milltown Rd., Wilmington, DE 19808
Xiaohong Wen, Modern and Classical Languages, University of Houston, Houston, TX 77204
Julian Wheatley, Modern Languages, Morrill Hall, Cornell University, Ithaca, NY 14853

Contact: Madeline Chu, Chinese Language and Literature, Kalamazoo College, Kalamazoo, MI 49007; Tel: 616/337-7325; Fax: 616/337-7251; email: chu@kzoo.edu
SYLLABUS: RELIGIONS OF CHINA

Carol Anderson
Religion, Kalamazoo College

Theravaada Buddhism in Sri Lanka is Carol Anderson's area of expertise. Her manuscript in progress is entitled, "Pain and Its Ending: The Four Noble Truths in the Theravaada Buddhist Canon." In addition to the Religions of China course, Anderson teaches: Japanese Religions, Native American Religious Traditions, Buddhism in South Asia, Women and Religion, Theory and Practice of Rituals, and Class, Culture, and Religion (a seminar on Marxist theories of religion and class in India, Latin America, and the United States).

Purpose of course

"Religions" in China are, as they are everywhere, a curious thing. Historians of religions assume that all cultures have religions, yet the shape and appearance of religions vary radically from culture to culture. How, then, does one recognize a religion when one sees it? In China, the distinction between religion and philosophy is not always clear, and the State has played a fundamental role (as it often does) in promoting and establishing the "religious traditions" of Confucianism, Taoism and Buddhism.

This course is designed to introduce students to the questions that they need to recognize and understand religions in China. Within a historical context, the readings of the course engage students in the "Three Teachings" of China-Confucianism, Taoism, and Buddhism-as well as the early period of the Three Dynasties and the more contemporary forms of popular religion.

We will learn the key thinkers, theories, and practices of each tradition. We will also explore the relationships between each tradition and the State, and examine how each tradition became institutionalized in Chinese life. I expect students to assess critically the course readings, and to evaluate the thesis of each author we read. By familiarizing themselves with the basic data of Chinese religions and the approaches of each of the course texts, students should emerge with their answers to two questions: What is the shape of religion in China? What role did the State play in establishing and maintaining these traditions?

Requirements

Texts
Christian Jochim, Chinese Religions
Lao Tzu, Tao Te Ching
Herbert Fingarette, Confucius: The Secular as Sacred
Livia Kohn, Early Chinese Mysticism
Kwok Man Ho and Joanne O'Brien, The Eight Immortals of Taoism
K.C. Chang, Art, Myth and Ritual
Kathryn Ann Tsai, Lives of the Nuns

Papers

There are five papers due throughout the term. Each of the first four will focus on a different religious tradition in China (Three Dynasties period, Confucianism, Taoism, and Buddhism), and students may drop their lowest grade out of these first four papers. The final paper, due in the last week of the term, is on an aspect of popular Chinese religion, either historical or contemporary. The first four papers are each 4-5 pages long, and the final paper is 6-8 pages (20% each).

Discussions

Students are responsible for raising questions on the daily readings throughout the course. Students should be prepared to present the main points of the reading, to summarize the definition of religion used by the author, and then to critique those points. There will be no formal presentations, but students will be graded on their preparation and contributions to class discussions (20%).

Grades

Grades are based on this distribution:
Four papers (20% each) 80%
Discussions 20%
Schedule of Readings

**Week 1**, March 27-March 31

Monday, Introduction; Lecture: “Great and Little Traditions;” Video: “All Under Heaven” (Long Bow Trilogy)

Wednesday, Jochim, 1-22

Friday, Jochim, 23-40

**Week 2**, April 3-7, The Three Dynasties Period

Monday, Jochim, 111-114; Chang, 1-55; Lecture: “From Myth into History: The Hsia through the Chou Dynasties;” Map of China due in class.

Wednesday, Chang, 56-94; Lecture: “Early Chou Religion”

Friday, Chang, 95-129; Discussion: Religion and Politics in the Three Dynasties

Week 3, April 10-14, The Teachings of Confucius


Wednesday, Selections from The Analects (xerox); Lecture: “The Five Virtues, Ritual (li), and Benevolence (jen)”

Friday, Review Jochim readings from Monday; Lecture: “Chinese Cosmology: Yin and Yang and the Five Elements”

Week 4, April 17-21, Confucius and Lao Tzu

Monday, Fingarette, preface and 1-36; Discussion: The Secular and the Sacred

Wednesday, Fingarette, 37-79; Discussion: What is a Man?

Friday, Lao Tzu, entire; Lecture: “The Philosophy of Lao Tzu;” Paper due in class.

Week 5, April 24-28, The Establishment of Taoism

Monday, Jochim, 40-49, 68-76, 127-134; Lecture: “The Establishment of Taoism”

Wednesday, Kohn, 3-58; Lecture: “Taoism as a Mystical Tradition”

Friday, Kohn, 81-95; Discussion: Shamanism and Immortality

Week 6, May 1-5, Taoism, continued

Monday, Kohn, 96-116; Man Ho and O’Brien, 7-55; Discussion: Search for Immortality

Wednesday, Man Ho and O’Brien, 56-152 (selections); Lecture: “Taoist Practices”

Friday, Kohn, 117-138; Lecture: “The Arrival of Buddhism;” Paper due in class.

Week 7, May 8-22, Buddhism in China

Monday, Tsai, 1-35, 109-111; Jochim, 114-117; Lecture: “Schools of Chinese Buddhism”

Wednesday, Tsai, 36-86; Lecture: “Buddhist Monastic Practice;” Video: “Choice for a Chinese Woman”

Friday, Tsai, 87-106; Discussion: Why Become a Nun?

**Week 8**, May 15-19, Buddhism and Taoism

Monday, Guisso (xerox); Lecture: “Buddhism and Empress Wu Tse-T’ien”

Wednesday, Kohn, 139-176; Film: “Taoism”

Friday, Discussion: Realizing the Tao and Nirvana; Paper due in class.

**Week 9**, May 22-26, China’s Contemporary Religious Traditions

Monday, Jochim, chapter 4; Lecture: “The Gods of Chinese Folk Religions”

Wednesday, Jochim, 135-143, 149-156; Guest Lecturer: Dr. Irving Epstein

Friday, Film: “Small Happiness” (Long Bow Trilogy)

**Week 10**, May 29-June 2


Wednesday, Folk Religions, continued

Friday, Wrap-up; Papers due in class.

**Assignment: Map of China**

Your assignment is to find a recent map of China and xerox it onto a ledger-size page (11x17). Your map should have: rivers, major cities, and province boundaries. Beyond these features, the less information the map has, the better for too much information will be confusing.

Once you have this map, use it throughout the term to mark and identify the sites under discussion. For example, find the geographical boundaries of the Three Dynasties by comparing the map in K. C. Chang book with your own.

You are expected to bring these maps to class and to be familiar with the provinces, rivers and cities by the end of the term.

Maps should be xeroxed and brought to class by Monday of the second week of classes, April 3.

**Paper #1: The Three Dynasties Period**

Due Monday, April 10 in class, 4-5 pages double-spaced

K.C. Chang has a clear thesis about the causal relationships between art, myth and ritual in the Three Dynasties period. He argues that art, myth and ritual were the means by which civilization
developed in early China (Chang, 8).

The assignment for this paper is to answer the following question: Is Chang’s thesis adequate for an understanding of religion in the period of the Three Dynasties?

To write this paper, begin with the following questions: What is Chang’s thesis? Write it down and note the page number. What is Chang’s implicit or explicit definition of religion? Write down the references you use to find his definition of religion, with page numbers.

What are the strong points of his argument? What is the single most useful aspect of his argument about religion? What are the weak points of his argument? What is least useful?

What definition of religion would you come up with, given the evidence that Chang presents? How does your definition differ from Chang’s?

Having considered these questions and written down your responses, find a thesis statement for your paper. What argument do you wish to make in support of your answer to the question posed above?

The next step is to organize your evidence that you will use to support your argument. What points will solidify your reading of Chang? Finally, conclude your paper by returning to the starting point and emphasizing your thesis as well as your findings.

I expect page citations for all quotes and paraphrased statements. Your paper should be written in close dialogue with Chang text, and therefore should have a minimum of three to four references to pages in the text on each page of your paper. Citations should follow this format: (author’s last name, ##). You should not abbreviate “page” with p. or pg.

For example: Chang argues that art, myth, and rituals were the tools that produced wealth and, in turn, civilization in China (Chang, 8).

Paper #2

Due Friday, April 21 in class; 4-5 pages double-spaced

In his classic book, Intellectual Foundations of China, Professor Mote has written that:

“Confucius was convinced that the cosmos is a moral order and that human affairs can prosper only when they are in harmony with the moral nature of the world. The remarkable feature of this, of course, is that the foundations of Confucius’s ethical system are secular; his moral principles derive no authority from supernatural revelation but are simply the self-justifying, obviously reasonable discoveries of sages and worthies of the historical past” (Frederick W. Mote, Intellectual Foundations of China, 2nd ed., New York: McGraw-Hill).

Fingarette argues similarly that this secularism is, in fact, sacred. The assignment for this paper is to (a) outline the main components of Confucius’s system and on the basis of that, (b) explain whether or not you agree with Fingarette’s point that it is “by way of the magical that we can also arrive at the best vantage point for seeing the holiness in human existence which Confucius saw as central”.

Paper #3: Mysticism and Taoism

Due Monday, May 8 in class; 4-5 pages double-spaced

Kohn writes in the conclusion to Early Chinese Mysticism, “The Tao, in its most ancient understanding, is best described as organic order. It is a whole surrounding and embracing everything, yet at the same time pervading all. The Tao corresponds to the Ground of the perennial philosophy. It underlies the universe and makes things be what they are. It causes the world to come into being and to decay again; it is the source of all being, from which all come and to which all return. The Tao is organic in that it is not willful; it is the natural so-being of things. Governed by the laws of nature, at the same time it is these very laws itself. Yet the Tao is also order. It is rhythmic and cyclical in its transformations, predictable in its developments. It can be analyzed and described in its ordered patterns—but these patterns are only its periphery, its outside, not its central essence” (162-163).

What characteristics of Taoism lead us to understand Taoism as a mystical religion? Put differently, why is Taoism said to be a form of mysticism?

To answer this question, you must have a clear understanding of the theoretical discussions of mysticism in Kohn’s text, as well as the nature of Taoism itself. You may use the Tao Te Ching, Early Chinese Mysticism, and/or The Eight Immortals of Taoism as sources for your answer.

Contact: Carol Anderson, Religion, Kalamazoo College, 1200 Academy St., Kalamazoo, MI 49006; Tel: 616/337-7114; Fax: 616/337-7251; email: anderson@kzoo.edu
Jack Hayes, who majored in history with an emphasis in Asian philosophy and religion, was the program assistant for the Colorado College Chinese in China summer session. He is currently teaching high school history, and plans to begin graduate work in 1997 in history with an emphasis on Northeast Asia and East Asian philosophy.

The Chinese in China course is taught by Jiang Hong, Chinese Language and Literature.

In the summer of 1996, Colorado College set up a new study abroad program at Fudan University, PRC. The 5 1/2 weeks session was designed for students to study Mandarin outside an English speaking setting, explore Chinese culture, and participate in the daily life of Shanghai.

The course was launched with an orientation at Colorado College and three days in Hong Kong, after which the students flew to Shanghai. During the summer, we joined other international students at Fudan for trips to Hangzhou, Suzhou, and Qufu.

Fudan University's program made it possible for students, with little or no Chinese language background, to learn Mandarin and experience something of what is considered Chinese high culture in a very relaxed and cosmopolitan environment.

Mandarin instruction

Upon arrival, the students are placed in one of eight levels of Mandarin instruction (beginning level through fluent level) based on a long written and short oral test. After estimating the starting level, the instructors give the students four days to advance or retreat to an appropriate tier of instruction.

The classes, four hours long, follow a dual skill approach with two teachers. The first instructor focuses on grammar and vocabulary skills. The second instructor, after a short break of about ten minutes, concentrates almost solely on speaking skills. Students in the beginner's level have daily tests, while the others have only a final examination.

Outside of the beginning level, the instructors rarely speak English and then only under the duress of the "I simply do not understand you..." sort of question. The instructors are fluent in English, but choose not to use it so as to get their students accustomed to an all-Mandarin environment. Furthermore, in order to prepare the students for actual interaction with Mandarin speakers, they speak at full speed!

The Colorado College group found the language instruction difficult. Jiang Hong, Colorado College, teaches from the three-level organization (beginner to advanced) of the Beijing Language and Culture University series. Fudan University uses texts designed and written by its own language instructors for an eight-level approach. The CC students who had prior Chinese language experience were either too advanced for the beginners' level or underprepared for the second level of instruction. Most opted for the beginners' level so as to have more time to explore Shanghai and its environs. Our experience leads us to recommend that students come to Fudan having taken at least beginning Chinese and prepared either to repeat it or to take the placement exam and plan to work extra hard in the second level classes.

Research projects

The CC group not only studied Mandarin, but they also kept journals and began research projects to round out their experience. The students did the research for their chosen topics and compiled data (in Chinese or English) in their journals for a later frenzy of writing. Because there was little time to write the papers in China, students had until the Colorado College fall semester to complete them.
The students explored such topics as law enforcement in the last five years modern China; the one-child policy in China; the symbolism of flowers in Chinese painting and architecture; poetry and Taoist philosophies of nature; Tang poetry and its popularity in modern China; Chinese traditional medicine and its effect on Chinese cuisine; and the successful application of Communism in China in the 1980s and 1990s.

ICES

Fudan University has designed a program especially for international students. The instructors are excellent (if a bit difficult to understand sometimes) and generally very helpful. The accommodations are better than most American university dorms! All the international students are housed on a separate campus, the International Cultural Exchange School (ICES), but the Fudan students are very willing to come to the ICES campus to engage the international students in conversation (in English and in Mandarin). ICES arranges tours inside and outside Shanghai and schedules lectures on such topics as folk music, calligraphy, and education. Students are helped in finding everything from a language tutor, air conditioning, television, and laundry, to a convenience store.

The Colorado College Chinese in China program, with the help of Fudan University, integrated the overseas cultural experience with intensive language immersion. We combined Confucius, calligraphy, and Shanghai T.V. and were fascinated by aesthetics, law enforcement, and food. Above all, we were surprised by our growing Mandarin speaking abilities.

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INTERNATIONAL COOPERATIVE LEARNING: A NEW APPROACH TO STUDY ABROAD

Terushi Tomita, Social Psychology, Aichi Mizuho College
Gerald Fry, Political Science, University of Oregon

Terushi Tomita is director of the Tokai Institute for Social Development for the Pacific-Asian Region in Nagoya, Japan. He is associated with the U.N. Center for Regional Development in both training and overseas development projects. He is chair of the External Board of the University of Phnom Penh, and is engaged with the restoration of Angkor Wat and in the development of a new Cambodian university in the Angkor area.

Gerald Fry is director of International Studies and co-director of the Center for Asian and Pacific Studies, University of Oregon. He has had field experience in Southeast Asia, primarily Thailand, and in 1994-1995, was team leader for a major human resource development project in the Lao PDR. Fry's major teaching areas are Southeast Asian Politics, the Asia-Pacific Region, International Research Methods, and Comparative Thai and Lao Political Economy of Development.

The University of Oregon is an affiliate institutional member of the ASIANetwork.

Background: A Critique of Conventional Study Abroad

In the post-World War II era, study abroad has been popular as part of the liberal arts curriculum of colleges and universities in the United States. A strong U.S. dollar and the growth of higher education in the 1950s and 1960s, as the result of the baby boom, the GI bill, a healthy economy, and the Soviet threat, led to backing for international education and area studies. Such supportive endeavors as the National Defense Education Act, the Fulbright Program, the East-West Center, and the Peace Corps were initiated during this period.

The overseas campuses of Stanford University,
education and made American students interna-

tively conscious, the traditional study abroad pro-

grams has been carefully reviewed by Goodwin and

Nacht in Abroad and Beyond: Patterns in American

Overseas Education. While they enhanced liberal

education and made American students interna-

tionally conscious, the traditional study abroad pro-

grams, particularly those of an “island” nature in

which students go overseas and learn and live to-

tgether as a group, have come under criticism. Con-

cepts with local cultures and languages are far from

optimal. The rationale for the “island” approach is

that many students are not ready and do not have

adequate language skills to enter local universities

abroad. In some instances, students may also lack

the intellectual maturity to survive and cope aca-

demically in foreign settings.

Another observation of some programs is that

they primarily serve those of elite socio-economic

backgrounds, particularly white women, as a kind of

“finishing” school socialization. Graduates will have

primarily visited notable museums, cathedrals, and

other famous tourist sites of Europe.

Furthermore, many study abroad courses con-

centrated for the most part on Europe. Students had

few opportunities to study in Africa, the Middle

East, or Southeast Asia. While institutions like

Stanford did have programs in Taiwan and Japan,

they attracted smaller numbers.

Low ebb in study abroad

In the 1970s and early 1980s, the interest in in-

ternational education and overseas study dropped or

was not as energetic as had been true earlier. The

causes for the change included the Vietnam War, a

less healthy economy, the decline in the U.S. dollar

vis-à-vis major European currencies and the Japa-

nese yen, and a higher education sector facing a less

robust period of growth.

Rejuvenation in study abroad

However, as the U.S. economy in the 1980s and

1990s became global with increased international

competition, primarily from Asia-Pacific countries

such as Japan, international education and overseas

study again became popular. Colleges and universi-

ties developed strategic plans for internationaliza-

tion which were significantly motivated by the need

for international student enrollments in an increas-

ingly competitive “market” for students.

Asian and European initiatives

A dramatic change in international education

leadership occurred in the late 1980s as European

and Asian colleges and universities developed their

own programs. The ERASMUS program in Europe

provides an incentive for European students to study

in other European countries. Kokusaika (interna-

tionalization) has swept Japan where universities

have launched international education courses to

give Japanese students overseas experiences. Terti-

ary education in Hong Kong, Singapore, Malaysia,

and Thailand has undertaken similar initiatives.

New international universities are a major growth

area in Thai higher education.

Japanese international education has often fol-

lowed the “island model,” in which students’ primary

contact while overseas is with other Japanese stu-

dents. Thus, the “value-added” in terms of cultural

and language learning is low, relative to the cost

and time of such programs.

Origins of the International Cooperative Learn-

ing Project

The International Cooperative Learning Project

was designed in response to such critiques with the

underlying assumption that many traditional over-

seas study programs do not realize their potential. In

early 1993, Masafumi Nagao, a former Japanese IVS

volunteer in Vietnam, introduced us [the authors] by

fax. We later serendipitously met at the East-West

Center in Hawai‘i and began discussions on a new

approach to overseas study.

Program philosophy

We submitted a proposal to the Sasakawa Peace

Foundation for a pilot project in northern Thailand

to include the following underlying principles:

1) The project is interdisciplinary in nature, includ-

ing the social sciences, humanities, and natural sci-

ences, for real world problems can not be broken

down into artificial academic disciplines.

Experiential education

2) The project emphasizes experiential education, a

powerful form of effective learning well established

by the research of Dewey and Piaget and empha-

sized by the Lord Buddha in the Kalama sutra.

3) The project emphasizes inquiry learning, i.e.
themselves were not feasible. As in the Thai pilot project, students worked in multicultural teams to prepare group reports. Again, participants wrote individual narratives to reflect their experiences and its meaning for them and their future.

Eleven cultures represented

The 1994 program covered a wide range of academic disciplines and fields. The eleven cultures represented included Karen, Yao, Hmong, Native American, Native American-Japanese, Japanese, Cambodian, Thai, Vietnamese, Lao, and Anglo-American. A Lao faculty representative from Nabong Agricultural College was invited to become familiar with the project in the event that we might consider Laos as a site for a future program. The team leader for the University of Oregon was a Native American, Professor Robert Proudfoot.

Upon completion of the program, Hanoi University prepared a report on the diverse summer learning experiences and outcomes. At the end of the Vietnam program evaluation session, it was decided to approach the Lao PDR as a possible host for the 1995 summer program.

The 1995 Summer Lao PDR Program

Since there have been no formal study abroad programs in post-revolutionary Laos, the Summer Program in the Lao PDR was an unusual and special opportunity for students to do fieldwork in a country that is simultaneously Buddhist, Marxist, and capitalist (new market mechanisms).

Luang Prabang

The format, in terms of content and duration, was similar to the program in Vietnam. Vientiane Pedagogical University, which has had extensive experience in teaching Lao to foreigners, organized an introductory intensive Lao language course. A major feature of the program was fieldwork in multicultural teams in the northern province of Luang Prabang, the site of the ancient royal capital of Laos and now designated as an UNESCO World Heritage Site.

The groups visited and studied four villages. Unfortunately, as was true in Vietnam, homestays were not feasible. Again, participants formulated individual and group reports. Upon completion of the program, the Lao prepared an extensive report on the summer learning experiences and the accompanying synthesis of knowledge.

A remarkable aspect of the Lao project was the collaboration with the Ministries of Foreign Affairs, Education, Agriculture and Forestry, Public Health, and the Committee for Planning and Cooperation (under the Office of the Prime Minister) which gave students and faculty opportunities to develop networks with key Lao officials. At the evaluation meetings of the Lao project, Nagoya and rural Japan were selected as the site for the 1996 summer program.

The 1996 Summer Japan Program

Higher operating costs in Japan dictated that the 1996 Summer Japan Program be one month in length and that it involve only four participants from each country and university. The orientation took place at the United Nations Center for Regional Development in Nagoya. As in previous years, students broke up into multicultural teams for fieldwork, with no more than one nationality on any team. The fieldwork focused on the following major issues:

1) Systems for health care, care of the aged, and care of those with mental or physical disabilities
2) PVOs such as Tools for Self-Reliance and their global/local initiatives
3) Education, particularly in remote mountainous communities
4) Person-made forests and related environmental issues
5) Preservation of traditional Japanese culture, particularly art and ceramics
6) Industry and environment (Toyota City and Toytopia)
7) Farming communities and their special ambiance and related policy issues
8) Internationalization (Toyota International Association and Nagoya International Center)

As in previous summers, working in multicultural teams, students prepared field research reports based on their experiences and their participant observation.

Evaluation of program impact

Program outcomes and their impact on individuals and their home institutions were evaluated both qualitatively and quantitatively, with the following conclusions:

1) Individuals and their aspirations were dramatically affected. The development of a global outlook and levels of internationality were significantly enhanced in nearly all cases. Many alumni aspire to be leaders in a multicultural context in the next century and have shown considerable success in winning competitive fellowships for further international/multicultural opportunities.
2) Individuals enhanced their self-confidence and
poise, particularly in making presentations in languages other than their own.

3) A number of participants brought to the program stereotypes and biases about other participating cultures. There have been, for example, strong historical and contemporary animosities between Vietnamese and Cambodians. The relationships between Thais and Vietnamese have been described by the metaphor of "cats and dogs." Such stereotypes and biases broke down so that bonding and friendship occurred among nearly all participants.

4) Significant development education resulted, primarily back on home campuses where program alumni participated in outreach activities which increased community awareness of contemporary Laos, Vietnam, Thailand, or Japan.

5) Increased awareness of this model of international education and overseas study is evident on home campuses. In the fall of 1996, for example, the International Studies Program at the University of Oregon, is running a field school in the northern part of Vietnam with diverse student participants and with no foundation funding.

6) The program has stimulated both Southeast Asian and Japanese Studies on all campuses. At Chiang Mai University, there is pressure to offer Vietnamese language instruction. At Oregon, during the winter of 1995, Lao language instruction became part of the language-across-the-curriculum project. The University of Phnom Penh has an active Japanese language program.

7) As the result of working together for four summers, institutional collaboration among the six institutions has developed and matured. These linkages will endure long after the end of the formal project in March 1997.

Reflections

On many campuses around the world students of different cultural and ethnic backgrounds tend to cluster among themselves. Traditional study abroad "island" type programs in fact fostered the establishment of "golden ghettos" overseas which minimized contact with the local culture, people, and language.

In contrast, the International Cooperative Learning model emphasizes working in multicultural teams and a pedagogy of experiential, interactive, and inquiry learning. It empowers students to take charge of their learning and to develop their international, intercultural, and interpersonal competencies. The overall outcome appears to have enhanced the emotional, social, and cultural intelligence essential to face the many challenges of the coming increasingly interdependent and multicultural century.

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SHARE INFORMATION ON STUDENT INTERNSHIPS

Does your institution organize student internship opportunities in Asia? Do you know of organizations and institutions that make internships available? There have been requests that the ASIANetwork be a conduit for disseminating information on internships. Please send information about student internship opportunities to the Editor of the ASIANetwork Exchange for publication in the newsletter.

ASIANetwork FUTURE CONFERENCE SCHEDULE

April 1998: Hickory Ridge Conference Center, Lisle, IL

April 1999: Tentative site: Tacoma, WA

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OPPORTUNITIES IN ASIA FOR ASIANetwork GRADUATES

Asia

WorldTeach

WorldTeach is an affiliate organizational member of the ASIANetwork.

WorldTeach, founded in 1986, is an international organization committed to education, international development, and cultural exchange which sends approximately 300 volunteers each year overseas to teach. The WorldTeach Asia programs are in China, Thailand, and Vietnam.

Volunteers must have a B.A. (with the exception of the Shanghai Program mentioned below) and be willing to commit to teach for a school year (10-12 months).

The exception to this in Asia is the Shanghai Summer Teaching Program in which undergraduate volunteers teach English and study Mandarin for eight weeks. The program is designed as an intensive, hands-on cultural exchange experience for both the volunteers and their students.

The WorldTeach fee, which varies from country to country, covers airfare, health insurance, an intensive in-country three-four week orientation, and the cost of administrative support, before, during, and after the WorldTeach experience.

Contact: Lisa Soricone, Anthony Meyer, WorldTeach, Harvard Institute for International Development, 1 Eliot St., Cambridge, MA 02138; Tel: 617/495-5527; Fax: 617/495-1599; email: info@worldteach.org; http://www.igc.org/worldteach

China

Colorado China Council

Alice Renouf, Executive Director, Colorado China Council, is an affiliate individual member of the ASIANetwork.

Colorado China Council English Teaching Program is an opportunity for college graduates to experience China from the "inside" by living, working, and traveling in China.

Recommended requirements: B.A./B.S. with all majors considered; minimum 2.5 GPA; two letters of recommendation; Chinese language not necessary, but helpful; travel experience, especially in the Third World; late-August to mid-July time commitment; excellent mental and physical health; attendance at two-week Teaching English as a Second Language and Orientation Institute in Boulder, last two weeks of July.

Chinese schools offer: excellent pay by Chinese standards; free housing; free medical benefits; 14-16 hours/week teaching reading, writing, speaking, and comprehension; one month paid vacation at Chinese New Year.

The Colorado China Council fee includes administrative support, TESL Intensive Training Institute tuition and materials.

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

United Board for Christian Higher Education in Asia

The United Board is an affiliate organizational member of the ASIANetwork.

The United Board has inaugurated in 1997 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, and 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, has invited the new ASIANetwork teachers to participate in its summer orientation and mid-winter conference.

Benefits for teachers include: month-long orientation and mid-winter teachers' conference; international transportation, transit, and visa costs; rent-free housing; medical insurance; and monthly living stipend.

Contact: Anne Ofstedal, China Program Coordinator, United Board, 475 Riverside Dr., Rm. 1221, New York, NY 10115; Tel: 212/870-3113; Fax: 212/970-2322; email: anne@ubchea.org

The Colorado College is an affirmative action/equal opportunity institution.
STUDY ABROAD

China
CET Academic Programs

Sean Bell, Special Programs Officer of CET, A Division of Academic Travel Abroad, Inc., is an affiliate individual ASIANetwork member.

Known for its innovative "student-centered" college programs in Beijing and Harbin, CET has launched a summer high school program to encourage students to begin their Chinese language studies in high school and then continue them in college.

The program is located at the Attached Middle School of Capital Normal University in Beijing, where students will study Mandarin Chinese, discuss important issues in contemporary Chinese culture, and meet students their own age. They will visit cultural and historical sites, and will have a two week homestay. A full-time resident director will monitor student safety and supervise the entire program.

Contact: Sean M. Bell, CET Special Programs Officer, 1000 16th St., N.W., Suite 350, Washington, D.C. 20036; Tel: 202/530-0800 or 800/225-4262; Fax: 202/342-0317; email: emailcet@cet-china.com

Hong Kong
The International Asian Studies Program (IASP) of The Chinese University of Hong Kong

The Chinese University of Hong Kong is an institutional ASIANetwork member.

The Chinese University of Hong Kong (CUHK), one of seven government-funded tertiary institutions in Hong Kong, received the largest grant amount for the 1995-1998 triennium. The student body of approximately 13,000 is enrolled in a wide variety of disciplines at the undergraduate, master's and Ph.D. levels.

The university occupies 134 hectares of land, commanding an inspiring and ever-changing view of the Tolo Harbor and the hills beyond. It is rare to be afforded such space in densely packed Hong Kong.

The university's academic programs span the Humanities, Social Sciences, Business Administration, Science, and Engineering. There is a Medical School and a distinguished Chinese Language Center which offers courses in Putonghua and Cantonese.

Every year, over 150 international students enroll in the International Asian Studies Program (IASP). Many study the Chinese language including business and economics majors who participate in the IASP because of Hong Kong's special position as a gateway to China trade. Students in international relations and political science are drawn to The Chinese University of Hong Kong by the unique political, economic and social changes accompanying the end of Hong Kong's life as a British colony and its reversion to Chinese sovereignty on July 1, 1997. Awaiting the participants is an academic atmosphere of excellence and a city of exuberant charm and unparalleled fascination.

Contact: World Wide Web: http://www.cuhk.edu.hk/oisp; New Haven, CT office: Tel: 203/432-0850; Fax: 203/432-7246; email: iasp@minerva.cis.yale.edu; Hong Kong office: Yuenching Sin FU, Program Executive, Office of International Studies Program, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong; Tel: 852/2609-7588; Fax:852/2603-5045; email: cfu@cuhk.edu.hk

Japan
Japan Center for Michigan Universities (JCMU), Hikone, Shiga Prefecture, is supported by the State of Michigan and Shiga Prefecture, and is open to all students. JCMU programs include the Academic Year in Japanese Language and Culture Program, the Summer Language Program, the Visiting Scholar Program, and the English Language and American Studies Program.

Contact: John Hazewinkel, Program Coordinator, former ASIANetwork member, International Center, Michigan State University, East Lansing, MI 48824; Tel: 517/353-1680; Fax: 517/432-2659; email: 22637JWH@msu.edu

Airfares
Raymond Lum, Harvard College Library, writes via H-Asia:

Web sites for discount airfares can be found by using a web search engine and the keyword "airfare." For example, a long list of sites is available through: http://m.5.inference.com/sfind/fmu.4cgi

Contact: Raymond Lum rlum@husc.harvard.edu
THE SLOW LEARNER IN THE JAPANESE SCHOOL

Jason Manosevitz
Asian Studies, The Colorado College, '93

Jason Manosevitz teaches English at junior high schools in Toyota City. He taught English at Shimoyama Junior High School for two years as a participant in the Japan Exchange Teaching Program (JET). Manosevitz was an Asian Studies major, and intends to pursue graduate studies in Japan Studies.

The ASIANetwork Exchange welcomes articles by ASIANetwork institution undergraduates on the topic of their experiences studying abroad as well as articles by ASIANetwork institution graduates on the ways in which they are developing their Asian Studies interests. The Editor encourages faculty to recommend students and graduates who might qualify.

An important goal of schooling is mastery by students of the fundamentals or the conventions of a subject. Educators should concern themselves with ensuring their students' comprehension of basic skills, thereby creating a foundation upon which their continuing education can be built. As an undergraduate Asian Studies major focused on Japan, I studied various aspects of Japanese education. I have been teaching English to middle school students in the countryside of Japan for three years and have become interested particularly in the treatment of slow learners in Japanese schools, a topic not addressed in my earlier examination of education in Japan.

I found immediately that in each of my classes, there were students who were unable to follow the lessons or complete assignments. Since this was my first experience teaching in Japan, I asked my fellow faculty members what techniques and methods they suggested I use to help these students. I discovered that while the teachers recognized the problem, they themselves did little or nothing about it.

I solicited the advice of a Japanese language teacher about my concerns about a student who was extraordinarily quiet in class and did not seem to understand my lessons. The teacher was sympathetic for she had had similar experiences with this student, and commented on his inability to write kanji as well as his difficulties with hiragana and katakana lettering. Her advice was not to focus on him, but to concentrate on other students instead. I was surprised and decided to take a closer look at slow learners and determine what, if anything, was being done for them in my Japanese school.

I began by observing a few of the students identified as slow learners. I talked to their homeroom teachers, watched their behavior in class, noted their interactions with others, and concluded that these students lacked the skills, not the abilities, to do the work. Outside of class most were lively and talkative. They enjoyed playing games and in general seemed very clever. In class however, they were passive, withdrawn, and showed no interest in the lessons, often staring out the window or laying their heads on their desks. Teachers spent little or no time with these students. When they did, the sole goal was to have students memorize correct answers. No additional time was spent in teaching them the basic skills appropriate to the subjects.

Categorization of students

A colleague in the school explained that Japanese teachers categorize students as belonging to one of three levels of academic potential: upper, middle, and lower, and they design their lessons for the mid-level students. Teachers think that upper level students are already ahead and can easily follow the teacher's instruction. Mid-level students have attained some mastery, but are struggling and need help. Lower level students, often lacking basic skills, are simply unable to do the work, and their teachers feel that it is unfair to take class time reviewing the skills that middle and upper level students already possess. The result is that
upper and middle level students build upon the skills that they have, while lower level students continue in a downward spiral. Japanese teachers give up on students who, in my observations, simply need more time to learn new concepts and skills.

Generous resources are allocated for students who have serious learning disabilities. In the school in which I taught, students with identified learning disabilities have an entire classroom equipped with a TV, VCR, stereo player, a large array of books, tapes, videos, and various teaching aides, all tailored to their special needs. Although they do not take English language classes, subjects such as Japanese language, math, and social studies are taught in a one-on-one environment. In short, the school puts a high priority on the education of the learning disabled, while slower paced students without marked learning disabilities are ignored.

The final exam scores from the fall of 1995 in the middle school highlight the problem. Out of 98 eighth grade students, twenty scored 50 or below (out of a possible 100) on the exams of four of the five core subjects. Of these twenty, nine students scored 40 or less on all five tests, and three students scored in the 20s or below on all five tests. Similar patterns were found in all grades. Regardless of their test scores, however, all students advanced to the next grade at the end of the school year.

All elementary and junior high school students are advanced irrespective of their academic accomplishment. There are no remedial classes for slow learners, and only in extremely rare cases, or with a parent’s request, are students held back. Each year a group of students progresses to the next grade level without the necessary skills for more advanced work.

Time pressures for learning

There are many pressures of time within the Japanese educational system. A student has a limited period in which to learn a concept. Slow learners who require more time to master the basics fall into a trap when they fail to learn within the time allocated in a tight, closely prescribed curriculum which does not allow for remediation.

The experience teaching in Japan has fostered my new interest in the challenges of teaching the mastery of basic skills, the building blocks of schooling, and I hope to continue to examine this aspect of Japanese education.

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THE JAPAN-AMERICA STUDENT CONFERENCE:
"ACCEPTING PERSONAL RESPONSIBILITY TO STRENGTHEN OUR GLOBAL PARTNERSHIP"

Helen Lee
Princeton University, ’96

Helen Lee majored in East Asian Studies and received a certificate in the Teacher Preparation Program. She is a Program Assistant for the Japan Foundation Center for Global Partnership.
Lee was a member of the Executive Committee for the 1996 48th Japan-America Student Conference, and observed, “Before the Conference I was content in the realm of pre-modern studies of China and Japan, but JASC led me to link my studies to the contemporary issues, developments, and transformations in the emerging Asia-Pacific.”

ASIANetwork institutions, Guilford College, Case Western Reserve University, and the University of Puget Sound, sent delegates to the 1995 Japan-America Student Conference.
The 1997 Japan-America Student Conference, to be held July 21-August 19, 1997 in Kyoto and Tokyo, will have as its theme, “Exploring Our Roles in the Emerging Asia-Pacific Community.”
“Accepting Personal Responsibility to Strengthen Our Global Partnership,” the theme of the 48th Japan-America Student Conference (JASC) was debated across three sites in St. Louis, Billings, and Washington, D.C., from July to August 1996. Seventy-three students from Japan and the United States exchanged thoughts, forged friendships, and challenged one another to greater local and global leadership.

JASC, the oldest student-run exchange program in the world, dates from 1934 when a group of Japanese university students, concerned about the deteriorating relations between the U.S. and Japan, invited American students to Japan. The following year, American students reciprocated, thus establishing the tradition of holding the conference annually and alternating host countries.

Washington University

The 1996 group of students gathered at Washington University, St. Louis, some hesitant, some a little bolder, each with his/her own expectations for the conference. The orientation for the American delegates gave them time to bond with one another and test their levels of cultural sensitivity. In a short time, they grew close, and while they eagerly anticipated the arrival of the Japanese delegates, anxiety hung in the air; they were a little scared to meet the new group.

The doubts dissolved, however, on the first day of joint orientation. As the buses carrying the Japanese delegates pulled around the bend and approached the dorms, the American students, in their excitement, sprinted across the fields to welcome their counterparts with hearty greetings and warm embraces.

A joyful reception, however, did not insure that the 48th JASC would be free from problems. As they delved into discussions on their chosen topics or during leisure time, students with differing opinions and backgrounds clashed over many issues. Nonetheless, delegates remembered the theme of the conference and worked together toward conflict resolution and, above all, friendship. The fruit of their efforts was seen in the success of Current Issues Day in St. Louis, when delegates explored hot topics in the news, and of Volunteer Day, when the students gave back to the community which had welcomed them.

Rocky Mountain College

The conference then moved to Rocky Mountain College in Billings. Drawing from the rich resources of a different side of the U.S., delegates visited the Crow Reservation and Little Big Horn battlefield, where they learned about Native American history and struggles. As part of Minority Day, delegates invited several members of the community to speak, while also drawing from their own experiences to create skits and presentations covering a broad range of minority issues, from burakumin to homosexuality, to gender, and to iijime. The Japan-United States. Forum explored issues of politics, economics and culture.

Amidst the beauty of the Big Sky Country, delegates enjoyed the warm hospitality of homestay families and shared their JASC experience with people outside the conference.

American University

American University brought the delegates east to Washington D.C., where they took advantage of the capital’s resources. During field trips to the Pentagon, World Bank, and FDIC, agency representatives answered questions and clarified issues. The Pan-Pacific Forum, grand finale of the 48th JASC, featured panelists from the Singapore Embassy, Nikkei Shimbun, and the Asian Development Bank. Students made presentations on issues of security and economics, on which the panelists offered commentary.

During the closing ceremony at the Japanese Embassy, tears flowed mingled with laughter. How had the month slipped by so quickly? Must they part and return to their own corners of the world? There were smiles as well, with the assurance that friends made at the conference would be friends for a lifetime. The 48th JASC had ended, but JASC had not ended, for each participant took away what he/she had learned to “strengthen the global partnership” at home.

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The masthead calligraphy for the ASIANetwork Exchange is by Yuchien Chen, a computer scientist with MCI Communications Inc. He is the husband of Yunyu Wang-Chen, Drama and Dance, The Colorado College. The Chinese translation of the character is, appropriately, “academic exchange.”
We welcome the 1996-1997 ASIANetwork members. The ASIANetwork dues membership year begins September 1 and ends on August 31. The following list represents the membership as of March 1, 1997, and includes the names of the institutional representatives.

As the ASIANetwork April Conference approaches, we customarily welcome additional members. Although the names of members who have joined the ASIANetwork since March 1 are not included here, we do want them to know that we look forward to their participation in the programs and conversations of the ASIANetwork. The names of the institutions and individuals admitted to membership after March 1, 1997 will be printed in the September 1997 ASIANetwork Exchange.

The terms of ASIANetwork membership include all ASIANetwork mailings to five people at each member institution. Please send to the Editor (at the address on the masthead) the names, departments, mail delivery addresses, telephone and fax numbers, and email addresses of those who should receive the mailings. The Editor relies on the membership to inform her of Asian Studies faculty and all changes to that faculty.

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http://coombs.anu.edu.au/
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