THE ASIANetwork EXCHANGE
A Newsletter for Teaching about Asia

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Asian Studies
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TWENTY-ONE ASIANetwork INSTITUTIONS BENEFIT FROM
ASIANetwork LUCE CONSULTANCY PROGRAM

Dorothy V. Borei
History, Guilford College

Since 1995, Dorothy V. Borei has been the director of the ASIANetwork Luce Program. She has carefully matched the type of questions which institutions requesting consultants have asked with consultants who have had the type of experience qualifying them to be of assistance. She has monitored the follow-up and report making stages of the overall consultancy process. The ASIANetwork thanks Dottie for her outstanding service in the direction of the program.

The ASIANetwork also thanks the Henry Luce Foundation for its generous support of the ASIANetwork Luce Consultancy Program which has been of benefit, not only to the institutions receiving the consultants, but also, through the conversations which have ensued from the program, to the entire ASIANetwork.

February 1998 saw the last of twenty-one colleges and universities that have benefited from the ASIANetwork Luce Consultancy Program funded by the Henry Luce Foundation.

This program, which started in 1994 under the leadership of Madeline Chu, has reached out to all corners of the United States. While many of the institutions served have been small liberal arts colleges, in two cases (Associated Colleges of the Twin Cities and Birmingham Southern College), the program has assisted a group of geographically-contiguous institutions to form a partnership for Asian Studies. The consultants' visits, which normally lasted two days, helped these institutions to bring Asia into the limelight by organizing and evaluating Asian Studies minors and majors, locating outside funding, calling for effective program oversight and funding, and beginning exchange programs. While ASIANetwork no longer has the funding to sponsor such visits, the Board of Directors will maintain a list of qualified consultants for member institutions that wish to sponsor such a program on their campuses in the future.

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Important AS program characteristics

We have learned much about how to establish an effective Asian Studies program on the basis of these consultancy visits. First, strong administrative support is crucial. Second, the faculty must include a small group of three to four who have the academic training, including language, to act as leaders of the program. Other faculty who have traveled to Asia, been retooled to teach about Asia, or are interested in Asia form an important support group within the faculty. A balance of faculty across disciplines ensures the interdisciplinary vitality of the program. Third, effective programming demands some administrative structure, a director or a committee, as well as reassigned time and the funds to sponsor public events or buy library materials. Finally, our best programs offer possibilities for students to travel and study in Asia, often with their own faculty.

Within these general parameters, our member institutions have a wide range of creative and effective Asian Studies programs.

Challenging issues

The issues facing most of our institutions will no doubt continue in the future. One of the most difficult is the position of language in Asian Studies programs. Most faculty are convinced that language training is essential to understanding a culture and to preparing students for study abroad, yet many small undergraduate colleges find it difficult to fund such a tenure-track position. A second issue addressed in many of the consultants’ reports was that of programmatic focus. While some institutions endeavored to support pan-Asian programs, the preference of most consultants was for focus in one Asian region.

A final and perhaps less visible issue is that of the long-term viability of Asian Studies in light of institutional retrenchment. Because “area studies” no longer have the popularity they once had, it is often difficult to regain positions lost due to retirement or the denial of tenure. In spite of these challenges, the ASIANetwork Luce Consultancy Program attests to the vitality of Asia in the curriculum of many ASIANetwork institutions.

Participating institutions

Albion College
Associated Colleges of the Twin Cities
Birmingham Southern College
Butler University
Carthage College
Drew University
Drury College
Eckerd College
Elms College
Elon College
Goucher College
Guilford College
John Carroll University
Illinois Wesleyan University
Muhlenberg College
North Central College
Pacific Lutheran University
Presbyterian College
Westminster College
Whittier College
University of Redlands

Contact: Dorothy Borei, History, Guilford College, 5800 West Friendly Ave., Greensboro, NC 27410; E-mail: boreidv@rascal.guilford.edu

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The Natyakalalayam Dance Company was founded in 1975 as a school to teach Bharata Natyam, a classical dance from South India, in the Chicago area. The school has trained exceptional dancers who have performed in prestigious international festivals, including the Ravinia Festival in Chicago, Midfest Ohio, the Avignon Festival in France, and the Dance and Music Festival in Madras, India.

Natyakalalayam is committed to using classical dance as a "bridge of understanding" among diverse cultures. Promoting this understanding, NDC dancers have performed at such educational institutions as the University of Notre Dame, University of Illinois, New York University, Oberlin College, University of Iowa, and the University of Chicago.

Last October, Hema Rajagopalan, Artistic Director, along with three musicians from South India, gave a Bharata Natyam performance at Lake Forest College. The student audience of over one hundred responded very enthusiastically to Rajagopalan's explanations, to the wonderful rhythm of the musicians, and to the brilliance of the dances. In fact, afterwards, twenty students rushed up to ask about enrolling in her classes. I am not sure how many students followed through with their plans, but certainly Rajagopalan and the energy and beauty of her dancing inspired them.

Hema Rajagopalan, dancer, teacher, choreographer, as well as Artistic Director of the company, is a seven time recipient of the prestigious National Endowment for the Arts Dance Choreography Award.

Contact: Natyakalalayam Dance Company, 2936 North Southport, Suite 210, Chicago, IL 60657; Tel.: 773/296-1061; Fax: 773/296-0968; E-mail: natyadc@aol.com

1998 CONFERENCE PROGRAM
OF THE ASIANetwork
A CONSORTIUM OF LIBERAL ARTS COLLEGES
TO PROMOTE ASIAN STUDIES
APRIL 24-26, 1998
HICKORY RIDGE CONFERENCE CENTER
LISLE, ILLINOIS (SUBURBAN CHICAGO)

Keynote Speakers

Ezra Vogel
Director, Fairbank Center for East Asian Research
Harvard University

Diana Eck
Comparative Religion and Indian Studies
Director, Pluralism Project
Harvard University

Aims of Conference

We look forward to welcoming you to the Sixth Annual Conference of the ASIANetwork and to joining us in a congenial conversation about faculty and program development opportunities and ways to improve the quality of classroom instruction about Asia.

Our featured speakers are Ezra Vogel and Diana Eck. Ezra Vogel, Director of the Fairbank Center for East Asian Research, Harvard University, will speak on "The Challenge of the Rise of China." Diana Eck, Professor of Comparative Religion and Indian Studies and Director of the Pluralism Project, Harvard University, will present and discuss the CD-ROM, "On Common Ground: World Religions in America," including a consideration of the new prominence of Asian religions in the American context.
Two plenary seminars are scheduled. The first, "Pre-Embarkation and Post-Embarkation: Preparing for Study in Asia and Return," draws together three scholars associated with different study-in-Asia programs to explore effective means of preparing faculty and students for prolonged periods of study in Asia and for their eventual return. The second, "Hands On! Material Culture and Teaching about Asia," suggests ways to give students "hands on" experience with the cultures of Asia in either a classroom or a museum setting by, for example, having students practice divination using the I Ching or design a house interior according to feng-shui principles. Presenters will also consider how to use one's college museum or those of other institutions to facilitate better teaching.

Sixteen additional panels, involving fifty-two colleagues, will introduce conference participants to ASIANetwork-sponsored faculty and program development programs, the soon-to-be-completed ASIANetwork website, and important publications about Asia. They will focus on how best to develop strong Asian studies curricula, strengthen Asian language offerings, and encourage post-graduate teaching opportunities in Asia. They will present material that can be effectively utilized in classroom instruction by considering such topics as "Orientalist Thinking about Asia," "Western Gardens in China, Chinese Gardens in the West," "Ritual Practices in Asian Religions," and "Popular Culture of South and Southeast Asia."

The conference will be enriched by a South Asian dance performance presented by the highly regarded dance troupe led by Hema Rajagopalan.

Program Schedule
Friday, April 24, 1998
4:00-7:00 P.M. Registration
6:30-8:00 P.M. Dinner
8:00-9:00 P.M. Keynote Speaker
Ezra Vogel, Harvard University
"The Challenge of the Rise of China"
Introduced by Gregory Guldin, Pacific Lutheran University

Saturday, April 25, 1998
7:00-8:15 A.M. Breakfast
8:30-10:00 A.M. Plenary Session
"Pre-Embarkation and Post-Embarkation: Preparing for Study in Asia and Return"
Convener: John Holt, Bowdoin College
Elisabeth Benard, The University of Puget Sound
David Vikner, The United Board for Christian Higher Education in Asia

10:00-10:15 A.M. Refreshment Break
10:15-11:45 A.M. Concurrent Panels
"The ASIANetwork Ford Foundation Japan Seminar: What We Learned"
Convener: Steven Nussbaum, Earlham College
Japan Seminar Participants
"Being There: Improving Teaching Through Research/Residency in Asia"
Convener: Michael Drompp, Rhodes College
Karl Fields, The University of Puget Sound
Eleanor Zelliot, Carleton College
"Challenging Campus Conventions: New Structures in Asian Studies"
Convener: Roger Paget, Lewis and Clark College
Catherine Benton, Lake Forest College
Da'an Pan, Muhlenberg College
"The ASIANetwork Website and the AIG (ASIANetwork Internetwork Group)"
Convener: Timothy Cheek, The Colorado College
Richard Bodman, St. Olaf College
Craig Rice, St. Olaf College
Pin Wan, St. Olaf College

12:00-1:00 P.M. Lunch
1:30-3:00 P.M. Concurrent Panels
"ASIANetwork Freeman Foundation Sponsored Programs"
Convener: Madeline Chu, Kalamazoo College
Teodora Amoloza, Illinois Wesleyan University
Norman Moline, Augustana College
"Inside/Out: Western Gardens in China, Chinese Gardens in the West"
Convener and Commentator: David Goldblatt, Denison University
Mara Miller, Mellon Fellow, Emory University
Victoria Siu, The University of San Francisco
"Post Graduate Teaching Opportunities in Asia"
Convener: Nick Zajchowski, WorldTeach, Inc.
Matt Hall, Japan Information Center
Fumiko Inoue, Illinois Wesleyan University
Anne Ofstedal, The United Board for Christian Higher Education in Asia

"Getting the Word Out"
Convener: Lucien Ellington, University of Tennessee at Chattanooga & Editor, Education About Asia
Marianna McJimsey, The Colorado College & Editor, The ASIANetwork Exchange
Susan Schmidt, Association of Teachers of Japanese

3:00-3:15 P.M. Refreshment Break
3:15-4:45 P.M. Concurrent Panels
"ASIANetwork Luce Foundation Sponsored Programs"
Convener: Van Symons, Augusta College
Suzanne Barnett, The University of Puget Sound
Dorothy Borei, Guilford College

"The Social Sciences in the Study of Asia"
Convener: James Winship, Augusta College
Linda Lucas, Eckerd College
Yoko Ueda, Spellman College

"Outsiders Looking In: 'Orientalist' Thinking about Asia"
Convener: Catherine Benton, Lake Forest College
Jyoti Grewal, Luther College
Charles Hayford, Independent Scholar of Chinese History
Nirmala Salgado, Augusta College
George Scherpe, Essex Community College

"Teaching about Asia through Global Issues"
Convener: Edwin Clausen, Arizona International College
Barbara Bixby, Arizona International College
Celestino Fernandez, Arizona International College

5:30-6:30 P.M. South Asian Dance Performance
The Hema Rajagopalan Dance Troupe
Introduced by Cathy Benton, Lake Forest College

6:30-8:00 P.M. Dinner
8:00-9:00 P.M. Keynote Speaker
Diana Eck, Harvard University

"The Challenge of America's New Religious Pluralism"
Introduced by Tom Coburn, St. Lawrence University

Sunday, April 26, 1998
7:00-7:20 A.M. Interfaith Services
Conducted by Richard Killough, Drury College

7:00-8:00 A.M. Breakfast

8:00-8:45 A.M. ASIANetwork Business Meeting

9:00-10:00 A.M. Plenary Session
"Hands On! Material Culture and Teaching about Asia"
Convener: Y.K. Lo, Grinnell College
Stefanie Spray Jandl, Williams College Museum of Art
Caroline Reeves, Williams College

10:00-10:15 A.M. Refreshment Break

10:15-11:45 A.M. Concurrent Panels
"Ritual Practices in Asian Religion"
Convener: Mark Unno, Carleton College
Barbara Reed, St. Olaf College
Yasmin Saikia, Carleton College

"Asian Studies Across the Curriculum"
Convener: Penny Campbell, Agnes Scott College
Dorothy Borei, Guilford College
William Guinee, Westminster College

"Popular Culture of South and Southeast Asia"
Convener: Teodora Amoloza, Illinois Wesleyan University

The 1997-1998 The United Board Visiting Scholars
"Developing Asian Language Instruction at ASIANetwork Schools"
Convener and Commentator: Stanley Mickel, Wittenberg University
Jen-mei Ma, Augusta College (Chinese)
Roger Paget, Lewis and Clark College (S.E. Asian)
Karin Treiber, Minnesota State University-Akita, Japan (Japanese)

12:00-1:00 P.M. Luncheon
Sponsored by The United Board for Christian Higher Education in Asia

Accommodations and Travel Information

ASIANetwork conference attendees should make Hickory Ridge Conference Center reservations by calling 800/334-0344 or 630/971-5030. Reservations should be completed by Monday, March 23, 1998.

Reservations received after this date will be accepted on a space available basis. Although the Hickory Ridge Conference Center has set aside a given number of rooms for the ASIANetwork Conference, the Center is not a hotel, and therefore it is important for conference attendees to make their housing reservations in a timely fashion.

The complete meeting package rate is a per night charge and includes guest room, all meals, dedicated general session room, standard audio visual equipment, and use of the fitness center and recreation facilities. The rates are subject to applicable state and local taxes in effect at the time of check in. Meeting package rates are: single room, $140 per person, per night; double room: $225 per room, per night. Attendees wishing to make double room reservations are responsible for making their own room-sharing arrangements.

To make reservations for limousine service from and to O'Hare Airport and Midway Airport, call the American Limousine Company, 630/920-8888. Ask for current rates. If you are traveling by car, ask for directions when you make your Hickory Ridge Conference Center room reservations.

Registration Fee
Late registration fees (those received after Monday, March 23, 1998) are: ASIANetwork members, $50; non-ASIANetwork members, $60
Please send registration checks, made out to ASIANetwork, to: Marianna McJimsey, The ASIANetwork, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903
The meeting was called to order by Madeline Chu, Chair. Approximately 60 representatives of member institutions were present.

I. Approval of Minutes from the April 1996 Conference

T. Amoloza, Illinois Wesleyan University, moved to accept the minutes and S. Barnett, University of Puget Sound, seconded the motion. Motion approved.

II. Membership, M. Ransbury

M. Ransbury reported that as of April 1, 1997, we have a total of 100 members which include affiliate institutions and affiliate individuals. She suggested that each member try to get another institution interested in ASIANetwork and that would increase our numbers.

III. Nominations, E. Zelliot

Eleanor Zelliot, Jyoti Grewal and Madeline Chu are retiring from the Board. The Board nominees were: Catherine Benton, Lake Forest College; Stanley Mickel, Wittenberg University; and Mark Ty Unno, Carleton College.

C. Benton’s and S. Mickel’s biographies were published in the April ASIANetwork Exchange. The membership was asked to refer to that issue. Mark Unno’s biography was handed out at the meeting because he was a late nominee due to the death of nominee Miyako Matsuki, Gettysburg College.

Discussion about prerequisites for Board nomination followed.

S. Barnett, University of Puget Sound, moved to accept the slate of nominees. Barbara Bixby, Arizona International Campus, seconded the motion. Motion approved. No nominations were made from the floor: the three nominees were elected.

E. Zelliot expressed appreciation for M. Chu’s leadership this past year.

M. Chu then introduced the new Chair, Van Symons, Augustana College, and Vice Chair, Suzanne Barnett, University of Puget Sound, and the other Board members.

IV. Development, G. Guldin

G. Guldin reported that we have one million dollars in grant money. The ASIANetwork Freeman Program: Applications will be ready August 1st with a deadline of November 30th for the summer of 1998. The ASIANetwork Luce Consultancy Program has been an ongoing project. We have six more to schedule, and then it will end.

The ASIANetwork Ford Seminars: We have four 2 year cycles. Last summer, the Japan Seminar was held at Earlham College. This summer, the China Seminar will begin at St. Olaf College. Host institutions for the South Asia and Southeast Asia seminars will be selected in June 1997. The deadline for applications has been postponed one week to May 22.

V. World Wide Web, T. Cheek

T. Cheek reported that we are making progress slowly. Labor, technical support and editorial control are being worked out. St. Olaf College has agreed to be the host college.

VI. The ASIANetwork Freeman Faculty-Student Fellows Program and College in Asia Summer Institutes

The three year and the four year projects are sponsored by the Freeman Foundation. The Faculty-Student Fellows Program supports collaborative research of ten faculty-student pairs each year for four years where the student works with a faculty member and both go to Asia.

The College on Asia Summer Institute Program provides training for institutions to manage regular semester-in-Asia programs. This is a three week program for five colleges (each represented by an administrator and a faculty member) each summer for three years.

VII. Advisory Board

The list of the Advisory Board members is published in the April 1997 ASIANetwork Exchange.

VIII. Annual Conference

The 1998 annual conference will be held at Hickory Ridge Conference Center, outside of Chicago in Lisle, Illinois, April 24 - April 26. The 1999 Annual Conference is tentatively scheduled to be held in Tacoma, Washington.

IX. Adjournment, M. Chu

Respectfully submitted,

Sandra Papuga, Recording Secretary

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.”
ASIANetwork BOARD NOMINEES, 1998-2001

The Annual ASIANetwork Business Meeting will be held on Sunday, April 26, 1998 from 8:00-8:45 A.M. Van Symons, Chair, will preside. The ASIANetwork Board Nominating Committee (Timothy Cheek and Van Symons) will present its slate of nominees to fill three year Board membership terms. Please find following a brief introduction to the nominees.

James G. Lochtefeld


Lochtefeld’s research interests are Hindu tradition which includes history and development, pilgrimage and pilgrimage literature, medieval North Indian saints, and modern religious movements. He is spending time this spring in Haridwara, a major Hindu pilgrimage site in North India, which he uses as a window into modern Hindu religious life.

Contact: Jim Lochtefeld, Religion, Carthage College, 2001 Alford Dr., Kenosha, WI 53140; Tel: 414/551-5913; E-mail: jgl@carthage.edu

Caroline Reeves

Caroline Reeves, History, Williams College, has taught at Williams College since January 1997. She teaches Pre-modern and Modern Chinese History survey classes, a freshman seminar on Mao Cult, and an advanced seminar on Women in Chinese History.

Reeves will receive her doctorate in 1998. Her dissertation topic is, “The Power of Mercy: The Early History of the Chinese Red Cross Society, 1900-1937.” Her research in the Red Cross has taken her to Shanghai, Beijing and Geneva, Switzerland.

Contact: Caroline Reeves, History, Williams College, Williamstown, MA 01267; Tel.: 413/597-2899; E-mail: creeves@williams.edu

Henry Rosemont, Jr.

Henry Rosemont, Jr., Philosophy and Religious Studies, St. Mary's College of Maryland, was appointed in 1997 the George B. and Willma Reeves Distinguished Professor of the Liberal Arts. He is Senior Consulting Professor at Fudan University. He teaches Ethics, East Asian Philosophies and Religions, Philosophy of Religion, Political Philosophy, Symbolic Logic, and Philosophy of Science.

Rosemont’s research interests include moral and political theory, Confucianism, and the philosophy of language. His keynote address at the 1995 ASIANetwork Conference in St. Petersburg, FL was entitled, “Classical Confucian and Contemporary Feminist Perspectives on the Self: Some Parallels, and Their Implications,” and was published in the September 1995 issue of the ASIANetwork Exchange.

Contact: Henry Rosemont, Jr., St. Mary's College of Maryland, St. Mary's City, MD 20686; Tel.: 301/862/0276; Fax: 301/863-8986

1997-1998 ASIANetwork MEMBERS

The ASIANetwork approaches the April 1998 ASIANetwork Conference with 129 renewing and new institutional and affiliate members. The following list includes those whose dues were received by February 26, 1998. The membership increase represents a 22% increase since December 19, 1997; furthermore, it documents an 18% increase over the 1996-1997 ASIANetwork membership.

The ASIANetwork Board Membership Committee, Van Symons, Tom Coburn, and Stan Mickel have worked very hard this year. They sent a letter in September 1997 to college presidents full of details about ASIANetwork programs, with a follow-up letter in January 1998, and have responded to many inquiries from interested faculty throughout the year. Members of the ASIANetwork thank the committee for its successful initiatives and leadership.

The work of these three indefatigable Board members has been supported and supplemented by all of you in the organization who through your own contacts and networks have encouraged those interested in teaching and learning about Asia to join in our conversations.
If the name of your institution or, in the case of affiliate individual memberships, your name is not on the list, dues may have been received after February 26, 1998. Or perhaps the absence of the name of your institution will serve as a gentle reminder to send your 1997-1998 dues to the address at the end of this list.

Please send the Editor news of your campus Asian Studies faculty, programs, and curriculum initiatives. We rely on you to inform us of any faculty changes which should be reflected in the mailing list. Remember that five members of your faculty/administration are eligible to receive all of the ASIANetwork mailings.

Agnes Scott College
Albion College
Allen, Kent - University of Wyoming
Arizona International Campus
Augustana College
Aveni, Adrian - Jacksonville State University
Beardsley, Ruth - Pikes Peak Community College
Beloit College
Berea College
Birmingham-Southern College
Bowdoin College
Butler University
California Baptist College
Cardinal Stritch University
Carleton College
Carthage College
Case Western Reserve University
Clark University
Coe College
College of Our Lady of the Elms
College of St. Benedict
The College of Wooster
The Colorado College
Cornell College
Davidson College
Drake University
Drew University
Drury College
Earlham College
Elon College
Embree, Ainslie T.
Entenmann, Robert - St. Olaf College
Fuller, Charles - Institute of European and Asian Studies
Furman University
Gettysburg College
Goucher College
Green Mountain College
Grinnell College
Guilford College
Gustavus Adolphus College
Guyot, Dorothy - Asian and Western Studies Initiative

Hamilton College
Hamline University
Hanover College
Hartwick College
Hastings College
Hazewinkel, John - Japan Center for Michigan University
High Point University
Highline Community College
Hill, Charles R. - Whittier College
Hiram College
Hobart and William Smith Colleges
Hope College
Huron College
Illinois Wesleyan University
John Carroll University
Kalamazoo College
Karim, M. Enamul - Rockford College
Kenyon College
Lake Forest College
Lehigh University
Lewis and Clark College
Luther College
Macalester College
Manhattanville College
Marymount College
Minnesota State University - Akita
Mount Holyoke College
Mount St. Clare College
Muhlenberg College
Ning, Chia - Central College
North Central College
Oberlin College
Occidental College
Oglethorpe University
Ohio Wesleyan University
Oklahoma City University
Pacific Lutheran University
Payap University
Payne, Rebecca - University of Illinois
Pomona College
Presbyterian College
Randolph-Macon Woman's College
Rehorick, David - Miyazaki International College
Rhodes College
St. Andrew's Presbyterian College
St. Anselm College
St. John's University
St. Lawrence University
St. Michael's College
St. Norbert College
St. Olaf College
Satsutani, Shingo - College of DuPage
Scheper, George - Essex Community College
STUDY ABROAD PROGRAMS ENHANCED BY ASIANetwork FREEMAN COLLEGE IN ASIA SUMMER INSTITUTE 1998

An effective way to expand an Asian Studies program is to sponsor on-site study in Asia. Since 1974 Augustana College has offered a Fall Term in Asia, during which students travel and study in several East Asian countries. Students are drawn from many disciplines. They need not have competence in an Asian language, nor have an Asian discipline focus; they simply need to have a desire to learn more about a region that has a unique and lengthy history and that will become increasingly important in the coming century.

The College in Asia Summer Institutes Program will provide training for more liberal arts institutions to establish similar on-site study programs in Asia. The Freeman Foundation grant will support three summer institutes in Asia. Each summer institute (1998, 1999, 2000) will involve five ASIANetwork institutions, each represented by a faculty member and an administrator.

1998 Summer Institute

The ASIANetwork happily announces the 1998 inaugural year participants for this program.

Hiram College, Steve Zabor, Associate Dean of the College, Economics, and Lisa Safford, Art History
John Carroll University, Nick Baumgartner, Dean of the College of Arts and Sciences, and Roger Purdy, History
St. Olaf College, Ronald Lee, Associate Dean, Division of Interdisciplinary Studies, and Robert Entenmann, History
Spelman College, Bernice Scott, Chair, Economics, Senior Member, College Curriculum Committee, and Tinaz Pavri, Political Science
Trinity College, Maryam Elahi, Director of International Programs, and King-fai Tam, Asian Studies

The Institute director is Norm Moline, Geography, Augustana College, and the associate director is Jim Winship, Political Science, Augustana College. The overall director of the ASIANetwork Freeman initiatives is Madeline Chu, Chinese Language and Literature, Kalamazoo College.

1999 Summer Institute

ASIANetwork institution faculty and administrators are encouraged to begin the process of putting together a team (faculty member and administrator) to apply for the 1999 ASIANetwork Freeman College in Asia Summer Institute.

Contact: Madeline Chu, Kalamazoo College, Kalamazoo, MI 49006; Tel.: 616/337-7325; E-mail: chu@kzoo.edu; Norman Moline, Augustana College, Rock Island, IL 61201; Tel.: 309/794-7303; E-mail: ggmoline@augustana.edu
TEN ASIANetwork FREEMAN STUDENT-FACULTY FELLOW TEAMS
CONDUCT RESEARCH IN ASIA IN SUMMER 1998

As students begin to develop an interest in Asia, they and those who teach them realize that the most effective way to develop a deeper awareness of the region is to spend some time there. One means to cultivate their interests and intellectual commitments to Asia is through scholarly research on-site. Even a short period of time can be used for intense and productive research, particularly if there is good cooperation with and supervision by a faculty member knowledgeable about the region. Such intense, in-depth research experiences may promote further investigations and publication opportunities and also enrich the home campuses in the United States when the students and faculty members return.

The Student-Faculty Fellows Program will support collaborative research in Asia for at least three weeks by ten student-faculty pairs from ASIANetwork colleges. The Freeman Foundation grant will send ten pairs for each of four years (1998, 1999, 2000, 2001).

1998 research in China, India, Indonesia, Sri Lanka

The ASIANetwork congratulates the following 1998 inaugural year participants in the program.

Augustana College, Jane Tiedge,'99, History, and Marsha Smith, Sociology, China: Life of Sister Ingeborg Nystul, the first Augustana Synod Lutheran Deaconess to serve in China.

Butler University, Ashley Anderson,'99, Pharmacy, and Deborah Sommer, Philosophy and Religious Studies, China: Contemporary applications of traditional medicines in China and comparisons with pharmaceutics of conventional Western medicine.

The Colorado College, Mara Anderson,'00, Asian Studies, and Hong Jiang, Chinese Language and Literature, China: Issues of gender and sexuality in the works of contemporary Chinese women writers.

Davidson College, Laura Walker, '98, Environmental Studies, and David Martin, Economics, India: "Would wetlands be viable wastewater treatment facilities in India?"

Eckerd College, Jan Brunson,'99, Anthropology, and Victoria Baker, Anthropology, Sri Lanka: "How and why is Sri Lanka at the forefront among South Asian nations in solving its population dilemmas?"

Illinois Wesleyan University, Andrew Busch,'98, History, and Brian Hatcher, Religion and Humanities, India: "Do the people of the Ramakrishna Mission in Calcutta agree or disagree with the view of Ramakrishna proposed by Jeff Kripal in Kali's Child (1995)?"


Skidmore College, Elizabeth Noble,'99, Philosophy, and Joel Smith, Philosophy, India (Ladakh): Role and status of nuns in Tibetan Buddhism.

The director of the ASIANetwork Freeman Student-Faculty Fellows Program is Teodora Amoloza, Sociology, Illinois Wesleyan University. The overall director of the ASIANetwork Freeman initiatives is Madeline Chu, Chinese Language and Literature, Kalamazoo College.

1999 Student-Faculty Fellows Program

ASIANetwork institution faculty are encouraged to inform students of opportunities which this program offers, and to develop a proposal for the 1999 program.

Contact: Madeline Chu, Kalamazoo College, Kalamazoo, MI 49006; Tel.: 616/337-7325; E-mail: chu@kzoo.edu; Teodora Amoloza, Illinois Wesleyan University, Bloomington, IL 61702; Tel.: 309/556-3375; E-mail: tamoloza@titan.iwu.edu

MEMBERSHIP INFORMATION

The ASIANetwork membership dues year runs from September 1 through August 31. Institutional membership dues are $200. The dues for affiliate institutions and organizations are $200. Affiliate individual dues are $40. Please send 1998-1999 dues (checks written to The ASIANetwork) to: Marianna McJimsey, Executive Director, The ASIANetwork, The Colorado College, 14 E. Cache La Poudre St., Colorado Springs, CO 80903

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TWENTY FACULTY SELECTED FOR
ASIANetwork FORD FACULTY CURRICULAR DEVELOPMENT ON ASIA FOR THE 21ST CENTURY SEMINARS TO FOCUS ON TEACHING ABOUT SOUTH ASIA AND SOUTHEAST ASIA, 1998-1999

In December 1995, the ASIANetwork announced an exciting grant from the Ford Foundation, “Faculty Curricular Development on Asia for the 21st Century.” The program targets faculty new to the study of a given area of Asia (i.e. Japan, China, South Asia, or Southeast Asia) who will implement curricular change, thereby expanding Asian Studies on our campuses without hiring new faculty.

Four area cycles were selected so that training would be available for Japan, China, South Asia, and Southeast Asia. Each cycle is two years in duration, with participants spending three weeks on a host campus in the United States during year one, and traveling to Asia in year two. Thus faculty receive training by area specialists both in the United States and on-site in their country of study.

Steve Nussbaum, Anthropology, Earlham College, directed the Japan Seminar at Earlham College in 1996 and in Japan in 1997. Dick Bodman, Chinese Language and Literature, St. Olaf College, directed year one of the China Seminar at St. Olaf in 1997, and the group will travel to China in the summer of 1998.

The ASIANetwork is delighted to announce the selection of the South Asia and Southeast Asia seminar participants for 1998 and 1999. The two seminars will run concurrently during the two years.

South Asia Seminar, 1998 and 1999

Job Thomas, Director of South Asian Studies, Davidson College, will direct the ASIANetwork South Asia Seminar, May 31-June 20, 1998 at Davidson College, Davidson, NC. The theme of the seminar is “Presenting South Asia: An Ancient Complex Culture.” Thomas’s areas of expertise are the history and art history of India. William Mahony, Religion, and Lakshmanan Sabaratnam, Sociology, will assist.

The ten faculty participants will initiate curriculum development in South Asia at their home campuses. Summaries of their curricular development projects will be published in the fall 1998 issue of the ASIANetwork Exchange. The ASIANetwork Ford South Asia Seminar participants include:

- Michael Bartanen, Communication and Theater, Pacific Lutheran University
- Beverly Bennett, Anthropology, Goucher College
- Ann Burlein, Religion and Philosophy, Meredith College
- Timothy Cheek, History, The Colorado College
- Demerie Faltler, History, Furman University
- Charles Keller, History, Marietta College
- Carla Marie Oleska, Humanities, College of Our Lady of the Elms
- Daniel Rosenburg, Sociology and Anthropology, Earlham College
- Kevin Murphy, History, Millikin University
- William Young, Religion, Westminster College

Southeast Asia Seminar, 1998 and 1999

Rita Kipp, Anthropology, Kenyon College, and Leedom Lefferts, Jr., Anthropology, Drew University, will co-direct the ASIANetwork Southeast Asia Seminar, June 7-27, 1998 on the Kenyon College campus in Gambier, OH. Kipp and Lefferts will focus on understanding Southeast Asia through three lenses, Understanding the Past; Religion, Art, and Organization; and Challenges of Change.

Kipp’s interests center on Indonesia, with particular attention to Sumatra, religion, and Dutch missionary influences. Lefferts’s research has taken place in northeast Thailand and other countries of mainland Southeast Asia. He studies social organization, development, religion, and material culture.

The ten faculty participants will initiate curriculum development in Southeast Asia at their home campuses. Summaries of their curricular development projects will be published in the fall 1998 issue of the ASIANetwork Exchange. The ASIANetwork Ford Southeast Asia Seminar participants include:

- Richard Johnson, Political Science, Oklahoma City University
- Tazim Kassam, Religion (Islam), The Colorado College
- Nancy Keiser, Education, Mount St. Clare College
- Mary Lou Klisch, Nursing, Pacific Lutheran University
- Michael Leming, Sociology and Anthropology, St. Olaf College
- Mark Lincicome, History, College of the Holy Cross
Pamela Smiley, American Literature and Feminist Theory, Carthage College
Naomi Standen, History, University of Wisconsin-Superior
Robert Stockton, Sociology, Hastings College
Jeffrey Timm, Religion (Buddhism), Wheaton College, MA

Japan and China Seminars

New ASIANet members will be interested to know who participated in the Japan Seminar and those who are members of the China Seminar.

Japan Seminar, 1996 and 1997

The Japan Seminar included the following participants:

Barbara Bowman, English, Illinois Wesleyan University
Annie Dandavati, Political Science, Hope College
Lawry Finsen, Philosophy, University of Redlands
Bill Guinee, Sociology and Anthropology, Westminster College
Sandra Harris, Human Development, Eckerd College
Dick Olufs, Political Science, Pacific Lutheran University
Luke Reinsma, English, Seattle Pacific University
Linda Seward, Communication, John Carroll University
Denny Storer, Political Science, Hastings College
Fred White, English, Goucher College

China Seminar, 1997 and 1998

The China Seminar participants are:

Charles Almy, Geology, Guilford College
Kaushik Bagchi, History, Goucher College
Susan Dwyer-Shick, Political Science, Pacific Lutheran University
David Goldblatt, Philosophy, Denison University
Charles Hill, Psychology, Whittier College
Guru Rattan Kaur Khalsa, Chemistry, Thiel College
David Pasto, Theater, Oklahoma City University
Linda Pickle, German, Westminster College
Peter Scholl, English, Lutheran College
Robert Tallitsch, Biology, Augustana College

Final report on curriculum development

Gregory Guldin, Anthropology, Pacific Lutheran University, is the overall director of the ASIANetwork Ford Faculty Development Seminar programs. At the conclusion of all four seminars, Guldin will interview the ASIANetwork Ford Faculty Development Seminar participants and will write a report on the curricular impact on Asian Studies which the seminars have fostered. The report will be published in the ASIANetwork Exchange.

Contact: Gregory Guldin, Anthropology, Pacific Lutheran University, Tacoma, WA 98447; Tel.: 253/535-7661; Fax: 253/752-0858; E-mail: guldinge@plu.edu

INSTITUTIONS, REPRESENTATIONS, LANDSCAPES
EXPLORING THE HUMAN CONTEXTS OF CONTEMPORARY JAPAN

ASIANetwork FORD JAPAN SEMINAR PHASE TWO: A REPORT

Steve Nussbaum
Japan Seminar Director
Anthropology, Earlham College

Seminar participants, Luke Reinsma, Seattle Pacific University
Denny Storer, Hastings College and Fred White, Goucher College

Nine faculty from ASIANetwork institutions and I met in Japan, June 23- July 13, 1997, for Phase Two of the ASIANetwork Ford Japan Seminar. Our theme, "Institutions, Representations, Landscapes: Exploring the Human Contexts of Contemporary Japan," grew from discussions in which participants expressed goals for Phase Two. While wanting to sample "high culture," they also hoped to interact, as much as possible, with normal people in a variety of settings. They looked forward to the chance to hear lectures and speak with academics or others in actual field locations. They asked for free time to pursue their focused interests and networks. As I compiled the schedule for the summer, I tried to blend these preferences, as well as the academic interests of the participants (ranging from literature to political science), with available resources.

National Institute of Multimedia Education

Phase Two began in Chiba Prefecture with three days at Japan's National Institute of Multimedia Educa-
tion, located in Makuhari, one of Japan's many recent billion dollar developments. I had been there for much of the year on sabbatical, and given the importance of new technologies in Japan, it was a natural starting place for the seminar. We toured the facility and discussed the evolving role of multimedia education and the future of distance learning with its staff, who manage a satellite network. Tours of nearby suburban housing areas rounded out our activities in Chiba.

**Kobe Shinwa Women's University**

Our next field site was the city of Kobe. Natural catastrophes provide a special perspective on culture and society, and monitoring the social processes that unfolded following the Hanshin earthquake was one of the goals of our visit there. We discussed the earthquake reconstruction process with Kazuo Ikawa, Director of Kobe's Service Bureau. We also visited sites damaged by the earthquake and a facility built to commemorate victims. Our stay in Kobe was hosted by Kobe Shinwa Women's University. Professor Masumi Akashi was very helpful in making arrangements.

In recent years, Japanese education has attracted considerable attention in the States. One of the strengths of Kobe Shinwa is its education department, and we took advantage of this by asking Professor Yamane to speak with the group. To gain first hand knowledge, we attended university classes, spoke with students and faculty. We also spent a day at a junior high school, run by the university, where we visited classes, observed after school activities, and discussed Japanese K-12 education with teachers and administrators. These visits convinced us of the vitality of Japan's youth.

The staff of Kobe Shinwa Women's University set up weekend homestays for all Japan Seminar participants. These began on a rough note as a typhoon was scheduled to hit Kobe just as we were due to meet our host families. Still, everything went well, and this weekend became one of the highlights of Phase Two.

**Kobe and Nara**

Paul Watt, DePauw University, was in Japan during the Seminar. He had been invited to work with us in Phase One, but was not able to because of scheduling difficulties. Fortunately he was free to meet with us in Japan, and gave two lectures on Japanese religion which served as an introduction for our visits to Kyoto and Nara. Professor Watt spoke on religious traditions and on Aum Shinriko, the cult that became well known three years ago for carrying out poison gas attacks against commuters in Tokyo's subways. Our day four visit to Kyoto and Nara's cultural and religious sites was further enhanced by Walter Edwards, Tenrikyo University, who guided us through the reconstruction of the ancient site of the Imperial Palace in Nara.

The seminar participants now had three free days. They split up into small groups and traveled from the Nara area back to Tokyo. Depending on their goals, some lingered in the Kyoto/Nara area. One group spent the weekend at Koya-san, a well known temple complex and pilgrimage site. Others hurried to Tokyo or elsewhere to meet with colleagues or pursue special interests.

**Edo Museum and NHK**

Our group Tokyo activities began by exploring two key facilities fashioning "representations" of Japan. The first was the Tokyo Edo Museum housed in a futuristic building next to Tokyo's sumo stadium. The museum has attracted considerable attention as the place for young people, especially school groups, to learn what Edo (Tokyo's former name) was all about. We also visited NHK studios, Japan's equivalent of the British Broadcasting Corporation. It is one of Japan's main sources of news and produces a wide range of TV and radio shows, including documentaries and historical dramas. Mr. Takashima, an executive director of NHK, showed us the facilities and responded to questions.

We visited two neighborhoods in the Tokyo area. The first was a shotengai or shopping arcade in Kawagoe, where we were met by Professor Imano and Mr. Sakata, staff members of the Tokyo Institute of Japan Small Business Corporation. They regularly give lecture tours of this area to businessmen studying with them. They introduced us to the complexities of balancing, within neighborhoods, the needs of residential communities, retail outlets, distribution networks, and physical place.

**Shitamachi area**

The second site we investigated was the shitamachi or "lowtown" area. Here, Ms. Kawase, an activist who has spent much of her life crusading on a variety of social issues, the poor, the homeless, aging populations, and women's concerns, among others, answered questions and gave us a tour of her neighborhood. During the tour we stopped by a tofu (bean curd) shop, a coffee shop, a Buddhist temple and a sumo stable. At each of these we were greeted by the proprietors and enjoyed the opportunity to engage them in structured conversations. Finally, Professor Seta of the National Institute of Multimedia Education, who had been instrumental in arranging the visit to Ms. Kawase, accompanied us to a local festival at the Asakusa Kannon Temple.
One of our final Seminar activities was a visit to the Kabuki-za where we saw two plays, *Summer Festival Naniwa Mirror* and *Thunder Skipper*. We are grateful to Waseda University which provided meeting rooms for us during our stay in Tokyo.

Phase Two went well because of the professional interests and personal skills of participants and especially because of the tremendous cooperation we received from people in a number of settings throughout Japan. I would like to thank them all for their support. I do look forward to learning the results of the seminars currently being planned for China (Phase Two), Southeast Asia, and South Asia.

**Contact:** Steven Nussbaum, Box 13, Japan Study, Earlham College, Richmond, IN 47374; Tel.: 765/983-1665; E-mail: steven@earlham.edu

Three Japan Seminar colleagues have written about the impact on their teaching of their participation in the program.

**Luke Reinsma, English, Seattle Pacific University**

I was both surprised and delighted to be selected to join the ASIANetwork Ford Japan Seminar in its recent explorations of Japanese culture. Having taught a Japanese literature course upon only one occasion, my exposure to Japanese literature had been exclusively through studies of its literary history—with emphasis on the history. There must be a rule among literature departments, that any literature written after World War II is immediately suspect, for my department's English and American literature surveys rarely, if ever, make it past T.S. Eliot and Ernest Hemingway.

Perhaps it was inevitable, then, that my own version of Japanese literature spent most of its time with *The Tale of Genji* (*Genji monogatari*), Basho, and then the nostalgic post-war literature of Mishima and Kawabata. Ours was a literature of tea gardens and delicately nuanced aesthetics, all "in praise of shadows," to paraphrase Tanizaki's little book.

**Fast, tall, anonymous**

So you can readily imagine my magnificent case of culture shock, while touring Kobe, Nara, Kyoto, and Tokyo, especially Tokyo, during the Seminar's three weeks in Japan this past summer. What has been obvious to the rest of the world all along became immediately, physically apparent to me as well: that Japan is surely the world's first postmodern culture, fast, tall, anonymous, international in scope, and extraordinarily westernized. I fell in love with Japan. I fell for the enormous vitality and graciousness of its people, for its energy, its trains, its efficiencies, its wonderful schools, and most of all for its courageous attempts to hold on to traditional values in the face of rapid change.

**A new Japanese literature syllabus**

I also discovered, by the time that I left the country, that I would have to scrap my syllabus and start over with Japan's remarkable post-war literary tradition. Although the details are negotiable, I suspect that the course may begin, rather than end, with Tanizaki, Mishima, and Kawabata. But surely any such course taught in the West needs to include the authors who speak to us, who speak to an international audience: Ibuse (*Black Rain*), Ooka (*Fires on the Plain*), Kobo Abe, Shusaku Endo, Kenzaburo Oe, Haruki Murakami, and even Banana Yoshimoto, among others. I hope it does not sound too patronizing for me to suggest that these are the authors who speak "our language," even if in translation. Their existential concerns, their moving attempts to make sense of the nuclear age and to locate humanity, seemingly adrift in a postmodern world, and their search for an anchor: all are certain to speak to our students in vital and important ways. If a chief purpose of literature is to enable us to live more intelligent and moral lives, surely such a venerable and vigorous literary tradition is of paramount importance to us in the West as well.

For this reason, and for many others, I owe Steve Nussbaum of Earlham College and my colleagues on the Japan Seminar my deepest thanks.

**Contact:** Luke Reinsma, English, Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA 98119; Tel.: 206/281-2050; E-mail: lreinsma@paul.spu.edu

**Denny Storer, Political Science, Hastings College**

I have just returned (late January 1998), with eleven very bright students from a field trip to Japan where I taught a course entitled "The Culture of Modern Japan."

This anthropology field trip would not have been possible without the literature background of Phase One, in 1996, of the ASIANetwork Ford Japan Seminar at Earlham College and the opportunity to explore Japan on the ground during the second summer, in 1997. For one not trained in Asian Studies, but with a reasonably good anthropological eye, the Japan Seminar gave me the confidence to offer this course, much of which was designed as an outcome of the Seminar. My students' journals and personal comments were uniformly positive about their connection with a culture about which they had heard much, but knew little. I have since offered to share any of my materials on how to organize such a field trip with my Japan Seminar colleagues.
A new Asian history position at Hastings

Virtually every course I teach, world politics, cultural anthropology, political economics, has been touched with the comparative eye provided by the Seminar. We have added a new position in Asian history at Hastings College and are fast building a respectable library book and video collection. The Seminar, on a personal level, gave me access to an industrial culture other than the United States and Canada, to complement my previous long term study in Africa and occasional work in parts of the Middle East. This simply would not have been possible without the structure provided by the two summer cycle of the Japan Seminar. I will be thanking the ASIANetwork for this opportunity for as many years as I am in higher education. I feel most fortunate to have been able to work with the high quality Seminar leaders, resource people, my colleagues in the Japan Seminar, and most important, the many people in Japan who were of great assistance to us.

Contact: Denny Storer, Political Science, Hastings College, Hastings, NE 68901; E-mail: dstorer@hastings.edu

Fred White, English, Goucher College

The Japan Seminar was one of the best academic experiences I've had. I approached the Seminar from a base of five years of teaching portions of The Tale of Genji and The Tale of the Heiki, and the cultural contexts which produced these texts. I had also team-taught, with an Asian history colleague, an honors seminar on Japanese film. I was an enthusiastic dilettante in Japanese studies, eager to learn as much about the culture as possible within the time encompassed by the Earlham College and Japan components of the Seminar. I looked forward to deepening my understanding of the cultural context and traditions which have produced Japanese film, and I planned to develop a course in Japanese literature in translation.

My interest in Genji and the Heiki, as well as Heian and Kamakura Japan, and Japanese religion and aesthetics generally, predisposed me to learn about traditional Japan. I was pleased that our itinerary took us to Kyoto and Nara and included museums, temples, shrines, and kabuki theater in Tokyo. Several of us spent our free days immersed in the Buddhist environs of Koya-san, and I continued on to Kamakura during that time.

Institutions in operation

Even more revealing than these brief encounters with traditional Japan, were our well-designed experiences of contemporary Japanese culture ("culture" as defined by our anthropologist leader) which were useful introductions to Japanese institutions in operation. These included the suburban Tokyo national center for educational television, a middle school and women's college in Kobe, a Tokyo activist whose organization works to improve the lives of the elderly, representatives of a government agency helping small businesses, a Buddhist priest attached to a school for sumo wrestlers, and a homestay with a middle class Japanese family in a small city. I came away with a vivid sense of the lives, mores, and values of ordinary Japanese citizens. When I returned home, I saw the film, Shall We Dance? and felt that I knew these people already and empathized with both the difficulties and the kinds of human victories involved in being Japanese in the 1990s.

The upshot of the Japan Seminar for me has been greater interest than ever in learning and teaching about Japan. The joke in the English Department this fall semester has been that I have been teaching "all Japan, all the time." I have taught another rendition of my film seminar and a course for Goucher College's new first year seminar, "Frontiers." The course focuses on encounters of Americans, in memoirs, novels, and film, with Japan, as well as various postmodern statements about the Japanese-American encounter from their originally Japanese perspectives in the fiction of Murakami and the art of Teraoka.

Asian Studies development at Goucher

Goucher College is, as are many small liberal arts colleges with limited ability to expand or change course rapidly, starting down the road to Asia by retooling people like me to help develop consciousness, among our students and faculty, of the importance of Asia. No one at Goucher knows an Asian language except my Asian historian colleague, Kausahk Bagchi, who is from New Delhi, and speaks Hindi. Bagchi is the only Asia specialist on our campus, and is a member of the ASIANetwork Ford China Seminar. He is currently being tutored in Japanese. Beverly Bennett, Sociology, has just been accepted for the ASIANetwork Ford South Asia Seminar. We "happy" few, along with Goucher colleagues with other significant experiences in Asia and with the support of our administration, will be doing all we can to fight the good ASIANetwork fight at Goucher College in the years to come. The Japan Seminar was a key step for our college, as well as for me, in beginning that effort.

Contact: Fred H. White, English, Goucher College, Baltimore, MD 21204; Tel.: 410/435-5760

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Richard Bodman teaches Chinese Language, Chinese Literature, Introduction to Asian Studies, Contemporary China Through Literature and has led students groups in China. He is advisor to St. Olaf’s Term in China and the China English Fellows program.

Phase Two of the ASIANetwork Ford China Seminar will take place in China, June 8-29, 1998. Approximately one week each will be spent in Shanghai, Inner Mongolia, and Beijing. Our hosts will be East China Normal University, Shanghai, the Association For Friendship With Foreign Countries in Hohhot, and Beijing Normal University.

Seminar participants gathered at St. Olaf College in July 1997 for three weeks of intensive orientation, including instruction in Chinese language and seminar discussions of Chinese art, history, religion, politics, economics, and literature. Before its June 8th departure, the group will convene again in April at the annual conference of the ASIANetwork at the Hickory Ridge Conference Center, where the participants will receive further orientation and be involved with final planning.

Shanghai, the showcase of China’s economic development, will provide the group’s introduction to China. The participants will have opportunities for informal meetings with English speaking faculty in a variety of disciplines at East China Normal University. Many faculty members there have spent time in the United States either at St. Olaf or at other ASIANetwork colleges. They will attend English classes taught by Chinese and foreign teachers, as well as a special presentation on China’s economy, and may visit the Shanghai People's Art Theater.

Inner Mongolia

The study devoted to Inner Mongolia will give the group a view of a province with a significant non-Han Chinese population. Participants will spend a day in a village visiting the primary school, fields, and homes. They will stay overnight in the grasslands, and will spend another night with Chinese families in Hohhot. Visits and discussions are scheduled for the mosque and for the Xilituzhad Lama Buddhist temple.

The grasslands visit will provide an opportunity for discussing environmental issues affecting the area. My wife, Hongyuan Lang, a native of Inner Mongolia, will coordinate the family homestays and other activities in Inner Mongolia.

The China Seminar's last week, in Beijing, is scheduled to include discussions of Chinese politics and foreign policy as well as visits to cultural and historic sites. In addition to the Forbidden City and Tian'anmen Square, possible visits include a day long excursion and picnic to the Great Wall at Mutianyu, the Laoshe Tea house for selections from Chinese Opera, the outdoor flea market at Fanjiayuan, and the Dream of the Red Chamber Garden.

Throughout the trip, the group will gather regularly to read excerpts from participants' trip diaries, with a view towards producing a collective journal that could be made available to ASIANetwork faculty. We are also considering sharing a selection of our travel photos via the ASIANetwork website.

The purpose of Phase Two of the China Seminar is to give participants a China experience that is much richer in person to person contacts than most China tours. There is a Chinese saying that “Jihua gangssushang bianhua,” i.e., “Plans can never keep up with changes.” Keeping in mind that some changes are inevitable, we nevertheless look forward to a China study tour which will establish a base of experience which will enrich the teaching of China on the home campuses.

Contact: Richard Bodman, St. Olaf College, 1520 St. Olaf Ave., Northfield, MN 55057; E-mail: bodman@stolaf.edu

Charles Hill, Psychology, Whittier College

China Seminar participant, Charles Hill, has written about the impact on his teaching of his participation in the program.

My participation in the China Seminar has inspired me to develop a new course, “Diverse Identities,” to be
offered next fall. The course examines theory and research on identity formation and change. Topics include ethnic, racial, national, religious, gender, sexual, occupational, familial and other identities. Stigma, prejudice, discrimination, and conflict will be analyzed from a global perspective.

I have been exploring textbooks, other books, journal articles, and audiovisual materials for this course. I would appreciate any additional suggestions from ASIANetwork members. I am especially interested in references relating to immigration, assimilation, multi-racial marriage and adoption, and other multi-cultural identities.

Asian Studies website

Phase One of the China Seminar at St. Olaf College last summer included excellent workshops on new computer technologies. I used that information to teach a new course this past semester called “Computers in Psychology” in our new computer lab. The course introduces word processing, web browsing, on-line library searches, creating web pages, power point presentations, and various psychology software packages. I also created a web page of Asian Studies links (www.whittier.edu/psychology/links/asian.html).

Travel in China during Phase Two of the seminar will provide materials for my Introductory Psychology course. Every day I wear a different item of foreign clothing to class (t-shirts, hats, and other clothing from, for example, Japan, Egypt, Russia, or Western Europe). I spend a few minutes telling a story about the clothing to introduce students to other cultures. The China Seminar is also providing more cross-cultural examples for my Social Psychology course, and an interdisciplinary course called “What is Reality?” The latter uses readings on comparative religion, philosophy of science, and social construction of reality.

I greatly appreciate the learning opportunity that the ASIANetwork Ford China Seminar is providing, and I hope that more people will be able to participate in similar seminars in the future.

Contact: Chuck Hill, P.O. Box 634, Whittier College, Whittier, CA 90608; E-mail: chill@alpha.whittier.edu

CORRESPONDENCE

From Vangie Blust, Green Mountain College
I am a professor of gerontology and sociology at GMC, and am very interested in the program on “Infusing Asian Studies Into The Undergraduate Curriculum” at the East-West Center and University of Hawaii. Please send me the requirements for applying to the program or direct me to the contact person.

Contact: Vangie Blust; Fax: 802/287-8099; E-mail: mblust@greenmtn.edu

Editor’s note: For information, please contact: Asian Studies Development Program Secretariat, East-West Center, JAB 2134, 1601 East-West Rd., Honolulu, Hawaii 96848; Fax: 808/44-7070; E-mail: ncharaw@ewc.hawaii.edu

From Vachel Miller, College of St. Benedict and St. John’s University
The new service-learning program in the Philippines sounds exciting. Would you have any more information about it?

Contact: Vachel Miller, Assistant to the Provost, St. John’s University, Collegeville, MN 56321; Tel.: 320/363-2011; E-mail: vmiller@csbsju.edu

Editor’s note: For information, please contact, Linda A. Chisholm, Vice President, The International Partnership for Service Learning, 815 Second Ave., Suite 315, New York, NY 10017; Tel.: 212/986-0989; Fax: 212/986-5039; E-mail: pslny@aol.com

From an ASIANetwork member
I am interested in participating in the annual meeting of ASIANetwork in the coming April, but I do not have the detailed information about the conference. Could you send me the information about the 1998 ASIANetwork Conference as well as a copy of the recent newsletter?

Editor’s note: When an institution joins the ASIANetwork, the Executive Director responds with a letter of acknowledgment and greeting. The letter requests the names and addresses of five faculty and administrators who should be added to the mailing list and data base. We rely on the institution to send the names to the ASIANetwork office.
FACULTY NETWORK

Association of Teachers of Japanese

The December 1997 issue of the ASIANetwork Exchange (p. 24) noted ATJ's Study Abroad/Japan Clearinghouse in Boulder, CO. In response to inquiries about ATJ, we publish here information about the leadership of the organization. The headquarters are at the Department of East Asian Languages and Literatures, University of Colorado at Boulder where one can find Laurel Raspli Rodd, president; Stephen Snyder, secretary; Kumiko Takahara, treasurer, Stephen Miller, newsletter editor, and Susan Schmidt, director of the Clearinghouse. Schmidt is an Associate Individual member of the ASIANetwork.

Members of the ATJ Board include: Sonja Arntzen, East Asian Studies, University of Alberta; Kyoko Hijirida, East Asian Languages and Literatures, University of Hawaii; Shoichi Iwasaki, East Asian Languages and Culture, University of California-Los Angeles; Ruth Kanagy, East Asian Languages and Literatures, University of Oregon; Marvin Marcus, Washington University in St. Louis; Yoshiko Matsumoto, Asian Languages, Stanford University; Akira Miura, East Asian Languages and Literatures, University of Wisconsin; Charles Quinn, East Asian Languages and Literatures, Ohio State University; Yoshiko Yokochi Samuel, Asian Languages and Literatures, Wesleyan University; Eiji Sekine, Foreign Languages and Literatures, Purdue University; Amy Snyder Ohta, Asian Languages and Literature, University of Washington; Yasuhiko Tohsaku, University of California-San Diego; Ken Ujle, East Asian Languages, Washington and Lee University; Yasuko Ito Watt, East Asian Languages and Cultures; Indiana University; Eri Yasuhara, Japanese Language, California State University-Los Angeles; Kyle Ennis, president, National Council of Secondary Teachers of Japanese, Hillsboro, OR.

ATJ has received United States-Japan Foundation funding for a fellowship program to provide language training for non-native-speaking high school teachers of Japanese.

Contact: ATJ, East Asian Languages and Literatures, University of Colorado at Boulder, Campus Box 278; Boulder, CO 80309; Tel.: 303/492-5487; Fax: 303/492-5856

Augustana College

Jen-mei Ma, Chinese Language and Literature, will direct the Indiana University Chinese language school of the East Asian Summer Language Institute, June 19-August 14, 1998.

Contact: David Keenan, Department of East Asian Languages and Cultures, Indiana University, Bloomington, IN 47405; Tel.: 888/788-1828

Colorado College


Joan Judge, History, University of California at Santa Barbara, gave a talk on February 26, 1998, entitled, "Domestic Discourse and Radical Practice: Meiji Japan and the Changing Meaning of Female Literacy in Late Qing China" and made a presentation to the "Women in China" class, taught by Vera Fennell, Political Science.

Contact: Yunyu Wang, Asian Studies and Dance, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903

Elon College

John G. Sullivan, Philosophy, has co-directed a two-year Asian/Pacific Studies grant that Elon College received from the U.S. Department of Education. The college will institutionalize Asian/Pacific Studies as a program which offers a minor and provides a regional concentration for the International Studies major.

Contact: John G. Sullivan, Philosophy, C.B. 2102, Elon College, Elon College, NC 27244; Tel.: 336/584-2272; Fax: 336/538-2627; E-mail: sullivan@numen.elon.edu

Ford Foundation

The Ford Foundation's Crossing Borders: Revitalizing Area Studies Initiative, focuses on reconceptualizing scholarship and teaching about "areas" of the world. ASIANetwork institutions which have received grants under this initiative include Hamline University, Oberlin College, and Trinity College. Lewis and Clark College received a grant to assess the initiative and provide periodic feedback for participants.

The Asia Society received a grant for an exhibition of traditional textiles from eastern India. Wellesley College received a grant to develop curricular units on women's and international studies for dissemination in middle schools.
Green Mountain College

Robert Nechols, is director of the English Language Institute and of the Korean Studies program.
Contact: Robert Nechols, Green Mountain College, 16 College St., Poultney, VT 05764

Presbyterian College

Presbyterian College has an exchange relationship with Han Nam University, South Korea, and two students from Han Nam are studying at Presbyterian College this year. Dave Needham, History, teaches "Traditional China," and David Gillespie teaches "Modern East Asia." Needham and Gillespie team-teach a seminar, "The U.S. and Vietnam."
Contact: David Needham, History, Presbyterian College; E-mail: dneedham@cs1.presby.edu

Susquehanna University

George Wei joined the Susquehanna University faculty as an Asianist and pioneer for Asian Studies.
Contact: George Wei, Susquehanna University, 514 University Ave., Selinsgrove, PA 17870; E-mail: weil@roo.susqu.edu

FACULTY DEVELOPMENT

China Teachers Consortium

The 1998 meeting of the China Teachers Consortium (CTC) will take place June 20-21, 1998 (all day Saturday and Sunday morning) at Whitman College, Walla Walla, WA. The agenda will include program updates, i.e. the year in review; pay/work/living conditions at schools; recruitment and screening of teachers; program orientations; teaching materials; health and safety; and the future of the CTC.

The China Teachers Consortium is an informal group of organizations that send English teachers, interns, and other professionals to China and other parts of Asia. Typical members have included China Educational Exchange, Colorado China Council, Council for International Educational Exchange, International Scientific and Information Services, Oberlin Shansi Memorial Association, Princeton in Asia, United Board for Christian Higher Education in Asia (ASIANetwork institutional member), University of Puget Sound (ASIANetwork institutional member), Volunteers in Asia, Western Washington University China Teaching Program, Whitman College (ASIANetwork institutional member), WorldTeach (ASIANetwork institutional member), and Yale-China Association.

Several ASIANetwork member institutions send graduates to teach in China, and the new program under the United Board for Christian Higher Education in China has expanded the number.
Contact: David Deal, CTC Administrator, History, Whitman College, Walla Walla, WA 99362; Tel.: 509/527-5776; Fax: 509/527-5026; E-mail: deal@whitman.edu

Hong Kong America Center

Contact: Peter Koehn, The Hong Kong America Center, Tin Ka Ping Bldg., 6/F, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong; Tel.: 852/2609-8755; Fax: 852/2603-5797; E-mail: hk-amcenter@cuhk.edu.hk

Randolph-Macon Woman's College

Randolph-Macon Woman's College announces the creation of an award to honor its alumna, Pearl Sydenstricker Buck, '14. The award will be given for the first time in 1998 and annually thereafter.

The Pearl S. Buck Award will be given to women who exemplify the ideals, values, and commitments of Pearl S. Buck. These characteristics might include, but are not limited to, the furtherance of: cross-cultural understanding, especially as it pertains to East-West relations; human and civil rights; children's rights, and the artistic portrayal of a culture to wide audiences.

To nominate a candidate, please send a letter of nomination, along with the nominee's curriculum vitae or resume, and the names and addresses of two references. Supporting documents, such as press clippings, articles about the nominee's accomplishments, or other awards received, may also be attached to the nomination letter.
Contact: Randolph-Macon Woman's College, Pearl S. Buck Award Committee, Office of the President, 2500 Rivermont Ave., Lynchburg VA 24503
OPPORTUNITY FOR ASIANetwork COLLEGES
UNITED BOARD VISITING SCHOLARS PROGRAM

The United Board is involved in the faculty development programs of a number of colleges and universities in Asia. The Board, its ten constituent denominations, and ASIANetwork, is also related to some 250 colleges and universities in North America. The United Board Visiting Scholars Program is an effort to enable highly qualified and experienced scholars from Board-related institutions in Asia to be in residence in liberal arts institutions in North America for one academic year.

The program provides educational opportunities for senior Asian scholars in the humanities and social sciences who have been nominated by their colleges and universities. The scholars should possess the necessary English language skills to be an integral part of academic communities in North America. After the completion of one academic year in these communities, they are expected to return to Asia and resume their responsibilities.

While overseas, the Asian scholars concentrate primarily on further study in their academic disciplines through research, auditing classes and semi-weekly conversations with North American counterparts who have similar interests. There should also be opportunities for the visiting scholars to deliver occasional lectures, give presentations in the community, and become broadly involved in North American academic life.

Expenses covered by the United Board

Under the Visiting Scholars Program, the following expenses are covered by the United Board:
1. Round-trip airfare between Asia and North America
2. An orientation and wrap-up in North America
3. A transition allowance of US $500
4. A living stipend of US $8000 for the academic year
5. An academic allowance of US $1000
6. Medical insurance

It is expected that furnished housing and basic utilities will be provided by the North American host institutions. If, however, colleges or universities need assistance, the United Board is in a position to consider additional support. It is understood that family members will not accompany the scholars and that the financial support provided through the Visiting Scholars Program is to meet the expenses of the scholars themselves.

Responsibilities of host institutions

North American colleges or universities participating in the program should also be able to meet the following expectations:
1. The ability to arrange for a J-1 visa
2. Sending someone to the local airport to welcome the Asian scholar
3. Modest, but comfortable housing on or near the campus which includes kitchen facilities and a private bath
4. A reception from the president of the college
5. An introduction to all of the department heads
6. The opportunity for the Asian scholar to attend all faculty meetings
7. A counterpart on the faculty, specializing in the same discipline as the Asian visiting scholar, who would be able to spend at least one hour, twice a week, sharing academic and personal concerns
8. Library facilities and specialists on campus that would provide a setting for a year of intellectual enrichment
9. Office space and a computer terminal, if available
10. Opportunities for the Asian scholar to deliver occasional lectures and, if possible, team teach a course in the second semester
11. An introduction to the wider community (schools, churches, civic organizations, radio stations, television stations)
12. If adequate public transportation is unavailable, assistance with local transportation for basic needs
13. A family in the community that would be in a position to host the scholar for special occasions

1998-1999 Visiting Scholars

Seventeen visiting scholars have been selected for the 1998-1999 academic year. Please find their names, academic affiliations, and academic disciplines listed below. Please contact the United Board if you are interested in hosting one of the scholars.

China
Ms. CHENG Zewei, Sichuan Conservatory of Music, Music
Ms. GENG Wenxiu, East China Normal University, Psychology
Mr. JIN Shunying, Yanbian University, English, Pedagogy
Ms. QU Yu-ling, Northeast Normal University, English
Ms. WANG Xiaoping, Capital Normal University, English
PHILIPPINE STUDIES AT ST. NORBERT COLLEGE

John J. Holder
Philosophy, St. Norbert College
Chair, Philippine-American Committee

John Holder teaches two courses on Asia, Asian Philosophy and Religion and Living as a Community: Buddhist and Christian Paradigms. In the latter course, he covers Sri Lanka as a country study and Sarvodaya, a Buddhist development program, as a particular application of religious values to economic and environmental problems.

Holder specializes in South Asian philosophy, especially Theravada Buddhism with a research focus on the Pali Canon, the earliest scriptural source of the Buddhist tradition. He was recently a visiting professor of philosophy at the University of Peradeniya, Sri Lanka where he worked with scholars and Buddhist monks on a study of Buddhist philosophy and the Pali language.

We welcome St. Norbert College which joined the ASIANetwork in 1997-1998.

St. Norbert College is designing a program with unique opportunities for students who are interested in exploring the rich cultural heritage of the Philippines. Philippine Studies at St. Norbert College has both academic and cultural components. The program has been developed out of a close partnership between the College and the University of the Philippines (UP).

The primary aim of the program is to provide the means for Filipino-American students to explore their heritage, while making Filipino culture known to students of other backgrounds and to the wider public. As a developing country with a long colonial history, the Philippines provides a window for studying development and post-colonial issues. The economic and geopolitical importance of the Philippines in Southeast Asia warrants substantial attention. Furthermore, the Philippines is predominantly a Catholic country and as such provides an excellent opportunity for deepening students' understanding of Catholic faith and traditions. As a Catholic college with a strong liberal arts tradition and an emphasis on internationalization, providing such opportunities for students is one important way to fulfill the College's educational mission.

Educational partnership with the University of the Philippines

The University of the Philippines and St. Norbert College have signed a Memorandum of Agreement formalizing the educational partnership between the two institutions. The agreement has provisions for both student and faculty exchanges. Students at the College may study at UP for one semester or an academic year. Regarding faculty exchange, UP and the College have agreed to a yearly exchange of faculty. Visiting exchange professors from UP will teach courses at the
College each year. Likewise, faculty from St. Norbert College will teach courses at UP and, upon their return, enhance the courses they teach with aspects of Philippine Studies.

Gemino Abad, English and Comparative Literature, University of the Philippines, and a renowned poet, is the Visiting Exchange Professor for the fall of 1998. Robert Boyer, English, St. Norbert College, will teach at UP as Visiting Exchange Professor in June 1998. Prior to the formal exchange, Sanjay Paul, Economics, spent the summer of 1997 at the UP School of Economics engaging in research with UP faculty who share his interest in development issues.

The partnership between UP and the College was formalized as a result of a Fulbright-Hays project, "Southeast Asia Emerging." In this project, twelve faculty members from the College visited the University of the Philippines and engaged in research projects on the Philippines with counterparts from the UP faculty. Many of these faculty have already enhanced the courses they teach with aspects of Philippine Studies.

**Academic program**

The academic program in Philippine Studies is still under development. The College expects to have an academic minor in Philippine Studies and possibly a Philippine concentration within the International Studies major. Presently there are approximately six courses offered regularly that involve some aspect of Philippine Studies. A course, "Philippine Culture and Society" (DH 282) has been approved as the foundation for the academic minor, and also serves the General Education program. The course will be taught each year by the Visiting Exchange Professor from UP. Students will be strongly urged to take advantage of the exchange with UP to deepen their experience of Filipino culture and also to take courses in specialized areas of Philippine Studies not available at St. Norbert.

The College has created the Philippine-American Committee to oversee the academic and cultural programming in Philippine Studies. The committee is composed of six faculty members representing a wide array of academic disciplines and a representative from the International Center.

**Cultural programming**

Students who wish to enrich their college experience with Filipino traditions can participate in programs on campus that focus on Filipino arts and culture. Last year we celebrated Filipino heritage on campus through song and food. The University of the Philippines Staff Chorale Society performed at the College, and a Filipino food Festival was sponsored by the F.K. Bemis International Center. In a previous year, the College sponsored a dance program by the Bayanihan Dance Group. The College has also sponsored public lectures on Philippine history and politics by such internationally renowned experts as Alfred McCoy, Carl Lande, and Belinda Aquino.

The Philippine-American Committee would greatly appreciate the suggestions and support of ASIANetwork members regarding the development of programming in Philippine Studies.

**Contact:** John Holder, St. Norbert College, 100 Grant St., De Pere, WI 54116; Tel.: 920/403-3104; E-mail: holdjj@sncac.snc.edu

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**WOMEN IN RICE FARMING**

**SABBATICAL RESEARCH IN THE PHILIPPINES**

**Teodora Amoloza**

Sociology, Illinois Wesleyan University

The ASIANetwork Exchange publishes occasionally accounts of research conducted by ASIANetwork members. Teodora Amoloza spent the fall 1997 semester at the International Rice Research Institute in Los Banos, Philippines.

Amoloza teaches Introduction to International Studies, Population and the Environment, Women in Development, Methods of Social Research, Social Statistics, Senior Seminar and a short-term travel course to Southeast Asia. She is Director of the International Studies Program at Illinois Wesleyan University, and is a member of the ASIANetwork Board.
I arrived in the Philippines on August 16, 1997, and after several days of rest and getting over jet lag, I went to the International Rice Research Institute (IRRI) in Los Banos to commence my activities outlined for my sabbatical. (I should hasten to add that going to Los Banos from my parents' house was delayed because of the heavy rain and the flooding that ensued that second week in August. Major roads were impassable for quite a while, and traffic was a standoff everywhere in the Metro Manila area and the expressway to the provinces. These were the effects of El Nino, exacerbated by poor sewage/drainage facilities.)

Gender issues

The focus of my research was on gender issues in the agricultural sector which is part of a larger project of Mahabub Hossain, Head of the Social Sciences Division of IRRI, titled "Technology, Income Distribution and Poverty in the Philippines." I immediately joined the research team which was carrying out interviews at one of the four sites covered by the project.

While the interviewing team was conducting structured interviews on input and output in rice production and other related topics, I spoke with farm women. My qualitative interviews (conducted in Tagalog and taped with the women's permission) focused on the multiple roles of the farm women and how they handle the competing demands of being a mother, housewife, and farm worker. These women are so very family oriented that all their hopes and dreams are focused on their family and their children; they think of themselves last. Hearing how they have to get up at four o'clock in the morning to get most of their housework done and prepare the children for school before leaving for farm work at 7:30 a.m. was very humbling. I conducted my interviews during the month of September, interviewing women from two of the four study villages, Tubuan in Pila, Laguna and Gabaldon in Munoz, Nueva Ecija. I ended up with 17 hours of taped interviews which I now have to translate to English before I can transcribe, analyze and write about this aspect of my research.

Then I went to Hong Kong during the first week of October to visit the Chinese University of Hong Kong for our Study Abroad program. I also represented IWU at the IIE-sponsored U.S. University Fairs on behalf of our Admissions Office.

Economic productivity differentials

The last ten weeks were spent doing "number crunching" work on the quantitative data of Hossain's project which had already been collected and coded. From the various data files available, I constructed two major data sets, one at the individual level and one at the household level. The individual level data is needed to answer the question on the "productivity of time." For each economically active member of the household, employment data as well as demographic characteristics and household characteristics were put together to determine the factors that significantly contribute to the differential in economic productivity.

The household level data will enable me to determine varying levels of participation of the women in household affairs which will then lead me to identify individual characteristics of the spouses and the characteristics of the household wherein women are active in decision-making activities. These questions will contribute to the body of knowledge on gender issues affecting farming households in the larger context of the impact of technology in rice production.

My sabbatical leave was funded by internal grants from Illinois Wesleyan University. Unfortunately, IRRI just went through a painful period of downsizing; 50% of the staff were separated or made to retire early. This is why IRRI was not able to give me any financial support. The International Rice Research Institute provided me with office space, use of their facilities and most importantly, access to the data set of the project which started in 1992.

What I did at IRRI during my sabbatical will hopefully be the beginning of my on-going collaborative research with the institute. Mahabub Hossain and I talked about working on a funding proposal to enable me to go back to IRRI for the next few summers so that I can continue my work on the project. His research team will examine rice productivity as affected by technology and ecosystems, while I will focus on the various roles of men and women in the farming community and how these roles affect income and productivity.

Contact: Teodora Amoloza, Sociology, Illinois Wesleyan University, P.O. Box 2900, Bloomington, IL 61702; Tel.: 309/556-3405; Fax: 309/556-3719; E-Mail: tamoloza@titan.iwu.edu

THE ASIANetwork FUTURE CONFERENCE SCHEDULE

April 23-25, 1999, Sheraton Tacoma Hotel, Tacoma WA
Conference Program Chair: Suzanne Barnett, History, University of Puget Sound
Vice-Chair, The ASIANetwork
April 2000, Tentative venue: Hickory Ridge Conference Center, Lisle, IL
STUDY ABROAD

CIEE: Council on International Educational Exchange

The Council on International Educational Exchange, known as Council, is a non-profit, non-governmental organization dedicated to helping people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. Founded in 1947, Council has developed a wide variety of programs and services primarily for students and teachers at secondary through university levels.

ASIANetwork members who are CIEE academic consortium members include: Albion, Augustana, Beloit, Butler, Clark, Wooster, Drake, Fairfield, Grinnell, Guilford, Gustavus Adolphus, Hamline, Hobart & William Smith, Hope, Kalamazoo, Kenyon, Lewis & Clark, Macalester, Northern Illinois, Oberlin, Occidental, Oklahoma City, Pomona, St. John’s, St. Olaf, Seattle, Simmons, Spelman, St. Norbert, Trinity, Pittsburgh, St. Thomas, Wyoming, Western Michigan, Westminster, William Woods, and Wittenberg.

CIEE programs in China are conducted at the following sites:
1. National Chengchi University, Taipei (semester and academic year programs). Students from these ASIANetwork institutions have participated in the programs: Grinnell, Occidental, Pomona, Puget Sound, and Whitman.
2. Fudan University, Shanghai (semester and summer programs). Students from ASIANetwork institutions, Hobart & William Smith and Mt. Holyoke, have participated in the programs.
3. Nanjing University (semester and academic year programs). Students from these ASIANetwork institutions have participated in the programs: Carleton, Denison, Grinnell, Hobart & William Smith, Kenyon, Macalester, Mt. Holyoke, Occidental, Pomona, Trinity, Puget Sound, and Whitman.
4. Peking University (semester and summer programs). Students from these ASIANetwork institutions have participated in the programs: Denison, Drake, Hobart & William Smith, Kenyon, Mt. Holyoke, Occidental, St. Olaf, Trinity, and Puget Sound.

Other CIEE Study Centers in Asia include:
1. Institut Keguruan Dan Ilmu Pendidikan Malang, Java
3. Khon Kaen University, Thailand
4. Vietnam National University

CIEE offers a University Direct Enrollment Service at Hong Kong Baptist University, Kowloon.

Contact: Fay Ju, Program Officer for Asia, CIEE: Council on International Educational Exchange, 205 East 42nd St., New York, NY 10017; Tel.: 1-888-COUNCIL; E-mail: info@ciee.org

Duke University

Duke Study in China Program is conducted in association with Smith College, Washington University in St. Louis, and Wesleyan University. Duke University, in cooperation with Nanjing University and Capital Normal University, offers its 17th annual six-month program of study in the People’s Republic of China. Applications are invited from all college and university students in the U.S. and Canada who will have completed one, two, or three years of Chinese language study by the commencement of the program.

Contact: Duke Study in China Program, Asian/Pacific Studies Institute, Duke University, 2111 Campus Dr., Box 90411, Durham, NC 27708; Tel.: 919/684-2604; Fax: 919/681-6247; E-mail: ddhunt@acpub.duke.edu; WWW: www.duke.edu/APSI/home.html

Illinois Wesleyan University

Peking University (Beida), will sponsor the IWU travel course, “Emperors and Revolutionaries: Chinese History through Travel,” in May 1999. The course, taught by Thomas Lutze, History, focuses on the rich history of China that unfolded in the regions of the ancient capital of Xi’an and the modern capital of Beijing. 1999 marks the 80th anniversary of the pivotal May Fourth Movement in China and the 50th anniversary of the founding of the People’s Republic. It promises to be an exciting time to study history in China.

The sponsorship by Peking University brings benefits to course participants. Students will gain a deeper appreciation of the significance of the sites through pre-visit and on-site lectures by some of China’s most renowned historians, and the connection with Beida will give access to certain sites normally off-limits to foreign groups. Peking University will coordinate with Northwest University in Xi’an and with Yan’an University to provide similar lectures and access to sites in that region. Course participants will receive student visas, not tourist visas, allowing them reduced admission and broader access to museums. IWU students will be housed at university guest houses where possible, giving participants a taste of student life in China while at the same time economizing on...
expenses. Students will have the opportunity to carry out investigations of rural life in a village outside of Yan'an.

The total cost for each course participant, including airfare, lodging, food, and university fees for Beida is estimated at $2,500.

Contact: Thomas Lutze, Illinois Wesleyan University, Bloomington, IL 61702

St. Lawrence University

St. Lawrence University has two exchange programs in Japan, with International Christian University in Tokyo and Nanzan University in Nagoya. The prerequisite for studying in Japan is basic Japanese language comprehension. Students will continue Japanese instruction and take a few courses in English; they may go for one year or for a semester and can choose a home stay experience or stay in the dormitories. Japanese students coming to St. Lawrence University take all of their courses in English.

Contact: Yoko Chiba, St. Lawrence University; E-mail: ychi@ccmaillink.stlawu.edu

School for International Training

The School for International Training's College Semester Abroad sends over 1300 students annually to 40 countries. Scholarships are available for eight programs in China, India, Indonesia, Nepal, Thailand, and Vietnam. The programs include: China: Yunnan Province, Languages and Culture; India: Arts and Culture, Gender and Development; Indonesia: Bali; Nepal: Natural and Human Environment; Thailand: Culture and Development; Tibetan Studies; Vietnam: Culture and Development.

Among ASIANetwork colleges which have participated in SIT programs are: Bowdoin, Carleton, Colorado, Drake, Gustavus Adolphus, Macalester, Pomona, Skidmore, and Wellesley.

Contact: School for International Training, Kipling Rd., PO Box 676, Brattleboro, VT 05302; Tel.: 800/336-1616; Fax: 802/258-3500; E-mail: csa@sit.edu; WWW: www.sit.edu

THE CORNELL-NEPAL STUDY PROGRAM
A PERSONAL ACCOUNT

Marc Stern
Natural Resources, Cornell University '98

Marc Stern will graduate in May with a Bachelor of Science in Natural Resources. His participation in the Cornell-Nepal Study Program has strongly influenced his plans, for he intends to work in a third world country like Nepal to encourage environmentally sound conservation and development.

Richard Gaulton, who has attended ASIANetwork conferences, is the director of Cornell-Abroad.

About a year ago, I embarked on a journey. Why? It was hard to say at the time, and still is hard, as a matter of fact. There were the answers I gave my parents, my friends, heck, whoever would ask. "I want to see the tallest mountains in the world. I want to study Buddhism and Hinduism, and experience cultures I've never seen." More commonly I would respond, "Well, the Cornell-Nepal Study Program offers a unique opportunity to conduct independent research in a newly developing nation." My research could make a difference. Although these reasons were 100% sincere, I knew that there was something else driving me. I wanted an adventure. I hoped to taste the exotic, to immerse myself in the unknown, to seek refuge from one world in the dust and confusion of another, a challenge, a change, a shake-up from the comfort of home.

I was groping for some perspective, something so foreign that it could reveal, in its similarity to that which I knew, some unifying theme to the meaning of life, a theme that could transcend geographical and cultural boundaries. Pretty high expectations, you could say, an undergraduate seeking universal truth.

What happened? What was it like? Were my expectations met? Did I discover a personal theory of relative truth?

These questions cannot be simply answered. How can I transform five months' experience on the other side of the world into words, into a story someone could handle in one sitting? It was beautiful. It was frightening.
It was magical. It was frustrating and enlightening. It was filled with inspiration, sadness, glee, fantastic views, startling sights and smells, ritual sacrifice, beautiful temples and snow-capped mountains, beautiful people, and dear friends. It was emotional, educational, empowering, and eye-opening.

First letter to a friend

About two and a half weeks after arriving in Nepal, I wrote to a friend, "There's really nothing I can say that comes close to describing my experiences here. Kathmandu is a swirling cauldron of dust, fire, and trash, a polluted templescape of gods and demons and smoke. At night, ragged masses crouch around the gray smoke of small fires on the side of the road. I live on the outskirts where the city turns to terraced fields, and the hills begin to rise. Far off the mountains lie obscured by a thick smog that lifts every now and then revealing the Himalayas, mammoth white-capped pyramids, still and silent.

I've attended Tibetan Buddhist pujas (sacred ceremonies, incense burning, drumming, chanting, prayer flags waving, colors flying, horns bellowing, vibrating the temple). I've received teachings from two high Lamas. I've looked into the eyes of a living goddess. The Hindus worship a virgin goddess inhabits her body until she reaches puberty or sheds any blood whatsoever, then the goddess leaves the body, and the search is on for the new Kumar; it's extremely rare to catch a glimpse of her. I've walked the dusty streets of Kathmandu, full of shouting merchants, crippled beggars, and crying children. I've trekked through tiny villages and green mountains to remote monasteries set on high hills. I've visited the homes of the gods-holy places, temples, ghompas, mandirs, stupas. The cities are fire, the valleys are water, and the mountains are ice. At night I sit on my rooftop by candle light and just listen: dogs howl, children cry, drumming, chanting, flame flickers, owls scream, bats fly, white robed woman limps away, drumming, drumming, pulsing, humming, mother and child, coughs and cries, growling, barking, snarling, foggy breath steaming, pumping, flame dancing, drumming, drumming... dull distant shimmer of the city... flame goes out, smoke rises in the darkness... night music.

This place is spinning upside down in the darkness of the universe, on the other side of the planet. I don't really know why I'm here; I can't relate this world to ours at Cornell, nor can I think of an accurate metaphor. But I'm spinning in the darkness as well, a little slower than everyone else here, but my pace is picking up. You should come here."

A confidence of place

Before a month had passed after this communication, I felt completely comfortable in this spinning city. I walked the streets of the bazaar, stopping to talk with people in Nepali, taking in the strange beauty Kathmandu, soaking in the unique flavors and beautiful faces of the culture that surrounded me. On walks home from the city, I'd stop at the roadside fires and talk with the men, women, and children huddled for warmth, sometimes sharing their food and giving something of mine in return. Sometimes we'd laugh for hours. What seemed so forbidding at first became a friendly interaction. I developed a sense of my place in this society, and I attribute the ability to do so to the Cornell-Nepal Study Program (CNSP).

CNSP offered the opportunity to live with Nepali people which made it easy to pick up language and customs quickly. Seven Nepalis and the male American students lived under the same roof, and my roommate was from the remote eastern mountains of Nepal. I had an inside look at Nepal, through sharing, in part, the perspective of the Nepalis with whom I lived, and by the time I left, I had made good friends and had connected with the culture of Nepal—a transformation from the foreign to the familiar.

CNSP provided academic resources, constant support, study tours to help us test methods and prepare for our own individual research, and connections to the community in and around Kathmandu.

Wide CNSP network of associations

These connections are the cornerstone of the Cornell-Nepal Study Program. We could be introduced firsthand to whatever or whomever peaked our interests. For example, as several of us were interested in Buddhism, we asked our academic advisor if she could take us to some of the monasteries. She did not only that, but also arranged private meetings with many of the highest Lamas (Buddhist priests) in the country. It is extremely rare for this to occur, and the meetings were a great honor for us. We had access to the heart of the Buddhist community of Nepal. Other networks opened doors for us to visit Tibetan refugee camps, political leaders, a Nepali winemaker, authors, researchers, scientists, and non-governmental organizations (NGOs). It seemed as if we could meet with just about anybody short of the king.

The NGO contacts were especially important for me. In addition to working with the faculty and resources of the Cornell-Nepal Program, I met representatives of a number of NGOs to discuss my research plan as well as to inquire about their particular needs. As a result, I was able to conduct original research that
may make a difference in the future management of the region I studied.

**Sagarmatha National Park**

I researched the successes and failures of the management of Sagarmatha National Park in northern Nepal, the World Heritage site in which Mount Everest is located. I examined the goals of the management of the park: cultural preservation and environmental conservation in the region. With the help of a translator, I conducted research for one month, moving from village to village in some of the highest settlements on Earth, in the shadows of the tallest mountains in the world. CNSP fees covered the cost of my subsistence and the translator. As a result of my conversations in Kathmandu with the World Wildlife Fund-Nepal (WWF-Nepal), the Fund paid for my transportation to and from the region. WWF-Nepal asked me for suggestions about the future management of the park, and will be publishing my findings which are also the basis of my Cornell University honors thesis.

The research was the most rewarding aspect of the program for me. Students learn firsthand through doing, rather than by reading in a textbook or hearing from a professor. I now understand what it takes to carry out a project of this scale both in preparation and in the field, and have gained new confidence as a researcher. I designed the project, consulted with NGO representatives, scientists, and professors, and prepared for my long trip into the mountains. As I collected and analyzed data in the field, I had to make modifications, re-frame my questions, and blend my background as a Natural Resources major with what I was learning about culture and anthropology. I encountered things that startled me even though I expected to find them. I uncovered other things not yet published in any of the related literature. The recommendations I made could contribute toward important decisions for the future of this region.

Were my expectations met? I did walk among the tallest mountains in the world. I tasted the exotic and experienced cultures I’d never known. I conducted significant research that could have an impact. Rather than finding the common thread in all of humanity, I returned with the understanding that reality in the West is different from reality in the East. The beauty of Nepal and its people will stay with me the longest, as will all the snapshots of adventure I recorded in my memory. I leave you with one such snapshot: a climb before the dawn in the high Himalayas.

**4/27/97 Kala Pattar**

As we took our first steps at the base of the icy mountain, a shooting star nipped the shoulder of Pumori. A mountain sneeze of golden pixie dust fluttered through the darkness to settle on the moraine far below. Each step was met with a short slide as the previous days’ clouds had brought a fresh slick powder to sheath the ice layer that already clung to the rock.

Eyes on the East, on the ground, on Pumori, Nuptse, Everest on the northeast rather. The East had become only Everest. High above the solitary light of Everest Basecamp over an ivory saddle, the sky yielded indigo, violet, lavender, then white—a pale cloudy soft illuminating the eastern plateaus of Tibet with its soft light. Moon enshrouded in her blurry halo coldly smiled down, half asleep in the southern sky. And we coldly smiled down on Everest Basecamp in the valley far below.

Darkness blurs, dull blues slowly mix in. Rock scramble, finger frost, first light of the sun proudly kisses the summit of Pumori as my boots kiss the summit of its southern spur. Frozen, shaking, awaiting dawn—the sigh of the sun; like a crackling clay statue awaiting the rain. Pinks and oranges float dissipating prayer scarves in the south. They leave a momentary spray of filtered watercolor on the white-washed peaks.

The clouds lay a carpet low in the valley, seemingly miles below. The massive peaks spear through the nebulous silver color-kissed quilt. The sun comes, and a glowing cirrus halo floats over Everest. A painful finger thaw-out and a frantic toe dance pre-empt an awkward butt-slide, a slick boulder scamper, a few gasps over a canyon abyss. We glide, floating down into the vapor, inhaled by clouds. We evaporate into the mist. Go to Nepal.

**Contact:** Marc Stern, 202 Miller St., Ithaca, NY 14850; Tel.: 607/256-1706; E-mail: mjs26@cornell.edu; Richard Gaulton, Director, Cornell-Abroad, 474 Uris Hall, Cornell University, Ithaca, NY 14853; Tel.: 607/255-6224; Fax: 607/255-6700; E-mail: cuabroad@cornell.edu; WWW: www.einaudi.cornell.edu/cuabroad

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**THE ASIANetwork WEBSITE**

At press time, we learned that the ASIANetwork website is online. Check it out at www.asianetwork.org Learn all about the site at the ASIANetwork Conference and in the next ASIANetwork Exchange.
CROSSING THE PACIFIC OCEAN

Yuki Shiraki
English, Rockford College '99

Yuki Shiraki came to Rockford College after two years at Japan's Kobe College, an institution founded in 1869 by Rockford College graduates. She will receive a Rockford College B.A., and then will return to Kobe College for one more year to receive a Kobe College B.A. Her advisor at Rockford College is affiliate individual ASIANetwork member, Enamul Karim. In this article, Shiraki reflects on her experiences as an international student.

I arrived in Illinois at the end of August 1997 to attend Rockford College, the sister institution of Kobe College. I wanted to study English literature in an English-speaking country for I believe that my understanding of the literature will be more comprehensive if I study it in the native language. The United States is known to have freedom of speech and thought fostered by its multicultural society. When communicating with people from other countries, who are likely to have different ways of thinking, our minds are stimulated and our world widens. The development of a broad outlook will be helpful for my future career as a translator. Translation requires an understanding of culture, people, and society. The translator must become, as it were, an expert on the culture.

Crossing the Pacific Ocean means crossing the borders of countries. Where there are borders, there are differences: cultural differences including language differences, historical differences, and geographical differences. It is not easy to accept differences because people are afraid of risking involvement in the unknown and prefer the familiar where they are more comfortable. To be an international student demands not only the language skills to communicate, but also a positive attitude to understand a foreign society, self-confidence, and the courage to jump into a new world.

High school exchange student experience

Enrolling in Rockford College is actually my second experience of life in the United States, for I came as an exchange student in my junior year of high school. I was a mere, inexperienced high school student who moved in my own small world, someone who knew little about society at large. Moreover, I could barely speak English. The inability to communicate made it difficult for me to come to know American culture, and almost impossible for Americans to understand my background as a Japanese.

The turning point came when I decided to perform a Japanese dance in the high school talent show. On the day of the performance, I felt uneasy and awkward, wondering whether or not the students would like my dance. However, I plucked up my courage, and the dance went well. Afterwards, one of my friends congratulated me, "You did a very good job. It was awesome." Many others also complimented me. Finally, I felt accepted and with the acceptance, my confidence grew.

The positive high school stay in America prompted me to return four years later as a college student. During the past semester, I had a similar experience of taking a risk. I had to choose a Shakespeare play for a presentation in an English class, and found that I was scheduled to go first. As I was the only international student in the class, my classmates felt sorry for me. Once again, I was nervous for I had developed a different perspective of the play, one that reflected my own culture. I was pleased that the American students found my view interesting. The attitudes and scenes reflected in literature can profoundly affect our lives and change our points of view.

Benefits of study abroad

It is easier now for me to get to know people. My English skills are better. I am more aware of the wider world and find that I can accept differences with greater ease. The study of English literature at Rockford College has introduced me to new fields of knowledge, to a susceptibility to emotion, and to rigorous thinking. Above all, I am gaining an appreciation both of my own life and of the culture of the United States.

Contact: Yuki Shiraki, Box 1108, Rockford College, 5050 East State St., Rockford, IL 61108

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TEACHING POSITION

Illinois Wesleyan University (ASIANetwork institutional member)

Visiting Instructor or Assistant Professor of Japanese (possible tenure track), beginning fall 1998. Candidates should possess native or near-native fluency in Japanese and English. Duties include teaching Japanese language at all undergraduate levels. Field of specialization open; however, successful candidate should be experienced in teaching language and literature or culture courses. Ph.D. in hand or expected within a year. M.A. will be considered for the instructor position.

Illinois Wesleyan is an undergraduate liberal arts institution where excellent in teaching must accompany a commitment to scholarship. It is an equal opportunity employer. Minorities and women are encouraged to apply. Send letter of application, CV, and three letters of recommendation.

Contact: Marina Balina, Chair, Modern and Classical Languages and Literatures, Illinois Wesleyan University, Bloomington, IL 61701

TEACHING OPPORTUNITIES IN ASIA

Amity Foundation ESL Teaching in China

The Amity Foundation has, for fourteen years, placed recent graduates from four-year colleges and other teachers for two-year teaching assignments at Chinese colleges and universities to help train Chinese teachers to teach in rural middle schools. (Middle school in China corresponds to Junior High School and High School in the United States.) The program focuses on rural middle schools because low scores on the English part of the national university entrance examination put rural students at a disadvantage in relation to their city counterparts and limit their opportunities for higher education. The numbers of requests for teachers of English far exceed the numbers of available teachers.

The Amity Foundation placed more than sixty teachers in the eastern Chinese provinces of Fujian, Jiangxi, Shandong, Anhui, Zhejiang, and Jiangsu in 1997-1998. Participants receive extensive on-site training at the beginning of their assignments and attend teaching conferences during the course of their teaching.

The National Council of Churches is one of the supporting agencies of the program. The contact addresses include both that of the NCCC in New York City and of the Amity Foundation in Hong Kong.

Contact: David Herrell, Manager of Overseas Program Administration, Church World Service, 475 Riverside Drive, Room 616, New York, NY 10115; Tel.: 212/870-2630; Fax: 212/870-2055; E-mail: daveh@nccusa.org; Don Snow or Judy Sutterlin, Amity Foundation, Hong Kong, E-mail: amityhk@HK.Super.NET

United Board Freeman Teachers to China from ASIANetwork colleges

The three-year program recruits and trains newly-graduated American college students to serve as teachers of English at universities in China. The assignments are for one year, with the possibility of extending for a second year. The program is designed to improve the English language skills of Chinese university students; to provide an in-depth experience in China for the American teachers; and to build relationships between colleges and universities in China and North America.

The participating North American colleges are members of ASIANetwork.

A four-week orientation was held at Capital Normal University, Beijing, to provide teacher training and Chinese language instruction to the ten participants.

The colleges and universities that will participate in this program for the next three years are:
Augustana College; Central China Normal University, Wuhan
Drake University; Northeast Normal University, Changchun
Kenyon College; Hangzhou University, Hangzhou
Union College (not an ASIANetwork member); Capital Normal University, Beijing
Wellesley College; Girling Women's College, Nanjing

Contact: David W. Vikner, United Board for Christian Higher Education in Asia, 475 Riverside Dr., New York, NY 10115; Tel.: 212/870-2608; Fax: 212/870-2322; E-mail: staff@ubchea.org
WorldTeach

ASIAnetwork member WorldTeach is an international social service program which places volunteers as teachers in developing countries that request educational assistance. Founded in 1986 by a group of Harvard students, based at Harvard University, and with headquarters at the Harvard Institute for International Development, WorldTeach is an independently incorporated non-profit organization. It maintains offices and field staff in each of the countries in which it has volunteers. Its Asian programs are in China, Thailand, and Vietnam.

The Shanghai Summer Teaching Program (SSTP) is a 7-week service/learning program designed to offer North Americans and others the chance to spend the summer teaching English and studying Chinese. After a short orientation, volunteers spend six weeks teaching English to Chinese high school students who are participating in a special "English camp." SSTP is the only program for undergraduates in China that combines voluntary public service with language and cultural studies (undergraduates, graduating seniors, and graduate students may apply).

Contact: SSTP, Jodi Hullinger, WorldTeach, Harvard Institute for International Development, One Eliot St., Cambridge, MA 02138; Tel.: 617/495-5527; Fax: 617/495-1599; E-mail: info@worldteach.org; website: www.igc.org/worldteach

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ASIAnetwork HOME BASE SUPPORT

Sandra Papuga is familiar to many of you through having met her at the ASIAnetwork conferences or having spoken with her over the telephone. She works ten hours a week for the ASIAnetwork keeping the mailing lists and data base up-to-date, scanning manuscripts for the newsletter, taking the minutes of the Board meetings and annual ASIAnetwork meetings, helping to organize and administer the ASIAnetwork conferences, and undertaking many other tasks as they arise. Her unfailing efficiency and good humor are great assets to the ASIAnetwork. Thank you, Sandy.

Bob McJimsey, History, The Colorado College, is less visible, but has been central to the publication of the ASIAnetwork Exchange. He has formatted, for camera-ready printing, sixteen issues of the ASIAnetwork Exchange from its early issues on a word processor through two different desktop publishing programs. He volunteers his expertise and many hours of his time. Thank you, Bob.
INTRODUCTION TO EAST ASIAN CULTURES
CONTINUITY AND CHANGE

Stan Mickel
Chinese Language and Literature, Wittenberg College

Stan Mickel teaches first, second, and third year Chinese, and an independent studies fourth year course in Chinese. Some literature is covered in the language courses, and he offers a survey of modern Chinese literature in translation. Every other year, Mickel teaches a section of EA 100 East Asian Cultures: Continuity and Change, the syllabus for which follows here.

Fall semester 1997-1998
MWF 9:10-10:10
Synod 136

The goal of this course is to give you an opportunity to understand more about modern East Asia. To achieve this goal, you will be presented with readings, lectures, movies and discussions which introduce the historical background and cultural features of traditional and contemporary Chinese, Japanese, and Korean societies. In addition to studying similarities and differences in the core values of these countries, we will also examine how they have both changed and resisted change over the last two hundred years as military, economic and intellectual pressures from the West have impacted them.

There are no prerequisites, and prior knowledge of the countries is not expected.

An important aspect of this course is that it is multi-disciplinary in approach. The principal instructor is Stan Mickel of the Foreign Languages Department. Presentations will also be made by Professors James Huffman (History), Gina Entorf (Library), and Linda Lewis (Anthropology). There will also be two EAS Colloquia speakers.

Textbooks
Fairbank, John K., Edwin O. Reischauer and Albert M. Craig, eds. East Asia: Tradition and Transformation (revised edition); listed in syllabus as EA.
Li, Ronald F. S., Three Traditional Chinese Texts on Family and Family Responsibilities; listed in syllabus as Three
Pa Chin, Family, translated by Olga Lang
Course pack: Japanese Literature
There will also be handouts.

Additional materials
In addition to several videos from the PBS series, The Pacific Century, we will also watch parts of two movies which give visual images to the themes of the course. The Makioka Sisters, a movie adapted from a novel of the same name by Tanazaki Junichiro, tells how four sisters react differently to a changing Japanese society in the 1930s. The Story of Two Women shows the tension Confucian ideals can cause in a modern Korean family. If you are interested, a video of Family is available. This film, adapted from the novel which we will read, tells the story of social change in the China of the 1920s.

Workload
- Reading: I do not lecture from the book. The readings were carefully selected to help you understand the classroom presentations and the videos we will see. You will understand more about East Asia when you do the recommended readings before each session.
- Map and historical periods quizzes: 3 x 20 each, 60 points
- Newspaper analysis: 5 x 20 points each. You will be asked to find and comment on articles in the newspapers, The China Daily and The Japan Times, which demonstrate continuity and/or change in the modern cultures of China, Japan, and Korea, 100 points.
- Library use: You will be asked to use Thomas Library to identify bibliographic materials available on an assigned EA topic, 40 points
- Participation: Family report, 20 points; attendance, discussion of readings and videos, questions, 30 points
- Midterm exams, about 200 points
- Final exam, about 200 points
Total: approximately 650 points

Office hours
My office is in the Languages Department at Leamer 135. My office hours are: MWF 10:00-11:15; 2:00-3:00 (and 3:00-5:00 if meetings don't get in the way); TuTh 8:30-9:30 and 2:30-3:30. If these hours don't work, contact me after class or give me a call in the
office at 327-6354 or at home before 10:30 p.m. at 390-6789 to make an appointment.

Course outline

The course will be basically structured as is given below, but because there will be guest speakers, unanticipated changes in the syllabus may occur. If this happens, scheduling changes will be announced as far in advance as is possible. Base your work on the syllabus, but be prepared to be flexible.

I. CHINA

Topics for the day and Readings for the next class

M 8/25 Introduction to the course; to EA geography; basic themes. EA 1-16, 40-46, 147-51

Essential dates and places, Chinese names. Three 11-21, 35-48, 51-55

W 8/27 Cultural impact of the Chinese language and Chinese character writing system; basic Confucianism. EA 83-92, 106-115, 192-93


M 9/1 Labor Day, no class. EA 243-57, 570-75; handout (West in China)

W 9/3 Quiz: Chinese dates and places; introduction to Taoism, legalism and Buddhism. EA 144-47, 454-66, 475-83, 568-61, 591-96

F 9/5 Chinese literature and literati. EA 591-96, introduction to Family

M 9/8 Two Coasts of China (1st =). EA 619-25, 763-74

W 9/10 Library work: meet in Thomas Library with Gina Entorf. EA 786-807

F 9/12 Two Coasts of China (2nd =); Read 1st = of Family

Chusok Harvest Festival about now in South Korea.

M 9/15 Change and modernization in China

Respect for Aged Holiday in Japan on 9/15.

W 9/17 Sentimental Idealism (1st =)

F 9/19 May 4th Movement and the growth of nationalism. Read 2nd = of Family. Turn in 1st China Daily newspaper item which shows continuation of traditional values in modern China. That is, find an article which shows that traditional values are still in force (e.g., familial responsibility, gender relations, foreign relations, leadership, religion, etc.). Write two or three sentences which discuss how the article reflects traditional values. Do not re-tell the article, I'll read it, rather analyze it for cultural content.

M 9/22 Literature in 20th c. China; Writers and Revolutionaries (1st =)

Prepare Family reports.

It's about time for the Japanese Obon Festival that honors ancestors.

W 9/24 Family reports (1). EA 930-40

F 9/26 Family reports (2). EA 940-52

September 28 is Confucius's birthday, a holiday in the ROC (Taiwan).

M 9/29 Family reports (3). EA 953-67

W 10/1 Family reports (4). EA 967-85

October 1 is Liberation Day in the People's Republic of China.

F 10/3 Radical change and the founding of the People's Republic of China

M 10/6 Review and discussion for Monday's mid-term review

Turn in China Daily item which shows how values have changed in modern China (e.g., commercialism, legal system, foreign relations, Christianity, gender roles, etc.).

W 10/8 Mid-term exam on China. EA 324-29, 337-56

II. JAPAN

F 10/10 Japan, the place and the people. EA 368-88

October 10 is Revolution Day in the Republic of China. 10/10 is also Japan's Health-Sports Day in remembrance of the 1964 Tokyo Olympiad.

M 10/13 Guest speaker, Dr. Yamazaki, "The Aftermath of Hiroshima." EA 406-25

W 10/15 The Japanese language and its cultural implications. EA 388-95

F 10/17 Quiz: Japanese dates and places, Shintoism and Buddhism/ EA 425-30; pack, Chapter I and IX (4 pages)

M 10/20 No classes, fall holiday

W 10/22 Confucianism and Buddhism in Japan: EA 484-92, 502-07

pack, "Love Suicides"

F 10/24 Tokugawa society: a base for modernization. EA 513-14, 523-31

M 10/27 Tokugawa literature and the start of social change. EA 534-57, 648-58

Turn in Japan Times newspaper report that shows continuation of traditional Japanese values.

W 10/29 Meiji: Asia's response to the West (first =)

F 10/31 Modernization in Japan. Speaker, James Huffman. EA 648-58

M 11/3 Meiji: Asia's response to the West (2nd =). EA 676-83, 703-09, 721-22

W 11/5 Imperial Japan in 1920s, 30s and 40s; Writers and Revolutionaries: Kita Ikki. EA 648-681, EA 27; pack "American Hijiki" (1st 9 pages)

F 11/7 Modern Japanese literature (Makioka Sisters): EA 838-54

Turn in 2nd Japan Times article. It is to show changed values in modern Japan

Culture Day in Japan is a national holiday of cultural activities to encourage ideals of Japan's postwar
constitution, love, and freedom. Before 1945 celebrated as Emperor Meiji's birthday.


W 11/12 The Occupation and the new Constitution. EA 858-69; Reinventing Japan (1st =)

F 11/14 What it is like to be Japanese in modern Japan. Speaker, James Huffman. Pack, "American Hijiki" (last 8 pages)

M 11/17 Discussion of Pack Hijiki article about life during WWII and the Occupation

W 11/19 Rebuilding the economy, Inside Japan, Inc. EA 277-81, 300-323

III. KOREA

F11/21 Korean geography, people, and language. EA 600-618

M 11/24 Big business and the ghost of Confucius. EA 907-917

W 11/26 No classes, Thanksgiving holiday

F 11/28 No classes, Thanksgiving holiday. EA 917-24

M 12/1 Korean consumer culture. Speaker, Linda Lewis. EA 865-75

W 12/3 Korean culture: continuity and change as seen in The Story of Two Women. EA 972-85

F 12/5 The Fight for Democracy (1st =)

M 12/8 The Pacific Century (1st =)

Turn in 5th (and last) newspaper article. It may be from either the China Daily or The Japan Times. It must present either traditional or modern Chinese or Japanese attitudes toward Korea.

W 12/10 Discussion and review; student evaluation forms

F 12/12 Day reserved to make up earlier misses or further review discussion

Final exam: Monday, December 15, 12:00-3:00

Is it not enjoyable to have friends come from afar! (Confucius)

Contact: Stan Mickel, Wittenberg University, P.O. Box 720, Springfield, OH 45501; Tel.: 937/327-6354; Fax: 937/327-6340; Email: mickel@wittenberg.edu

RESOURCES

Asian Studies Syllabi, H-Net list for Asian History and Culture

H-Asia keeps a log of syllabi dealing with Asia. Please feel free to submit any on-line syllabus you use for inclusion. Contact Steven A. Leibo at leibo@ sage.edu if you are interested in submitting a course outline.


Contact: www.h-net.msu.edu/~asia/syll/; T. Matthew Ciolek, Internet Publications Bureau RSPAS, The Australian National University; tmciolek@coombs.anu.edu.au

Newsletter of the Chinese Language Teachers Association

The newsletter publishes announcements of conferences, teaching positions, workshops, study programs, grants and fellowships, world wide web news, and new books.

Contact: Tao-chung Yao, Editor, East Asian Languages and Literatures, University of Hawai'i at Manoa, Honolulu, HI 96822; Email: tyao@hawaii.edu

ASIANetwork EXCHANGE COPY AND NEWS DEADLINES

The Editor welcomes submissions by ASIANetwork members on such topics as curricula, syllabi, study abroad programs, book reviews, film and video reviews, bibliographies, or useful networks in Asia. We also hope to receive information about changes and additions to faculty in Asian Studies and about campus programs relating to Asian Studies.

The copy deadline for the fall 1998 issue of the ASIANetwork Exchange is July 1, 1998.
THE ASIANNetwork EXCHANGE
A NEWSLETTER FOR TEACHING ABOUT ASIA
PROSPECTUS

Purpose of The ASIANNetwork Exchange

- To keep in contact with colleagues involved in Asian Studies, i.e. to continue communication and to build and support the network
- To increase the possibilities of sharing visiting faculty and special speakers
- To keep current about the work of faculty and to communicate suggestions of faculty with regard to resources
- To circulate information about study abroad programs

Information to be communicated through The ASIANNetwork Exchange

1 Faculty
- Listing of current faculty, address, telephone and fax numbers, electronic address, academic department, areas of specialty
- Additions to tenure track faculty
- Current visiting faculty, dates on campus, address, department, area of specialty, and campus contact person
- Prospective visiting faculty
- Future positions open

2 Resources: recommendations and suggestions
- Reference materials, scholarly publications
- Periodicals/newspapers
- Films; television programs, videos
- Computer programs, electronic bulletin boards

3 Resources: publications by The ASIANNetwork Exchange colleagues:
- Reviews
- Brief bibliographical notes
- Course syllabi

4 Study programs abroad: reports, suggestions, references, re:
- People to contact in study abroad programs: networking
- Notes about current programs in various venues
- Information about new programs

5 Continuing dialogue from conferences

6 Calendar
- Conferences, exhibitions
- Programs on campuses

Contact: Marianna McJimsey, Editor, The ASIANNetwork Exchange, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-7706; Fax: 719/389-6473; E-mail: mmcjmike@cc.colorado.edu
THE ASIANetwork DATABASE NEEDS YOUR INPUT

"Please send the names of ASIANetwork members who teach Marathi," "Who are the ASIANetwork members who teach courses relating to Southeast Asia?" "Which ASIANetwork colleges offer courses in Asian Art?" "Which ASIANetwork faculty members lead study abroad programs in Japan?"

These are the kinds of questions which ASIANetwork members ask, with increasing frequency. Our database needs to be filled with such information, and only you can provide it. Please distribute photocopies of this information sheet to your Asian Studies colleagues, and ask that they mail, fax, or email them to Marianna McJimsey, ASIANetwork Executive Director, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Fax: 719/389-6473; E-mail: mjcjimsey@cc.colorado.edu. Thank you very much.

Name

College address

College phone number

Electronic mail address

Academic department

Areas of specialty relating to Asia

Publications

Syllabi you are willing to have published in the ASIANetwork Exchange
South Asia
Southeast Asia

Geography 1000: Fundamentals of World Regional Geography
Dr. Michael P. Peterson