THE ASIANetwork EXCHANGE
A Newsletter for Teaching about Asia

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Asian Studies
The Colorado College
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WELCOME FROM THE CHAIR
ASIANetwork BOARD OF DIRECTORS

Suzanne Wilson Barnett
History, University of Puget Sound

Now in its seventh year, ASIANetwork continues to provide a lively context of conversation about Asian life, thought, and affairs in connection with excellence in undergraduate education in the liberal arts. Essential to the promise and effectiveness of our ongoing dialogue is the range of the consortium's formal activities, including the newsletter, the annual conference in late April, and grant-funded initiatives for faculty, program, and curricular development. What distinguishes ASIANetwork is the effort to link scholarship with intellectual community in the classroom, across the campus, and among institutions.

A fundamental principle of ASIANetwork is that the achievements and vision of faculty colleagues at member institutions are the heart of the enterprise. Thus I invite your participation, as individual faculty members within your separate institutions, in the effort to sustain and advance the centrality of Asian studies in undergraduate curricular experience. We hope especially that you will join us at the upcoming annual conference, where conversations in the sessions, over meals, and in the hallways make everyone a "presenter," not only those conferees whose names appear on the official program. One of the satisfactions of our conferences is the interaction between panelists and audience, and this seems a fitting extension of the indivisibility of teaching and learning in our work.

Membership

The opportunities provided by ASIANetwork are available with annual membership, which is by institution at a modest cost. Important: Please check to be sure that your institution renews its membership upon receipt of the annual dues invoice card early in the fall term. The invoice card will reach current member institutions in a mailing to each faculty colleague who routinely receives ASIANetwork mailings. An invoice card also will go to chief academic officers (the academic vice president, provost, or dean) of institutions suited to ASIANetwork membership, so more than one invoice card may come your way. In any case, the continued existence of ASIANetwork and the prospects for Asia in the undergraduate curriculum depend on annual dues; please act swiftly to secure your institution's membership.

Copyright The Colorado College 1998
1999 Conference

Tacoma, Washington, April 23-25, 1999. (Tacoma is about 30 minutes south of Seattle-Tacoma International Airport.) The seventh annual conference will take place at the Sheraton Tacoma hotel, which has newly refurbished guest rooms and a good location in a revitalized downtown area that includes the Tacoma Art Museum, the new Washington State History Museum, and the campus of the recently founded University of Washington-Tacoma. Details about the program will come at a later time, as the schedule of plenary sessions and concurrent panels falls into place.

Andaya and Larson

Keynote speakers have much to do with the tenor of conversation at and after an ASIANetwork conference. We are pleased to welcome as speakers in 1999 Professor Leonard Andaya, University of Hawai‘i, a historian of Southeast Asia, and Professor Gerald Larson, Indiana University, a specialist in South Asian religions.

The city of Tacoma is home to two ASIANetwork member institutions, Pacific Lutheran University and the University of Puget Sound. The two Presidents of these universities graciously will co-host a reception for ASIANetwork conferees. This event will occur at the University of Puget Sound on Saturday, April 24, following the afternoon sessions and prior to dinner at the hotel. We are arranging bus transportation to and from the campus, and thus can enable conferees to have some sense of the tree-lined neighborhoods of Tacoma’s North End.

Funding the educational mission

Over the six years of its brief existence ASIANetwork has attracted more than $1,500,000 in funding from such sources as the Henry Luce Foundation, the Ford Foundation, and the Freeman Foundation, and grant funds continue to make a wonderful difference to the place of Asia in undergraduate education. Grants cannot be the only basis of support, however, for they are of specified duration for specific projects.

Member institutions are critical to ASIANetwork, and not just by way of annual dues. Our colleges pay for participation by faculty colleagues, including ASIANetwork Board members, in the annual conference. Sending at least one faculty colleague to the conference is the surest way for an institution to make good its membership investment. An ASIANetwork conference is like no other, in that it has a prior emphasis on the interplay of ideas and excellence in teaching and learning. Because it is not an academic meeting

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like that of professional associations in the disciplines, many member institutions have established separate and dedicated funding to allow one or more faculty colleagues to attend the conference each year.

ASIANetwork also is the beneficiary of unseen largesse from member institutions, for they are the environments in which we do our work of teaching and learning about Asia and communicating with each other by e-mail, telephone, and hard copy. Invariably the home institutions of ASIANetwork Board members provide essential services that enable the consortium to function, and we are grateful for such contributions. One institution deserving special recognition for the provision of unseen services is The Colorado College, which is the venue for the office of the Executive Director of ASIANetwork.

Beginning this year, ASIANetwork invites faculty colleagues to make individual contributions to the consortium as a means of assuring the continuation of its mission to promote the study of Asia at the undergraduate level. Your contribution, which is fully tax deductible, will convey your commitment to this mission and the promise of the consortium. (Please take note of the announcement about individual donations that appears elsewhere in this newsletter.)
Pacific Lutheran University have graciously invited the ASIANetwork Conference attendees to a reception on Saturday, April 24, 1999 at 5:30-6:30 p.m. on the University of Puget Sound campus. The University of Puget Sound and Pacific Lutheran University are longtime ASIANetwork member institutions.

Buses will transport conference attendees to the University of Puget Sound campus for the reception and then back to the Sheraton for dinner and the second keynote address.

Tentative conference program

Two plenary sessions:
"Books that Change the Way We Teach"
"Study Abroad and Legal Issues"

Panels (to be completed):

The sixteen breakout panels in four concurrent blocks on Saturday and Sunday fall into three categories:

(1) panels that flow from ASIANetwork grant-funded initiatives, including a panel featuring the Ford Foundation funded Faculty Curricular Development Seminar on China (summers 1997 and 1998) and panels featuring the Luce Foundation funded website, the Luce Foundation funded book about Asia in undergraduate liberal arts education, and the Freeman Foundation funded ASIANetwork Institutes in Asia and Student-Faculty Fellows Program in Asia;
(2) panels about ideas that can translate into excitement in the classroom, including a panel entitled "Asian Classics in Changing Time and Space;"
(3) panels having to do with teaching, as in a panel on "China Through Visual Images," or a panel on "Placing Korea in the Undergraduate Curriculum;" and
(4) panels on matters such as outreach, as in a panel on "Asia and the Schools" and professional issues, as in a panel on "Asian Studies and African Americans."

Start and finish of the conference

Registration begins at 4 p.m. in the lobby of the Sheraton Tacoma Hotel. The conference will be launched with a dinner and a keynote address by Professor Leonard Y. Andaya on Friday evening, April 23, 1999, and will conclude by 1 p.m. with lunch, hosted by the United Board for Christian Higher Education in Asia, on Sunday, April 25, 1999.

A pre-conference excursion on Friday, April 23, 1999 is "in the works."

Further information will be forthcoming about a possible pre-conference exploration of sites in the Tacoma/Seattle area involving Asian Americans in the Pacific Northwest. Details about the excursion, which would require sign-up and a fee paid ahead of time, will be announced in the December newsletter.

Accommodations

Hotel room reservations must be made by Thursday, April 1, 1999.

The Sheraton Tacoma Hotel ASIANetwork Conference room rates are $91 per night for a single or double, and then $10 per extra person. The rate is not inclusive of the state and local taxes, which are currently 13.4%.

The conference rate will apply for three days before and three days after the conference dates based upon availability.

Individuals are responsible for making their own reservations by calling 1-800/845-9466 and will be guaranteed a room with either a first night advance deposit or an accepted major credit card number.

Reservations should be made no later than Thursday, April 1, 1999. Any rooms remaining in the ASIANetwork block at this time will be released for normal sale. Any reservations requested after this date may not be eligible for the group discount and are subject to availability.

Conference registration

Registration must be postmarked by Thursday, April 1, 1999.

ASIANetwork members $140
Non-ASIANetwork members $150
Late registration ASIANetwork members $150
Late registration non-ASIANetwork members $160

The following meals are included in the conference registration fee: April 23 Friday night banquet; April 24 Saturday noon lunch; April 24 Saturday night banquet; April 24 Saturday mid-morning break beverages; April 24 Saturday mid-afternoon break cookies and beverages; April 25 Sunday morning Continental breakfast. All conference attendees are guests of the United Board for Christian Higher Education in Asia on April 25 Sunday at noon.

The conference registration fee is inclusive and must be paid in full.

Conference registration fees must be paid by Thursday, April 1, 1999. Make checks payable to the ASIANetwork and mail to Marianna McJimsey, ASIANetwork, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903. The ASIANetwork is not equipped to receive payments by credit card.
College teachers have the good fortune of being paid to do something that is well worth doing, the conveyance, extension, and generation of ideas in the service of intellectual community and human understanding at many levels. The basis of the ASIANetwork book, supported by a grant from the Henry Luce Foundation, is that the study of Asia in the context of the liberal arts promotes intellectual exchange at a high order of thought and enhances the promise of college graduates as citizens of a world that is increasingly both more complex and more interdependent. The book is an opportunity to celebrate this reality with reference to the objectives, achievements, and dynamic quality of ASIANetwork member institutions in the development and promise of Asian area studies.

**June 1998 editorial meeting**

At a meeting in Colorado Springs in mid-June 1998 the authors and editors of the book engaged in extended conversation that illuminated themes and concerns. Thomas Coburn’s image of liberal arts education as an ellipse involving tension between two foci, rather than as a “center,” inspired the sense that Asian subject matter well serves the pursuit of the fluidity and range of knowledge and affirms Asia’s role as a “sphere of humane literacy,” in words invoked by Rita Kipp. Stephen Nussbaum’s observation that the liberal arts college is “a privileged place” where “creative dialogue occurs” followed the trend of the meeting to see Asia as important to the preservation of the liberal arts ideal. Ainslie Embree summarized the challenge as the need to make Asian studies integral to undergraduate education and a democratic society in the world context. Discussion suggested that this process involves the avoidance of stereotyping and essentializing Asian peoples, the promotion of language study, and continued excitement about ideas and pedagogy and the integration of teaching and research.

In addition to Professors Coburn (St. Lawrence University), Kipp (Kenyon College), Nussbaum (Earlham College), and Embree (Columbia University, *emeritus*), other authors at the meeting were Samuel Hideo Yamashita (Pomona College) and Stanley Mickel (Wittenberg University); also in attendance were co-editors Van Symons (Augustana College) and Suzanne Wilson Barnett (University of Puget Sound), along with ASIANetwork Executive Director Marianna McJimsey (The Colorado College) and Terrill Lautz (The Henry Luce Foundation).

**TWO OPPORTUNITIES TO STUDY AND TRAVEL IN ASIA**

**THE 1999 ASIANetwork FREEMAN PROGRAMS**

**APPLICATIONS DUE NOVEMBER 30, 1998**

The ASIANetwork invites applications for two programs funded by the Freeman Foundation. The Student-Faculty Fellows Program supports collaborative research of ten student-faculty pairs in which the student works with a faculty member and both go to Asia for three weeks or longer. The College in Asia Summer Institutes Program provides training for colleges to develop and manage term-in-Asia programs. In each of three summers, five different colleges, each represented by an administrator and a faculty member, will be selected to participate in a three-week institute conducted on-site in Asia.

The one million dollar, four-year (1998-2001) Freeman Foundation grant generously supports travel, research materials and stipend for students, faculty and staff of ASIANetwork member institutions.

**1998 Student-Faculty Fellows Program faculty mentors**

The 1998 Student-Faculty Fellows Program faculty mentors are listed here for prospective applicants who wish to discuss with them the first year of the four-year program.

Marsha Smith, Sociology, Augustana College, China
INTRODUCING A NEW ASIANetwork SERVICE

THE ASIANetwork CONSULTANCY ADVISORY PROGRAM

Van Symons
History, Augustana College

Van Symons teaches two survey courses, “Traditional East Asia: China and Japan” and “Modern East Asia: China and Japan,” four upper division history offerings: “China: The Last Dynasty (1644-1912),” “China: The Twentieth Century,” “Modern Japan,” and “Seminar in History.”

The ASIANetwork Consultancy Advisory Program will draw from the recently completed four-year long Henry Luce Foundation funded ASIANetwork Consultancy Program. The Consultancy Program matched experienced consultants from established Asian Studies programs at liberal arts colleges with ASIANetwork member institutions seeking advice on how to strengthen the study of Asia on their campuses.

The highly successful ASIANetwork Consultancy program matched paired consultants with twenty-two colleges for two-day on site visits. Consultants were sometimes asked to address specific issues such as how to strengthen Asian language offerings, enhance Asian library collections, or develop stronger study in Asia initiatives. At other times, they simply evaluated the overall quality of an Asian Studies major and made suggestions on how to strengthen it. Shortly after the completion of the consultancy visit, consultants provided the college with an assessment report and suggestions on how to strengthen the institution’s Asian program.

Dramatic effects of consultancy visits

Consultancy visits often have a dramatic effect on the host college by helping it better recognize existing faculty, library, and institutional assets; by strengthening the community of Asianists on campus; and by enhancing the dialogue between college faculty and administrators.

In the past, the Henry Luce Foundation funding for consultancies covered the transportation costs to and from the host college and provided an honorarium for each consultant. The host colleges met the housing and meal costs of the visiting consultants. Such expenses
were not as high as one might imagine, and ASIANetwork hopes that although there is no external funding, colleges needing consultancies will rely upon the ASIANetwork Consultancy Advisory Program.

Drawing from its list of thirty colleagues who served as consultants in the Henry Luce Foundation funded program and its four-year long experience in conducting consultancies, the ASIANetwork Consultancy Advisory Program can recommend possible consultants and suggest effective ways to prepare for their visit.

We are happy to report that the Advisory Program has already arranged a consultancy for an ASIANetwork member institution for the fall of 1998. In the absence of external financial assistance, it will involve one seasoned consultant, rather than two, and matches a consultant who lives near to the college seeking the consultancy to cut down on transportation costs. The honorarium given the consultant is a matter that will be left for negotiation between the consultant and the host institution. Under the Henry Luce Foundation funded program, each consultant received a $1000 honorarium.

ASIANetwork asks nothing for this advisory service. It is offered free to ASIANetwork member institutions.

Contact: Van J. Symons, History, Augustana College, Rock Island, IL 61201; Tel.: 309/794-7413; <hisymons@augustana.edu>

CALL FOR NOMINATIONS FOR ASIANetwork BOARD MEMBERS

Teodora Amoloza
Sociology, Illinois Wesleyan University

It is time for nominations to the ASIANetwork Board of Directors. Each year the current Board brings a slate of at least three names to the membership for election at the annual meeting of the association on the Sunday of the annual meeting (our next annual meeting is in Tacoma, Washington from April 23-25, 1999). At the 1998 meeting at Hickory Ridge, Lisle, IL, we called for nominations. This note is a reminder to the membership: please recommend to the Board colleagues from member institutions who you feel would guide our collective activities well. When you submit a name for nomination, please include the following information about your nominee: institutional affiliation and address, academic discipline, and Asian region of specialization.

Nominating committee

Please submit recommendations to members of the Nominating Committee: Teddy Amoloza <tamoloza@titan.iwu.edu>; Suzanne Barnett <sbarnett@ups.edu>, or Tom Coburn <tcob@ccmaillink.stlawu.edu> or to the Executive Director, Marianna McJimsey <mmcijimsey@ColoradoCollege.edu>.

From the recommendations made by members, at least three candidates will be selected by the Board for nomination, taking into account the need the Board has for balance in order to represent fairly the broad range of colleges that are a part of the consortium, the different regions of the country we come from, the different areas and disciplines of special research and teaching of our membership, gender, age, and other factors. These nominations will be announced, with background information on each candidate, in the winter/spring issue of the ASIANetwork Exchange that will come out before the annual meeting.

Elections will be held from that list, along with any additional member nominations, during the Sunday April 24, 1999 morning business meeting. If you have any questions about this process, feel free to contact any member of the nominating committee or the ASIANetwork Board.

VOTE OF THANKS

The ASIANetwork thanks the retiring members of the Board of Directors whose terms expired in April 1998: Timothy Cheek, History, The Colorado College; Mark Unno, Religion, Carleton College, and 1997-1998 ASIANetwork Board Chair, Van Symons, History, Augustana College. ASIANetwork Board members volunteer much time on several Board committees. We are grateful to Tim Cheek and Mark Unno for their skills in bringing the ASIANetwork website (www.asianetwork.org) to reality. We thank Van Symons for his leadership of the ASIANetwork and for his organization of the 1998 ASIANetwork Conference.
The Association for Asian Studies (AAS) is the main professional body for Asianists in the United States, and ASIANetwork is an affiliate of the AAS. ASIANetwork members should be aware that, in addition to its annual, national meeting, the AAS sponsors eight regional conferences throughout the United States. These regional meetings compare in size to ASIANetwork, drawing between 100 and 200 people. Many find these small meetings, often shorter and closer to home, more congenial and more manageable than the AAS national conference which attracts between 4000 and 5000 persons each year.

Like the national-level AAS, the regional conferences afford faculty and graduate students a venue for papers and panels describing recent scholarship about Asia from a wide variety of disciplines. Because panel audiences are smaller than at the AAS, however, those in attendance can more easily meet the panelists to ask for copies or engage in a discussion afterwards.

The regional conferences usually have an outreach component as well, that is, workshops or panels aimed at K-12 teachers. Sometimes these are open to anyone, and may present materials and speakers that will also be of interest to ASIANetwork members, especially faculty who are new to the study of Asia, or who were trained in one area of Asia but need to expand their expertise to cover other areas.

Contact the program chair of the regional conference closest to you and ask to receive a mailing about the program. Even if the conference in your region has already taken place this year, you can anticipate a similar time in future years and ask where next year's conference will be.

Information about each regional organization can be found in the AAS Newsletter, and on the AAS website. Go to <http://www.aasianst.org> Click on Conferences and Meetings to find information about the regional conferences. Here is a listing of the eight regional conferences and where they will be meeting this year, along with the names of the program chairs and an e-mail address for each.

**ASPAC (West Coast and Pacific Region)**
Whitman College, Walla Wall, Washington
June 19-21, 1998
David Deal <deal@whitman.edu>

**MCAA (Midwest Conference)**
University of Wisconsin-Milwaukee
September 25-27, 1998
David Buck <iwa@csd.uwm.edu>

**Mid-Atlantic Region**
University of Delaware-Newark
October 23-25, 1998
Frank J. Hoffman <fhoffman@sas.upenn.edu>

**New England**
Tufts University, Medford, MA
October 24-25, 1998
Charles Inouye: <cinouye@emerald.tufts.edu>

**New York**
State University at New Paltz
October 16-17, 1998
Marleigh Grayer Ryan <ryanm@npvm.newpaltz.edu>

**Southeast**
University of Virginia, Charlottesville
January 16-18, 1999
March Gilbert <mgilbert@nugget.ngc.peachnet.edu>

**Southwest and Western (Joint Conference)**
University of Texas-El Paso
October 16-17, 1998
Kenneth J. Hammond <khammond@nmsu.edu>

**Contact:** Rita Kipp, Anthropology, Kenyon College, Gambier, OH 43022; <kipp@kenyon.edu>
How did Year Two of the Japan Seminar go? "It was very compressed, very exhausting, but a very rewarding experience," reported Bill Guinee, Westminster College, a two-year veteran of the first round of the ASIANetwork Ford Foundation-funded seminar series. "I was nearly a blank slate in terms of Japan or Asian Studies when I began the seminar, but the seminar has enabled me not only to offer my own course on Japanese culture, but to become a champion of Asian Studies on my campus."

Such was the tenor of the panelists' remarks at the panel reporting to the ASIANetwork at the annual meeting in Lisle, Illinois in April. Chaired by Japan Seminar Director Steve Nussbaum, four panelists reported on the gains, both institutional and personal, that two years of study and reflection had achieved. The first summer of 1996 drew them to the Earlham College campus for three weeks of intensive Japan study at a distance, but summer 1997 brought them to Tokyo, Kobe, and an immersion into Japanese life and society, complete with homestays and exploratory forays into the countryside.

Barbara Bowman, Illinois Wesleyan University, prepared a film course based on her newfound admiration and appreciation for Japanese cinema, while Lawry Finson, University of Redlands — also without prior Japanese cultural training — did the same in collaboration with a colleague. "My goal was not to become an instant area specialist, but to contribute more usefully to Asian Studies on campus," he reported. This he has done by offering that course, applying for an Asian Studies library grant, inserting a Japanese module for a core first-year course, and planning on adding Japanese topics into his elective courses on hitherto exclusively Euro-American philosophy.

Fred White, Goucher College, began the seminar as the sole Asia-interested faculty on campus. Since then he has developed a new first-year seminar program entitled, "Encounters with Contemporary Japan," and with recently interested colleagues has formed the nucleus of an Asian Studies program.

Audience discussion of the panelists' remarks raised the question of what was the pedagogical quality of these efforts. "Without graduate or specialist training, will knowing only the basics enable these new Asianists to merely produce inferior courses — inferior to those offered by specialists?"

Good question. Respondents pointed out that we all teach courses we are not specialists in, but that we learn to do a good job of it. Also that we should be honest with our students as to our level of background, and that it might be wise to offer our new course at the 100 level, particularly the first time around. Basically, the consensus was that our students and institutions needed these new courses and perspectives and that direct action was called for.

The China Seminar Year Two, in China, under the direction of Dick Bodman, St. Olaf College, flew in July to Shanghai and other sites in China. The Southeast Asia Seminar Year One gathered at Kenyon College in June with co-directors Rita Kipp, Kenyon College, and Leedom Lefferts, Jr., Drew University. Director Job Thomas and Associate Director William Mahony, both of Davidson College, led the South Asia Seminar Year One at Davidson College.

Contact: Gregory Guldin, Anthropology, Pacific Lutheran University, Tacoma, WA 98447; Tel.: 206/535-7661; Fax: 306/752-0858; <guldinge@plu.edu>
THE ASIANetWORK FORD FOUNDATION CHINA SEMINAR
HALFWAY TO CHINA

Kaushik Bagchi
History, Goucher College

Kaushik Bagchi is an ASIANetWORK Ford Faculty Development Seminar on China participant. During Year One, 1997 of the seminar, he and nine ASIANetWORK faculty members spent three weeks at St. Olaf College under the leadership of seminar director, Richard Bodman. In July 1998, Year Two, the seminar members traveled to China. In this article, written before his departure for China in July, Bagchi reflects on the influence of the seminar thus far on his teaching.

Bagchi teaches “Economic and Business History of Japan,” Comparative History of Colonialism in East and South Asia,” “Survey of Premodern East Asia,” “Twentieth Century Asia,” “Cross-cultural Trade in Asia,” “Modern Japan in Film,” and “World History.”

In about a month from now, ten of us, college professors from different disciplines, will travel to China to learn about the country first-hand. After a week in cosmopolitan Shanghai, we will travel to Inner Mongolia, where we will spend a night on the grasslands in a yurt (a traditional Mongol tent) and eat a crow holding vegetables in its mouth (an oat noodle dish). From there we go to Beijing, eat Peking duck (finally, since I have never tried it so far), and return home.

Our journey began a year ago in less exotic surroundings, with a three-week intensive seminar on China at St. Olaf College in Minnesota. Our group included Bob Tallitsch, a biologist interested in traditional Chinese medicine, Guru Rattan Khalsa, a chemist who teaches an interdisciplinary course on global ecology, and Charles Almy, a geologist, who by the end of the seminar teamed up with Dave Goldblatt, our philosopher, to produce a multimedia presentation on Chinese landscapes and paintings. Dave Pasto was there to learn about Chinese theater and opera. Other disciplinary backgrounds in the group included political science, English, German, and psychology. I teach Asian history, world history, and interdisciplinary courses in the honors program and an introductory first year seminar at my college. I am the only Asianist in my department and was participating in the seminar because I have had no formal training in Chinese history and culture. My primary research and teaching interests are in the areas of colonialism (in South Asia and East Asia), and postcolonial and Third World history.

China Seminar impact

The principal impact, I believe, of attending the seminar with this diverse group has been to make my courses more multi-faceted and thus more exciting for my students. The format of the seminar also fostered this approach. To me, this makes perfect sense since the goal of the seminar is not to produce China specialists, but to raise the level of interest and awareness about China among the participants, which they then transmit to their students and the curriculum at large.

Our seminar started each morning with an hour of Chinese language lessons. In the afternoon we had another conversation class, and in our “free time” we organized writing and calligraphy sessions. Back at Goucher, I have introduced my students to the Chinese characters I am learning, to their excitement and delight. When things get dull, we put our books aside and practice stroke order and philosophize on what the characters mean.

In the past year, I have also found myself frequently discussing and showing Chinese landscape paintings in my classes, another “gentlemanly” interest I acquired at the seminar. Slide shows by experts, a guided visit to the Chinese art section at the Minneapolis Institute of Art, and the project by Charles and Dave all fueled this interest. To students used to more excitement, landscapes by Chinese literati were a little dull at first, but judging by their comments and papers, they were also eventually hooked. I am now exploring the possibility of working with a colleague from the art department to put together a one or two-week segment in my East Asian history course dealing entirely with Chinese landscapes.

Computers as teaching tools

Another new thrust that the seminar gave to my courses was in the use of computers to enhance teaching and learning. At the seminar itself I began
designing a web resource page on Chinese history, I also put together a humorous presentation on the sayings of Chairman Mao. At Goucher, I immediately put my students to work on similar projects. I also continued to develop my skills by attending workshops and have, for better or for worse, acquired a reputation as a big "technology user" on campus. While I had my initial reservations about spending time on computers in a seminar on China, my anxieties have since disappeared. Although the web still cannot replace books and journals, I discovered that there is material there of a different and often more exciting kind. My students love, for example, the site for Mao badges and caps. And being able to click and see pictures, hear music, and get the latest information on what's happening in China has boosted the level of student enthusiasm in my courses.

**Bold approaches**

At the recent ASIANetwork conference in Chicago, there was an animated discussion in one of the sessions on whether these ongoing faculty development seminars (of which the China Seminar is one) produce people capable of teaching competently at the college level, or whether they produce dilettantes. Guru Rattan, my colleague in the China group, provided an appropriate reply: conventional approaches, she said, are no longer providing answers to the issues the world is facing today. New interdisciplinary perspectives and "bold approaches" from people who are not experts in the traditional sense are precisely what are needed to prepare our students for the world they will work in. There is therefore no harm, she correctly argued, in jumping into a field such as Chinese studies and experimenting with new ideas. That, I believe, is what we did last summer and what we will continue to do this July.

**Contact:** Kaushik Bagchi, Goucher College, 1021 Dulaney Valley Road, Towson, MD 21204; Tel.: 410/337-6254; Fax: 410/337-6405; <kbagchi@goucher.edu>

**BEING THERE: IMPROVING TEACHING THROUGH RESEARCH/RESIDENCY IN ASIA**

**1998 ASIANetwork CONFERENCE PANEL**

**Michael R. Drompp**

History, Rhodes College

Michael Drompp, Panel Chair, teaches "Asian Societies: Past and Present," "The Origins of Chinese Civilization," and courses on Inner Asian history and Japan. His area of expertise is the history of China and Inner Asia from the sixth to the tenth centuries. Drompp is particularly interested in political and cultural interactions between the nomadic pastoral peoples of Inner Asia and the Chinese during this period.

The panel examined the question of how research and/or residency in Asia can play a role in teaching courses in Asian Studies. Our aim was to present some ideas in order to facilitate discussion which proved lively. The three panelists found that they shared similar thoughts, some of which are described here.

**Diane Clayton, Library, Hamline University**

Diane led a study-abroad program in India, which equipped her with fresher and more accurate information about circumstances and issues there through newspapers, journals, observation, and conversations with academics. Observing her students on-site, she identified those topics that were most appealing to them and also expanded her own areas of knowledge through the research that her students carried out. The excitement of student returnees who were guests in her classes at Hamline spurred enthusiasm in those who had not traveled to India, and showed the latter the impact of such experiences.

Authenticity was an important theme in Diane's presentation. She argued that on-site experience provides one with an authentic voice — a "reality check" — that is not possible to acquire in any other way. Her experiences in India provided her with stories and illustrations to use in making important points, such as the need to combat essentializing tendencies through real experiences (in regard to the theme of Hindu-Muslim conflict, for example). Finally, time in India allowed her to improve her cooking skills for use when
hosting students in her home – yet another benefit of “being there” that can enrich teaching while enticing students.

Kari Fields, Politics, University of Puget Sound

Kari has done field research in Asia and has led students through several countries in East Asia, as well as lecturing on a cruise from Vladivostok to Hong Kong. He examined the benefits of these experiences and how best to maximize them in his teaching.

The benefits are many. Experience in Asia is a “refresher” in terms of language skills, experiences, examples, and impressions that provide one with both substantive and anecdotal information. He echoed Diane’s theme of authenticity; study and travel in Asia add legitimacy to his courses. Time in Asia does not merely refresh his knowledge and teaching, however; it also refreshes him personally, reminding him of why he is in this profession in the first place. Even short research trips, of which he has taken several, can be beneficial. Since we teach about the importance of field research, actually doing such research adds force to that argument – the idea that we do indeed practice what we preach.

Kari’s advice is to avail ourselves of the plethora of opportunities for funding research field work in Asia and, while in Asia, to think like our students, asking their questions and seeing through their eyes as much as possible. Upon our return to our home campus, we should share our observations with students who have not yet had the opportunity to travel in Asia.

Michael Drompp, History, Rhodes College

In addition to living in Asia while doing research, I have traveled with students in many parts of Asia. Teaching on-site offers a number of benefits; the site becomes a living laboratory with people, geography, food, and material culture all tangible to the students. Visits to sites along the Central Asian Silk Road, for example, provide a tactile understanding of the peoples and cultures of the region as well as the difficulties of travel, even today. Such visits also show students how historians must work with many tools: geography, ethnography, archaeology, and texts. Reading relevant texts on-site makes them come alive. The challenge is how to replicate this excitement and immediacy in the classroom after one has returned.

My experience with material culture while teaching on-site has encouraged me to include far more use of objects and slides of objects (along with slides of geographical formations and people) in my classroom teaching. Seeing objects/landscapes/faces causes an irrepresible return of that “on-site enthusiasm” that students respond to; accounts of my experiences in those places make students realize that this is not simply an academic exercise. In my course on the Silk Road, I recreate my itinerary, and use it to structure the class around a “journey” that the students themselves will take, if only in their imaginations.

Residency in Asia while doing research also provides a wealth of “hard” information, relevant anecdotes, and other materials for teaching purposes. My two-and-a-half years in Taipei not only allowed me to teach with more confidence about medieval China and its foreign relations, but also about modern Chinese culture, which I absorbed constantly while there. “Being there” does not automatically educate by osmosis, but does provide a depth of understanding that cannot be replicated through other means.

Contact: Diane Clayton, Hamline University, St. Paul, MN 55104; <dclayton@gw.hamline.edu>

Michael Drompp, Rhodes College, 2000 N. Parkway, Memphis, TN 38112; Tel.: 901/843-8695; Fax: 901/843-3727; <drompp@rhodes.edu>

Karl Fields, University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416; Tel.: 253/756-1307; Fax: 253/756-3500; <kfields@mail.ups.edu>

BLAKEMORE FOUNDATION GRANT OPPORTUNITY

Blakemore Foundation

Deadline: January 15, 1999
The Blakemore Foundation will make up to twenty grants for the advanced study of modern Chinese, Japanese, Korean, and Southeast Asian languages. The grants are intended for individuals successfully pursuing careers involving Asia who find that language study abroad at an advanced level is essential to realize their goals. The grants fund a year of language study at an institution in Asia selected by the applicant and approved by the foundation.

Contact: The Blakemore Foundation, 1201 Third Ave., 40th Fl., Seattle, WA 98101; Tel.: 206/583-8778; Fax: 206/583-8500; <blakemore@perkinscoie.com>
STUDY ABROAD

CET Academic Programs

CET Academic Programs, a private study abroad organization in Washington DC is seeking institutional partners for its new Area Studies program in Beijing. In addition to its current Chinese language and culture programs in Beijing and Harbin, CET is creating a new program that will not only teach Mandarin Chinese, but will also provide a broader base of courses, taught in English, in such areas as anthropology, government, or economics.

CET is also developing a multi-country program in Southeast Asia. Contact CET for further information.

Contact: Janice Levitt or Mark Lenhart; 800/225-4262; <cet@academic-travel.com>

Payap University, Thailand

ASIANetwork member Payap University offers a Thai Studies Certificate Program, a one or two semester academic program designed for those interested in becoming proficient in Thai language and knowledgeable about Thai culture.

Contact: Peggy H. Imai, International programs, Payap University, Chiang Mai, Thailand 50000; Tel.: 66-53-304-805 x250/251; Fax: 66-53-245-353; <intexch@payap.ac.th>

Sophia University, Japan

ASIANetwork member Sophia University conducts an annual summer session which brings about 130 students from all over the world to its Tokyo campus. The university has a Faculty of Comparative Culture, which hosts over 150 students annually from eighty institutions throughout the world. The Faculty of Comparative Culture, includes the Departments of Comparative Culture and Japanese Language and Studies. English is the language of instruction. In addition to a comprehensive Japanese language program, Sophia University offers Mandarin Chinese, Arabic, Indonesian, Korean, and Tagalog.

Contact: Richard A. Gardner, Summer Session, Sophia University, Ichigaya Campus, 4, Yonbancho, Chiyoda-ku, Tokyo 102-0081; Tel.: 03-3238-4090; Fax: 03-3238-4091; homepage: http://133.12.40.67

EAST ASIA: VISUAL CULTURE, REGIONAL IDENTITIES
AND TRANSNATIONAL MODERNITIES
REGIONAL WORLDS 1998-99
AT THE UNIVERSITY OF CHICAGO

John A. Crespi

East Asian Languages and Civilizations, The University of Chicago

John A. Crespi, a Ph.D. candidate in the Department of East Asian Languages and Civilizations, The University of Chicago, has been a teaching assistant for the core curriculum course, "East Asian Civilizations." He has taught Chinese civilization for The Principal's Global Scholar Program at Kenwood Academy in Chicago, and is currently Program Assistant for Regional Worlds 1998-99. His doctoral research is on the influence of nationalism on Chinese new poetry.

The Regional Worlds Program at The University of Chicago is now entering its third and penultimate year of a Ford Foundation-funded research and curricular development program. Over the next nine months, Regional Worlds 1998-99 will offer a continuing forum for examining the theme, "East Asia: Visual Culture, Regional Identities, and Transnational Modernities."

How, we will ask, can the existing national cultures in East Asia be represented fluidly, flexibly, and dialogically as the products of continuing exchanges among enduring geopolitical formations? What roles do regionally circulated discourses such as Confucianism, Asian capitalism, and nationalism play in continuing popular and academic conceptions of that regional entity known as "East Asia?" How in the context of the classroom is it possible to rethink "identity" and "culture" not as fixed traits, but as the outcome of "process geographies" working themselves out historically through diasporic, interactive, and large-scale processes and configurations?

Finally, and most specifically, how it is possible to engage contemporary visual culture and mass media across the East Asian and global geography, to identify those points of articulation that help define late
twentieth-century regionalism, Pan-Asianism, and transnational East Asian modernities?

Annual themes

The issues and ideas to be pursued during this year's Regional Worlds programming represent just one part of the program's entire four-year initiative. Regional Worlds shifts from year to year its regional and thematic focus. "Reconceptualizing South Asia" was the theme of the 1996-97 pilot year. In 1997-98, Regional Worlds explored the topic "Latin America: Cultural Environments and Developmental Debates." In its fourth and concluding year, 1999-2000, the program intends to work with the general theme, "Diasporas, Minorities, and Counter-Geographies."

Teaching in post-Cold War era

Regional Worlds seeks to create new linkages between area studies, cultural studies, and the natural and social sciences by conceptualizing world areas and research issues from flexible and potentially integrative perspectives. The program was originally established in response to the call from scholars, funders, and policymakers for new ways of teaching about global histories, cultures, and societies in the post-Cold War era.

A practical initiative, yet one that aims to integrate theory into practice, Regional Worlds employs several innovative features. It is both interregional and interdisciplinary—faculty and students from a range of departments and area affiliations participate. It focuses on teaching—Regional Worlds is working to create new curricular materials and classroom procedures for post-secondary area studies teaching. It serves as a forum for professional educators at the post-secondary level—faculty from colleges in the region are directly involved in the program's year-long activities. It sponsors new research—this year Regional Worlds is providing funding to graduate and post-graduate in-residence scholars whose work relates to the 1998-99 theme.

Three colloquia

Regional Worlds 1998-99 represents a collaborative effort between The University of Chicago's Globalization Project and the Center for East Asian Studies. With the assistance of these two organizations, Regional Worlds 1998-99 has prepared a schedule of research and curricular development events.

Regional Worlds will sponsor three colloquia, one in each quarter of The University of Chicago's academic year, as well as a final conference scheduled for April 1999. The colloquia will consist of two or three-day visits to The University of Chicago by a pair of senior scholars, each of whom will give a lecture and co-chair a seminar. Questions and discussions will follow the lectures, which are open to the public. The seminars will include discussants drawn from The University of Chicago faculty, Regional Worlds graduate and postgraduate research fellows, and whenever possible, from participating Midwest Faculty Fellows. Through formal and informal exchange, visiting speakers will be asked to share curricular ideas and materials with all Regional Worlds participants.

The first Regional Worlds 1998-99 colloquium is scheduled for November 12-14, 1998. Visiting speakers are Marcia Yonemoto, History, University of Colorado, Boulder and Kären Wigen, History, Duke University. (Detailed information on lecture topics, times, and locations will be announced and updated on the Regional Worlds website.) Speakers scheduled for the winter and spring quarters include Sebastian Liao Hsien-hao, National Taiwan University and Tessa Morris-Suzuki, Australian National University.

April 1999 Conference

Regional Worlds 1998-99 will culminate in April 1999 with a conference held in conjunction with an art exhibit entitled "Transience," at the Smart Museum at The University of Chicago. For this final conference, which will draw together and expand upon the themes explored throughout the year, we will invite approximately ten speakers. Speakers will be organized into three interrelated panels, with the papers in each panel followed by the comments of formal discussants drawn from University of Chicago faculty, Midwest Faculty Fellows, and Regional Worlds postdoctoral and graduate research fellows.

Sponsored Research with Regional Worlds

Midwest Faculty Fellows

In each of the past several years Regional Worlds has provided an active and ongoing forum for the exchange of ideas on curricular materials and classroom procedures for college and university area studies instruction. A critical component of this practical research has been the participation of Midwest Faculty Fellows. This year Regional Worlds has asked academic deans from forty-two midwestern colleges and universities to nominate scholars whose work relates to the Regional Worlds 1998-99 program. The five applicants selected to be Fellows will participate as much as possible in the year's colloquia and seminars. At the end of the academic year, each Midwest Faculty Fellow will produce a course plan that reflects the ideas and discussions of the year-long program.
Regional Worlds Postdoctoral Fellow

Regional Worlds and the Center for East Asian Studies, The University of Chicago, will sponsor one Postdoctoral Fellow to be in residence at the university for a period of three to six months in 1999. While at the university, the fellow will conduct personal research, present one public lecture, interact with University of Chicago faculty, Midwest Faculty Fellows, graduate research fellows, and advanced graduate students through participation in Regional Worlds activities.

Regional Worlds Graduate Writing Fellows

In conjunction with the Center for East Asian Studies, Regional Worlds 1998-99 has awarded dissertation write-up fellowships to two University of Chicago graduate students whose dissertation work relates to the Regional Worlds 1998-99 theme. The Graduate Writing Fellows will participate in all Regional Worlds programming, which includes colloquia, curriculum development discussions, bibliographical research, and the culminating conference. The two Fellows will also present a public lecture based on their dissertation research.

The Graduate Writing Fellows for the 1998-99 academic year are William Schaefer and Melissa Wender, advanced graduate students in The University of Chicago's Department of East Asian Languages and Civilizations. Schaefer's research topic is entitled "Shanghai's Margins: Shi Zhecun and Modernist Fictions of the Past." Wender's project is entitled "Tripping the Borders: Literature by Koreans in Japan, 1965-1995."

Contact: Xiaobing Tang, Program Coordinator; John A. Crespi, Program Assistant, Regional Worlds, Pick Hall 126, 5828 South University Ave., Chicago, IL 60637; Tel.: 773/834-2759; Fax: 773/702-8260; regionalworlds@uchicago.edu; http://www.uchicago.edu/cis/globalization/

ASIAN STUDIES ACROSS THE CURRICULUM
1998 ASIANetwork CONFERENCE PANEL

Penny Campbell
History, Agnes Scott College

Panel Chair Penny Campbell teaches two introductory courses, "Introduction to the Asian World," which comes up to the twentieth century, and "The Asian World in Modern Times," which treats the twentieth century. She supplements Rhoads Murphey's text, A History of Asia, with such works as The Travels of Marco Polo (1254-1323) and Pang-Mei Chang's Bound Feet and Western Dress (1996), depending on the time period. Campbell also teaches "South Asia," "Twentieth-Century Southeast Asia," "The United States and China," "Emergence of Japan as a World Power," "The Chinese Revolution in the Twentieth Century," and a topics course on Asian biography.

Penny Campbell, History, Agnes Scott College
Rosemary Cunningham, Economics, Agnes Scott College

The purpose of the panel was to discuss ways in which small colleges with few, if any, Asian specialists can enhance the study of Asia through the utilization of existing faculty members and other steps. Penny Campbell described the college-sponsored visit of seven Agnes Scott faculty members, led by President Mary Brown Bullock, to Korea and the PRC in the summer of 1997. This was an experiment in jump-starting an increased Asian orientation on a campus of 700 students by exposing individuals in different academic disciplines to a world region largely unfamiliar to them. Since they were all involved in the Women's Studies Program, scholarship on women became the focus of their journey.

Among the subsequent benefits to the college have been changes in faculty outlook regarding Asia, an examination by each participant of her course content with the intention of reformulating it, augmenting it, or approaching the subject matter differently, and proposals for curriculum enhancement. The college is also viewing its public events calendar as a mechanism for increasing awareness of Asia on campus and in the community, and it expects the global outlook which it is promoting to attract a more diverse student body.

Rosemary Cunningham, whose concentration on international finance encompasses Asia and who accompanied President Bullock, elaborated on the
program followed by the seven Agnes Scott faculty members, mentioned the visits to Korean and Chinese institutions which may lead to faculty and student exchanges, and commented on surprising or eye-opening aspects of the trip. She was particularly enthusiastic about the contributions that the faculty members in different disciplines made to each other from their own academic backgrounds and perspectives. The resulting synergy was an important element to the overall success of the experience.

Dorothy Borei, History, Guilford College

Dottie Borei specializes in the history of China, Japan, and the Pacific Rim at Guilford College, an institution of 1100-1200 students, and she described methods she has used to increase interest in Asia on her campus. They range from initiating a study group to read a book together (one suggestion is The Tale of Genji) to asking the college bookstore to carry a few books on Asian subjects (several possibilities are Mark Salzman's Iron and Silk, Jung Chang's Wild Swans: Three Daughters of China, and Sumiko Iwa'o's The Japanese Woman). Another idea is to invite faculty members from outside Asian studies to pay class visits where they comment on some aspect of the course content, on videocassettes, or on assigned readings.

Bill Guinee, Anthropology, Westminster College

Bill Guinee, arriving at Westminster College a few years ago, found that there were 650-700 students and about fifty faculty members, but only one Asianist, a Korean political scientist who taught American government. Two other professors had Asian components in their broader courses. Through needling faculty members to add Asian subjects, writing reports for college administrators of ASIANetwork conferences he had attended, and various means, he has succeeded in establishing an Asian Studies minor with seventeen course offerings. In addition to coordinating this program, he teaches a wide range of general anthropology courses.

Discussion

The audience contributed many suggestions for enhancing Asian studies on small campuses, particularly ways to attract science students and faculty while not interfering with regimented curricular requirements. Science faculty can participate in teaching broad courses on Asian culture (their inclusion could be written into grant proposals), and their involvement can begin with attending scientific conferences such as those currently being sponsored by the South Korean government. Biologists can develop courses that they teach in China, thereby allowing science students to continue the orderly completion of their majors. Devising strategies that enable these students to stay on track whether enrolled in a specific Asian course on the home campus or participating in an exchange program abroad is of great importance to the overall success of an Asian studies initiative.

For the broader campus community, there are numerous methods to increase interest and to strengthen course offerings in Asia. The faculty can be appealed to with the question, "Can you afford NOT to know what is going on in Asia in your discipline?" Their knowledge may be augmented by dinners with Asian speakers who share their poetry, political insight, or economic outlook. The offering of concentrations in the college curriculum can pull together logically courses that complement each other from many disciplines. In most courses where research papers are required, students can be encouraged to select an Asian topic. Another incentive for students to become interested in Asia is the potential for employment in Asian multinational corporations; managers can be invited to campuses to tell them about their businesses. Finally, there is the opportunity for volunteer work in which students see the "Asian Face" by tutoring Asians in English, by mentoring, or by other services. This contact often motivates students to learn more.

Contact: Dorothy Borei, Guilford College, 5800 W. Friendly Avenue, Greensboro, NC 27410; Tel.: 910/316-2219; Fax: 910/316-2950; <boreidv@rascal.guilford.edu>

Penelope Campbell, Agnes Scott College, History, 141 E. College Avenue, Decatur, GA 30030; Tel: 404/638-6210; Fax: 404/638-6177; <pcampbell@ness.agnesscott.edu>

Cunningham, Rosemary, Agnes Scott College, 141 E. College Avenue, Decatur, GA 30030; Tel.: 404/638-6208; Fax: 404/638-6177; <rcunningham@ness.agnesscott.edu>

Guinee, William, Westminster College, Anthropology, Fulton, MO 65251; Tel.: 573/592-5326

Colorado College is an affirmative action/equal opportunity Institution

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CET Academic Programs

Sean M. Bell, Special Projects Officer, CET Academic Programs, and active ASIANetwork member, has returned to graduate school, University of Washington, Seattle.

Contact: Janice Levitt, CET Academic Programs, Tel.: 800-225-4262; <jlevitt@academic-travel.com>

Grinnell College

Dongyan Yang, Department of Foreign Language Teaching, Nanjing University, is the 1998-1999 Grinnell-Nanjing Exchange faculty member. She will teach "Advanced Chinese" and "Chinese Conversation," and will assist in the Beginning and Intermediate Chinese classes. Zhibiao Liu, Vice Dean and Professor, International Business School, Nanjing University, holds the post of the 1998-1999 Visiting Nanjing Scholar.

Contact: Y.K. Lo, Grinnell College, Grinnell, IA 50012; <lo@ac.grinnell.edu>

University of Pittsburgh

October 13-14, 1998, performances of the play Silence, based on the novel by Shusakau Endo, will take place in the Stephen Foster Theater, University of Pittsburgh. This will be a totally bilingual performance, some actors speaking Japanese and others speaking only English.

Contact: Asian Studies Program, University of Pittsburgh; Tel.: 412-6487370.

June 14, 1999, the Asian Studies Program will host a one-day conference for college teachers in the region, "Challenges and New Perspectives Concerning the Inclusion of Asia within the Undergraduate Curriculum." The Pitt in China Program offers a summer 1999 undergraduate program of study in language, history, and culture at Beijing University. The Pitt in China program has scholarship funds available through a grant from the Freeman Foundation.

Contact: Diana Wood, University of Pittsburgh, Asian Studies Program, 4E05 FO, Pittsburgh, PA 15260; Tel.: 412/6487411; <dwood+@pitt.edu>

University of Puget Sound

Nick Kontogeorgopoulos, Comparative Sociology, will teach courses in the Comparative Sociology Department, Political Economy Program, and Asian Studies Program. A geographer, Kontogeorgopoulos earned his Ph.D. from the University of British Columbia. The new tenure track position, established for the study of the political economy of Southeast Asia, is made possible by a grant from the Henry Luce Foundation.

Charles "Pat" Giersch, History, assumes a two-year appointment, replacing Suzanne Barnett during her tenure as the university's distinguished Albertson Chair (focusing her teaching on the university's core curriculum). Giersch, a China historian, specializes in 18th-century Qing-dynasty frontier policy toward the Tai peoples in the southwest. He received his Ph.D. from Yale.

Tetsuo Najita, History, The University of Chicago, will be in residence in the spring of 1999, leading the Catharine Gould Chism Faculty Seminar in Asian Studies for a group of faculty, including members of the Asian Studies Program. He will also teach a course on the intellectual history of the political economy of Japan (mid-Tokugawa era to the postwar period). Najita was a 1997 ASIANetwork Conference keynote speaker.

Contact: Karl Fields, Politics and Government, Director, Asian Studies Program, University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416; Tel.: 253/756-1307; <kfields@ups.edu>; http://www.ups.edu/faculty/kfields/home.htm

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TEACHING ABOUT ASIA THROUGH GLOBAL ISSUES
1998 ASIANetwork CONFERENCE PANEL

Edwin Clausen
Academic House Director, Arizona International College

Barbara Bixby
Political Science, Arizona International College

ARIZONA INTERNATIONAL COLLEGE

Edwin Clausen


Ed Clausen described the program of Arizona International College, The University of Arizona, as one in which undergraduate teaching and learning to develop global citizenship are at the forefront. The college, newly established in 1996, enrolled 400 students in 1997-1998, and will cap its numbers at 5000 students. Students are divided into interdisciplinary, thematic houses of 250 students and twelve faculty members.

Indeed, interdisciplinary is the adjective that Clausen used frequently to describe the curriculum. Of the 120 units required for graduation, sixty must be interdisciplinary. The service learning component is a further interdisciplinary characteristic, for six credits (forty-five hours of service per credit) of service learning are a graduation requirement. The service learning may take place anywhere in the world, and Clausen asked the audience for overseas service learning recommendations. [Editor's note: Madeline Chu, Kalamazoo College, <chu@kzoo.edu>, has made a similar request for service learning suggestions.] Students must also complete three credits of career-related internships.

Among the interdisciplinary themes of the AIC curriculum are issues of civic response to global concerns, sustainable development, and the arts and cultures of the world. Clausen outlined the rigorous assessment program including formative and summative evaluations.

Contact: Edwin Clausen, Arizona International College, 1618 E. Helen, P.O. Box 210409, Tucson, AZ 85721; Tel.: 520/626-0600; <clausen@u.arizona.edu>; www.azintl.edu

POLITICS, POPULAR CULTURE

AND SOCIETY

Barbara Bixby

Barbara Bixby notes that at AIC, faculty members "do everything, from teach to design curriculum to create policy to work with students on a ROPES course." In addition to the politics course described below, Bixby teaches a first year course, "Origins and Problems of the Modern World," which focuses on freedom and civic responsibility, and a team taught course on the political economy of Asia.

This abbreviated syllabus of the course, "Politics, Popular Culture, and Society," (AIID202), a required course for first year students, is an example of how to weave Asia into a politics course, how to incorporate literature into a political science class, or how to keep finding interesting things to share with students. Both the Endo text [Silence] and the PBS Frontline video [Gate of Heavenly Peace] work well for they give students a sense of drama about important issues, introduce some interesting cultural insights, and make use of a variety of written and visual texts. I am especially fond of the video, in part because of the website [http://www.pbs.org]. It is comprehensive and provides immediate resources. I would enjoy suggestions, comments, or questions from this audience.

Texts

Things Fall Apart, Chinua Achebe, 1959
Free Ireland: Towards a Lasting Peace, Gerry Adams, 1986
Bosnia and Herzegovina: A Tradition Betrayed, Robert J. Donia and John V.A. Fine, 1994
Silence, Shusaku Endo, 1969
Radical Democracy, C. Douglas Lummis, 1996
Long Walk to Freedom, Nelson Mandela, 1994
I, Rigoberta Menchu: An Indian Woman in Guatemala, Rigoberta Menchu, 1984
Articles from The New Yorker and the New York Times

Videos

This course looks at characteristics of the nation-state, how it is structured, and what makes it sustainable or not. Using novels, autobiographies, discussions
of popular culture, and historical overviews, we will look at a selection of nation-states, some which have successfully negotiated the tensions between groups (South Africa and Japan), others that have come apart (Yugosavia), and those that are struggling (Ireland). The purpose is to explore how governments have been created, why they did or did not work, and what this might mean as countries struggle for social, political, and economic freedom.

Active, appropriate class participation is expected (25% of grade). There will be an in-class midterm (25%), between eight and ten in-class writes or video responses (10%), the Academic Festival project (15%), and a final research paper (25%).

The research paper is to be no longer than ten pages. The syllabus notes when a topic, thesis statement, draft, or final paper is due. The purpose of this exercise is to have you find an area of interest, create a sophisticated and meaningful thesis question, collect appropriate data, and using your own analysis, respond to the inquiry. We will go over proper form, citation procedures, and how to make judgements on the quality of the data you collect. You will informally present your findings at the end of the semester to the class.

(Only Asian content is reproduced here.)

Week 1
introduction, discussion of syllabus, texts, and video, critical thinking.
America
"On the Pulse of the Morning," Maya Angelou. How do we define ourselves, or what is an American? In-class response write.

Week 2
China
Video, Gate of Heavenly Peace (Frontline) and website (pbs.org)
Please read the website before class with special attention to the chronology and the names of people.

Week 3

Week 4
Media
How should we analyze the media? Set up media analyses of newspapers and weekly/monthly publications.
Are there additional characteristics of sustainable government to be added to the list? Should a free press be among them? After these discussions, do you see the situation in China in a different light?
Read Radical Democracy, C. Douglas Lummis, pp. 1-78: Big D/little d democrats and beyond the rhetoric

Week 10
Japan
Silence, Shusaku Endo, pp. 1-87
Endo is a modern Japanese Christian. How can he take on the voice of a Portuguese priest in the 1600s? Is he convincing?
Japan and Christianity. Why did the government fear foreign faith?

Week 11
Endo, pp. 88-end.
What does the novel tell us about the political stability of Japan? Can we add more characteristics to our list of those necessary for sustainable government? How does the government resolve tension? Is force sustainable?

Contact: Barbara Bixby, Arizona International College, 1618 E. Helen, P.O. Box 210409, Tucson, AZ 85721; Tel.: 520/626-0609; <bbixby@u.arizona.edu>

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Ainslie T. Embree, 1997-2000, Professor Emeritus of History, Columbia University

Donald P. Gregg, 1997-2000, Former U.S. Ambassador to Korea; Chairman of the Board, The Korea Society
Timothy Light, 1997-2000, Provost and Vice President for Academic Affairs, Western Michigan University
David Vikner, 1997-2000, President, The United Board for Christian Higher Education in Asia
GETTING THERE
SUPPORT FOR ASIANetwork CONFERENCE ATTENDANCE

We urge our college administrators to recognize the contributions of ASIANetwork meetings for program and curricular development and to draw financial support from those parts of their budgets to support faculty attendance at the ASIANetwork conferences.

ASIANetwork is a special professional resource and worthy of separate funding for faculty professional development. Colleagues whose college policies permit "only one conference per year" might want to propose an alternative, namely, "unless one of the conferences is ASIANetwork or an equivalent meeting devoted primarily to intellectual community in service to teaching and learning in the liberal arts."

Discussion of ideas at ASIANetwork conferences invariably turns to how ideas operate or could operate in the classroom. Several ASIANetwork member institutions set aside separate funds to send one or more representatives to the ASIANetwork annual conference.

The rationale for this is the likely contribution of the conference to the quality of Asian area studies on the campus and the difference between the ASIANetwork conference and other conferences devoted primarily to revelations of new knowledge through scholarship.

INDIVIDUAL DONATIONS TO ASIANetwork

ASIANetwork needs tangible evidence of the confidence faculty members at member institutions place in its mission, activities, and opportunities, and toward this end the ASIANetwork Board invites individual contributions that will enable the healthy continuation of the consortium. While such contributions in fact are necessary as income toward sustaining ASIANetwork operations, their more important function would be twofold, as follows: (1) to show foundations and other sources of grants that the membership really believes in the organization and (2) to bolster the tax-exempt status of ASIANetwork by showing, with absolute clarity, that it has the support of its "public."

Please consider sending a check to ASIANetwork on an annual or semiannual basis. While any amount is important and most welcome, one possibility is to give at the rate of $40 or $25 (or in increments of $40 or $25). All contributions are tax deductible and will directly advance the role of ASIANetwork in promoting the study of Asia in undergraduate liberal arts education.

Your check (payable to ASIANetwork) for any amount as a tax-deductible donation to ASIANetwork should go to Marianna McJimsey, ASIANetwork Executive Director, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903. Contributions are tax deductible to the full extent of the law, and an acknowledgement of receipt of the donation will be sent to the donor.

MEMBERSHIP INVOICE

September 1, 1998-August 31, 1999 Dues
Institutional Members: $200
Affiliate Institutional/Organizations: $200
Affiliate Individuals: $40
Tax deductible contribution to ASIANetwork: $_____

Name of Institution:
Institutional ASIANetwork Representative:
Institutional Address:
Telephone No.:
Fax:
E-mail:

Make check payable to ASIANetwork.

Return this form and payment to: Marianna McJimsey, Executive Director, ASIANetwork, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903
The focus of traditional group performance. That's how you work the room.

The course guides the students as they come to understand their social roles. Y.K. Lo described the implementation of the course syllabus that follows here. (The phrase "digestion time" means that the class does not meet formally, but that the students read on their own.)

Objective

Consider this as a banquet invitation. R.S.V.P. by 1650 CE. By attending and working the room in this banquet, you will immerse yourself in "China's Ancient World" and gain some "performative knowledge" of traditional Chinese cultural values and practices through experiential learning. To be sure, you will still have to do a fair amount of reading for the course, but the focus of learning will be on class discussion and group performance. That's how you work the room.

The purpose of this banquet is to fill your stomach, as the Taoist sage Lao Zi advised us ages ago, namely, immerse yourself in this culinary event, and let the food permeate into the fiber of your self. As one would unlearn one's taste in order to appreciate the true flavors of a foreign cuisine, you will need to unlearn for your stomach in this banquet, too. It is hoped that you would realize that food for thought is after all food for stomach, if they are of any practical use to yourself. The banquet features a sumptuous buffet including early beginnings of the Chinese people, society, and writing; early Chinese world view; the Chinese language; Chinese philosophy and religiosity; social customs; science and technology; medicine; feng shui; architecture; martial arts, food and cooking; and entertainments. If possible, we'll try to stir-fry some chop suey ourselves.

Required texts

Patricia Ebrey, Cambridge Illustrated History: China (CIH), Cambridge, 1996
Patricia Ebrey, Chinese Civilization and Society: A Sourcebook (CC), Free Press, 1993
Gia Fu Feng and Jane English, tr., Lao Tsu Tao Te Ching, Vintage, 1989
John E. Wills, Mountain of Fame (MF), Princeton, 1994
Gregory Whincup, Rediscovering the I Ching, St. Martin's Griffin, 1986

Feedback and weightings

One panel discussion 15% 2/25
One collaborative play 20% 3/6
One midterm 30% 3/13
One paper (3-4 pages) 25% 4/13
One collaborative feng shui project 10% 5/8

Tentative Menu

Pre-historic China
1/19 Introductions; read Analects, Books 1-5
1/21 Wenke, "From Tribe to Empire in North China"
Keightley, "The Religious Commitment: Shang Theology and the Genesis of Chinese Political Culture"
1/23 Digestion time; read CIH 10-27

Early world view
1/26 History of Civilization; "Canon of Yao;" Yu (MF 3-10)

The Chinese language
1/28 Diamond, "Empire of Uniformity"
Ch'en et al., "The Development of the Chinese Language and Its Script"
Lindqvist, "Oracle Bones and Bronzes"
Postface to Explanation of Simple and Compound Graphs
1/30 Digestion time; read Analects, Books 6-15
2/2 Norman, "The Modern Standard Language,"
Fortune cookies
Read CIH, 38-59; Analects, Books 16-20

The Bedchamber
Ancestral Rites
Collaborative play due

319
Qiu
3/9 Lecture on
3/11 Sex

2/27-3/4
2/25 Family feud (outlines due)

72-76)

Development of

Huineng, the

Local cults (CC
6-15-32)

Chapters; The Earliest Tales of the Bodhisvatta

Spoken

Perfen!Truth Daoist

Religious Taoism

Buddhist doctrine (CC

Chinese

Platform Sutra; The Zen Teachings of Master Lin-chi

Religious Taoism

Local cults (CC

Guanshiyin; Dedicatory Colophons

Precepts

as Spoken by the Celestial Honored One; Precepts for the

Perfect Truth Daoist Sect (CC

Qiu Chuji, The Daoist (MF 181-200)

Family and social rituals

3/6 Kinney, "Dyed Silk: Han Notions of the Moral Development of Children"
The Classic of Filial Piety (CC

64-68)

Ancestral Rites (CC

157-163); Family Instructions (CC

238-244); Social Rituals (CC

42-45);

Collaborative play due

3/9 Lecture on Chinese wedding; Concubines (CC

245-249)

Sex

3/11 Sex in History: China; The Question of Sex; Art of the Bedchamber

3/13 Midterm followed by second semester recess

Role models

3/30 Two Avengers (CC

38-41)

Biographies of Reasonable Officials, Wandering Knights, Diviners; Lives of Eminent Monks (CC

99-102)

4/1 Ban Zhao (MF 90-99); Lives of the Nuns; Biographies of Good Women; Women Virtues and Vices (CC

72-76)

Widows Loyal unto Death (CC

253); Women's Lives (CIH

158-161); Women and Problems They Create (CC

164-168); Read CIH 108-135

Martial arts

4/3-8 Video: Shaolin Kungfu
Taiji quan (3-4 page double-spaced type written paper due)

Food and cooking

4/10 Tea and food (cooking strategies, regional cuisine, medical values of food)

4/13 Fortune cookies

Science, technology, and medicine

4/15 Video: The Genius That Was China
Examples of Chinese scientific and technological discoveries

4/17-20 Yin and Yang in medical theory (CC

77-79)
Theoretical concepts; Lecture on Chinese herbs

Architecture and geomancy

4/22 Chinese architecture; "Roofs and Houses"
Video: Ming Garden

4/24 Digestion time

4/27-29 Lau, Feng Shui for Today
The Errors of Geomancy (CC

120-122)

Arts and literature

5/1 Ssu-ma Ch'ien, "Letter to Jen An,"
"The Biographies of Po-yi and Shu-ch'"i"
Liu Hsieh, "On Tao, the Source"
Tales of Ghosts and Demons (CC

105-108);

"Tu Tzu-ch'un"
The Great Maudgalyayana Rescues His Mother from Hell"
"A Tower for the Summer Heat"
5/4 Video: The Emperor's Eyes; Tang Poetry
Chinese painting; Guide to Capturing a Plum Blossom

CIH

162-163

Entertainments

5/6 Guest lecture on Chinese music
5/8 Mahjong and chess; painting and calligraphy

Feng shui project due.

Contact: Y.K. Lo, Chinese Studies, Grinnell College, Grinnell, IA 50012; <lo@ac.grinnell.edu>

MATERIAL CULTURE: THEMES AND ISSUES

Caroline Reeves

Caroline Reeves teaches courses including "Stuff!" an upper-level seminar on material culture; "The Cult of Mao Zedong," a first year seminar; "Barbarians in the Middle Kingdom," a survey course on pre-modern China; "Women in Chinese History," and her favorite, "Modern Chinese History Since 1800."

Reeves' talk on bringing material culture into the classroom included the following list of themes and
issues that can be used to inform discussions incorporating objects.

**Historiographical issues:**
Objects and objectivity
Whose objects?
What questions can objects answer?

**Socio-economic issues:**
Whose objects are preserved?
Objects as "art"

**Museum culture:**
Objects de-contextualized
The objectification of objects behind glass (de-naturalization)

**Globalization:**
Historical currents (Braudel, Fernand, *The Structures of Everyday Life: The Limits of the Possible*, 1981)
Future trends?
Ethnicity and objects—do objects make ethnicity or does ethnicity make objects?
Transnationalism as a "new" phenomenon

**Personal relationships with objects:**
Objects as status
Objects as identity
Gendered objects?
Morality and objects: materialism

**Objects as spokespersons**
The beauty of material culture is that it is all around us. Of course it would be wonderful—ideal!—to have access to resources such as a college museum, and the wherewithal to borrow special collections tailored to your course's needs. But bringing material culture into the classroom is an option open to all of us, no matter what our location or financial resources. All it takes is creativity and an understanding of how to connect the intellectual dots between the objects you present and the ideas you hope to inspire.

**Supermarket source**
For example, your local supermarket is a marvelous resource for bringing material culture into the classroom. Many stores now house an "Ethnic Foods" section that can be a treasure trove for the imaginative teacher. A can of lychees (under two dollars) sparked one of the most exciting conversations of the semester in my pre-modern China class. We read an article on China's "medieval economic revolution" that mentioned the circulation of luxury items such as lychees in China from the 9th century on (Blunden, Caroline and Elvin, Mark, *Cultural Atlas of China*, 1983). Most students had read the article without considering that they did not know what a lychee is. When I brought in canned lychees and passed them around (with toothpicks for easy eating), once we recovered from the shock of actually seeing and tasting lychees, we began talking about how those lychees got to us in 1998, and what those same processes would have entailed in the pre-modern world. Important concepts of transportation networks, the connection of local and world markets, the creation of tastes (for the exotic, for the hitherto unknown, for the rare commodity), and the commercialization of agriculture sprang to life vividly as we poked at our sweet, squiggly lychee nuts.

What about chopsticks? Available almost everywhere—if not at the supermarket, perhaps through your nearest Asian restaurant—five dollars buys more than enough for forty students, and bowls of popcorn provide good target practice. Discussions can revolve around notions of civility/civilization; pinching one's food rather than piercing it; materials from which chopsticks are made and the economic differences that those physical differences can reveal; the varieties among Chinese/Japanese/Korean chopsticks, as well as the fact that not all Asians eat with chopsticks after all.

**Fashion**
Fashion provides another riveting topic. Bringing in a piece of Asian clothing is a good start, but the questions accompanying the object must create more than a show-and-tell atmosphere: they must spark your students' intellect—even their emotions. And they can. Questions such as, "How do you feel when you see a white woman wearing sari/cheongsam/kimono/kente cloth?" ignite passionate discussions about ethnicity and objects, and you can further problematize these questions by pointing out that now t-shirts and jeans are accepted as "international" couture in many places around the globe, not worth a second glance. Fashion magazine photos, readily available at negligible cost, can also illuminate these conversations, as well as sensitize students to the images that accost them daily, including blatantly orientalist images.

All kinds of objects—or pictures of objects referenced to things tangible in your students' worlds—can be paired with the issues/topics mentioned above to create dynamic, memorable classroom discussions that wake students up to the vibrancy of your teaching.

**Further resources**
Resources for thinking about material culture include Lubar, Steven and Kingery, W. David, eds.,

Contact: Caroline Reeves, History, Williams College, Williamstown, MA 01267; <Caroline.B.Reeves@Williams.edu>

THE MUSEUM AS A TEACHING ENGAGEMENT WITH MATERIAL CULTURE

Stephanie Spray Jandl

Stefanie Spray Jandl, Andrew W. Mellon Curatorial Associate at the Williams College Museum of Art, has for the past five years, worked with Williams faculty to help them use art and material culture from the museum's collection in their curriculum. Jandl and the third panelist, Caroline Reeves, have collaborated on courses taught by Reeves.

A professor of religion recently called to ask if the Williams College Museum of Art had any art that might relate to a course she was about to teach on Hinduism. Noting that we had nothing Indian on view in the museum's galleries, she wasn't hopeful but said, "Even if you have just one or two things, that would be very useful." Imagine her surprise when I told her that we had an Indian collection comprised of more than 100 works of art—temple hangings, sculpture, and manuscript pages—that spanned ten centuries. Enthusiastic about this newly discovered resource, she brought her class to the museum numerous times over the course of the semester so her students could study first-hand depictions of the major narratives of the Hindu religion. Both the professor and the museum were pleased that, for these students, Hindu mythology took on an added vibrancy through simple contact with material culture.

Today, I will outline how you, too, can draw upon the teaching support a museum has to offer. I will assume you have no prior experience of working with a museum, although some of you may find this material familiar. We will look first at how to find material culture to complement your teaching, and then we will briefly go over typical museum guidelines for safely teaching with material culture. Museums, you will find, are valuable and accessible teaching resources that are easy to use.

Becoming informed

Begin your work by getting to know the Asian collections at the museums nearest you—ideally one on your own campus. In general, you will find that museums affiliated with a college or university will be enthusiastic about working with you since most of them provide teaching support to their campuses as part of their mission. Public museums are not set up to give such extensive attention to curricular support, but they always welcome student groups in their galleries, so they are an equally valuable resource that should not be overlooked. You can expedite your reconnaissance work by taking advantage of museum publications, which are widely distributed to university libraries. Most museums have compiled a "handbook," which highlights key holdings, and some have published catalogs focused on specific areas of their collections. One can often find more extensive information on a museum's website, which most museums now have.

Although you will learn a considerable amount about a museum's collections by perusing its galleries and publications, you will be shortchanging yourself if you stop here. Most museums have the majority of their collections in storage—some as much as 95%. This is for several reasons: most museums have collections larger than available gallery space and many types of art—textiles and scrolls, for example—are sensitive to light and are thus displayed only infrequently. Therefore, you should always take the additional step of exploring what a museum has in storage.

Contact the museum's education department and ask who on staff works with faculty. Some museums have a staff position dedicated to faculty needs, while at other museums, it is the curators, educators, or registrars who work with faculty. When you meet with the person you are referred to, tell him or her about the objectives of your curriculum and the kind of material culture that you might be looking for. Because most museum professionals know their collections well, you will likely receive valuable suggestions for suitable material culture as well as some background information on these works that will allow you to make connections with your curriculum. Take advantage of the knowledgeable staff and the research a museum has done on its collections, as this will greatly facilitate your organizational work.

Museum visit logistics

After you have taken the time to get to know the museum's Asian collection, you may find that the most relevant works for your teaching are on display in the galleries. If this is the case, then call the museum's education department and schedule a time to bring your class to the gallery. By doing this, the museum can assure you that no other groups will disturb you while you are meeting with your class—in other words, you won't encounter a group of boisterous 2nd-graders. Confirm that the works you plan to teach with will still be up on view for your class session; museums frequently change exhibitions or remove objects from view, so it is always prudent to check first.
The education department of a museum can help you with the logistics of your class visit as well. If you are interested in having someone from the museum speak to your class about the Asian collection, they can probably arrange this. If the museum charges admission, the education department can usually offer you a discounted group rate. And, of course, they can give you additional information on any works of material culture on display should you be interested.

It is possible, however, that your campus museum will not have works in its Asian collection that align with your curriculum. If this is the case, consider a field trip to a museum in your vicinity as most museums welcome classes from neighboring institutions. At the Williams College Museum of Art, for example, we regularly work with four or five colleges that are within a 75-mile radius of our campus. As before, contact the museum’s education department to either schedule a time to bring your class to the galleries or to be referred to someone who can help you get to know what is in storage.

Loan procedures

If you would like to work in greater depth with material culture—that is, you would like to teach with it numerous times over the course of the semester, or, perhaps, assign research papers to your students—then multiple field trips out of town would be impractical. In this case, ask your campus museum about the possibility of borrowing material culture from another teaching museum. For example, there might be an extensive collection of Japanese Ukiyo-e prints at a college collection several hours away that would be ideal for your curriculum. Your campus museum might be able to borrow some of these prints expressly to support your teaching. Such a loan can be an effective solution for a lack of useful material culture in your campus museum. It is, however, important to note that a loan does involve advance planning, a considerable amount of work for both museums involved, and some costs, which your department will probably have to assume. If your museum agrees to sponsor such a loan, they will handle the administrative work with some planning assistance from you.

To illustrate how the loan process works, let’s look at the loan the Williams College Museum of Art recently arranged for Caroline Reeves. In the fall of 1996, she approached our museum about borrowing twelve objects of material culture from Harvard’s Peabody Museum for use in the spring semester. She had chosen a museum affiliated with a university, which was appropriate since teaching museums are much more likely to lend to fellow teaching institutions. Because she planned on working intensively with the objects, it was clear to us that such a loan would be well worth the administrative work. Reeves, who was already familiar with the Peabody’s collection, gave us a list of the works she wanted to borrow, which had been compiled with the assistance of the Peabody’s registrar. We in turn submitted a formal request to the Peabody to borrow the objects. All of the works were approved, for several reasons: Reeves and her contact at the Peabody had focused on objects that were not scheduled for other uses and were appropriate for travel; the loan was between two teaching institutions; and Reeves knew people at the Peabody, which made them feel secure that the objects would be safely handled. The costs associated with this loan were approximately $650. (The majority of this expense was for shipping, so it’s important to borrow from museums that are not too distant. There are ways to reduce the transportation costs, which your local museum can discuss with you.) With a few cost-saving decisions, we found that the expense of Reeves’ loan was modest and was overshadowed by the curricular benefits it brought to her and her students.

Once you have secured works of material culture that you can teach with, either from storage at your local museum or by loan, where and how do you actually teach with these objects? You will probably be asked to bring your class to the museum to teach with the objects there. This is for security reasons: an object is much less likely to be accidentally damaged or lost if it stays within the secure confines of the museum. Most museums have a room that can accommodate a small- to medium-sized class—frequently it is referred to as the “Print Room.” This space will have climate control, creating a stable environment in which art can be examined. This means, for example, that scrolls can be brought out without being subjected to the dangerous effects of a sudden change in temperature and humidity. While it may seem inconvenient to move one or several class sessions to the museum, it is in fact a great opportunity. Students love to go behind-the-scenes at a museum and experience works of art that are not behind glass; our professors frequently comment on the enthusiasm and invigorated discussion that such a visit brings.

Care of objects of material culture

Before you begin your material culture session, your museum contact person will discuss guidelines for safely teaching with the objects. In some circumstances you will be allowed to handle the objects, in which case you will be given some white cotton gloves to wear. These gloves, despite their stuffy image, actually play a critical role in the preservation of art and material
culture by protecting objects from the detrimental effects of the oil that is always present on our fingertips. Your students will, of course, be asked not to bring any food or drink into the classroom. It's important not to be afraid of the art; just follow the common-sense guidelines given by the museum and the art will be safe.

Museums are a valuable and accessible teaching resource. Once you have done the groundwork of familiarizing yourself with material culture in local collections—both what is in the galleries and, more importantly, what is in storage—you will be able to draw upon this expertise for years to come. In my experience, once professors have familiarized themselves with our collection, they enthusiastically keep coming back every year to teach with art and material culture. In the past five years, when we have actively reached out to the faculty, we have seen the number of students coming to our Print Room with their classes rise from 750 per year to over 2,000. Working with a museum is easy, and they want to help you, so take advantage of the unique opportunities museums offer to support your curriculum through engagement with material culture!

Contact: Stefanie Spray Jandl, Andrew W. Mellon Curatorial Associate, Williams College Museum of Art, Main St., Williamstown, MA 01267; Tel.: 413/597-2429; Fax: 413/458-9017

RESOURCES

Asian Educational Media Service (AEMS)
The summer 1998 newsletter of the Asian Educational Media Service published reviews of eight new video titles on China, Japan, India, and Indonesia. Multiple copies are available for distribution by organizers of workshops and institutes for pre-college and college-level educators.

Contact: Rebecca Payne (ASIANetwork Affiliate Member), Program Coordinator, Asian Educational Media Service, Center for East Asian and Pacific Studies, University of Illinois at Urbana-Champaign, 230 International Studies Bldg., MC-483, 910 S. Fifth Street, Urbana, IL 61801; Tel.: toll-free: 888/828-2367; 217/265-0642; Fax: 217/265-0641; <rpayne@uiuc.edu>; http://www.aems.uiuc.edu

Education About Asia
Education About Asia is a journal published by the Association for Asian Studies, in conjunction with the Freeman Foundation, which goes to over 8,000 subscribers throughout the United States and twenty-two countries. The exclusive focus of Education About Asia is improving classroom teaching at all levels. Our articles are for teachers and professors, from elementary school through university.

The Association for Asian Studies is happy to provide copies of Education About Asia for institute or workshop leaders who order twenty or more copies for $3.00 an issue. This price is less than half the $7.00 single-issue cost of EAA. (ASIANetwork is an AAS affiliate.)

Contact: Ann Beard, The Association for Asian Studies, 1021 E. Huron, University of Michigan, Ann Arbor, MI 48109; Tel.: 734/665-2490; <abeard@aasianst.org>
Cathy Dreger, Editorial Assistant, Education About Asia, University of Tennessee at Chattanooga, 203 Hunter Hall, Chattanooga, TN 37403

Journal of Indian Philosophy and Religion
Subscriptions: Individual, $20; Institutional, $35
The journal publishes articles on the wide range of philosophies and religions indigenous to South Asia. It includes book reviews and scholarly work of comparative and critical studies of Eastern and Western philosophies.

Contact: Chandana Chakrabarti, Associate Editor, Elon College (ASIANetwork institutional member), Campus Box 2336, Elon College, NC 27244; Tel.: 910/538-2705; <chakraba@numen.elon.edu>

FORTHCOMING IN THE DECEMBER 1998 ASIANetwork EXCHANGE
FRANKLIN M. BUCHANAN PRIZE
SUBMISSION DEADLINE: DECEMBER 1, 1998

The Association for Asian Studies Committee on Teaching about Asia (CTA) invites submissions for the Franklin M. Buchanan Prize, which is awarded annually to educators who develop educational materials dealing exclusively with one or more of the countries and cultures represented by the AAS. Submissions may be in any standard medium, and designed for any grade level, from elementary through adult. For the 1999 prize, to be awarded at the Annual Meeting of the AAS in March 1999, materials must have been published after January 1, 1997. Factual accuracy and likely impact on the intended audience are criteria for the award.

The winner will receive a year's membership (including journals) to AAS and a book. The 1998 winner is Lynn Parisi, Rocky Mountain Japan Project at the Social Science Education Consortium, for the curriculum units, Japanese History through the Humanities, Part I, Tokugawa Japan, and Part II, Meiji Japan. Honorable mentions went to Noren Lush, Linda Melton, and Eileen Tamura, University of Hawai'i, for China: Understanding its Past and to Hazel Greenberg, editor, China: Traditions Old and New, American Forum for Global Education.

Contact: Buchanan Prize, % Social Science Education Consortium, 1965 North 57th Place, Suite 106, Boulder, CO 80301; Tel.: 303/492-8154, x201 and 202

POSITIONS

Amity Foundation Teachers Program
Application deadline: Applications for the 1999-2001 biennium will be accepted through the winter of 1998. Two-year English-as-a-second-language teaching program in the People's Republic of China for college graduates. Teaching assignments are in post-secondary institutions. Teachers receive a stipend paid by the Amity Foundation in Chinese and foreign currencies; health, life, and disability insurance; housing, round-trip travel between the United States and China, and orientation in the United States and in China. Sponsored by the Amity Foundation and the Church World Service.

Contact: David J. 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; <daveh@nccusa.org>

Social Science Education Consortium, Boulder, Colorado

Applications for Outreach Coordinator
The Teaching East Asia Program at the Social Science Education Consortium, Boulder, Colorado is seeking a full-time outreach coordinator for its elementary-secondary education programs on China and Japan. Responsibilities include workshop coordination and presentation, resource center maintenance, information services to teachers; newsletter editing. Position requires MA in Asian studies field or BA and experience; interest or experience in teaching recommended. The Social Science Education Consortium is a not-for-profit educational organization; EEO. Send letter and resume.

Contact: Teaching East Asia, SSEC, P.O. Box 21270, Boulder, CO 80308. For more information, Lynn Parisi, <parisi@stripe.colorado.edu>

THANKS

The ASIANetwork thanks several people at The Colorado College who help our organization in innumerable ways. These include Sandra Papuga, History Department Secretary, for her able administrative skills and support during the ASIANetwork Conference, Board meetings, and throughout the year; Bob McJimsey, History, who has formatted seventeen issues of the newsletter on several increasingly sophisticated desktop publishing programs; Kim Blondi and Jeri Scott, Print Shop, who have shepherded sixteen issues of the ASIANetwork Exchange through production; Angela Papuga, Rampart High School senior, for labeling and stuffing envelopes, and Keith Emmons, Mail Room, for facilitating the actual mailing of our communications.
VISITING SCHOLARS PROGRAM 1998-1999
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA

We welcome the fifteen 1998-1999 Visiting Scholars, ten of whom are hosted by ASIANetwork institutions. The Visiting Scholars will attend the April 23-25, 1999 ASIANetwork Conference, Sheraton Tacoma, Tacoma, Washington.

Hosting a visiting scholar

ASIANetwork institutions are invited to host a visiting scholar from Asia for an academic year. The United Board annually arranges one-year residencies for fifteen or more visiting scholars from the Board’s partner institutions in Asia. A visiting scholar conducts research, audits courses, works closely with a faculty counterpart from the host institution, and may be invited to teach or team-teach one course in the spring semester. Institutions interested in hosting a scholar may indicate a preference for receiving a scholar in a certain discipline.

Host college responsibilities

United Board funding covers most program costs, including a scholar’s airfare, living stipend, medical insurance, an orientation session, and final wrap-up session. Host institutions are requested to arrange housing and, if possible, cover housing costs, and are required to make arrangements for a scholar to pursue academic research, lecture, and maintain regular contact with the assigned counterpart.

China

Ms. CHENG Zewei, Music; College Conservatory of Music, University of Cincinnati, Cincinnati, OH; Sichuan Conservatory of Music, Chengdu, Sichuan
Ms. GENG Xenxiu, Psychology; St. Olaf College [ASIANetwork member institution], Northfield, MN; East China Normal University, Shanghai
Mr. JIN Shunying, Pedagogy, English; Green Mountain College [ASIANetwork member institution], Poultney, VT; Yanbian University, Yanji City, Jilin
Ms. QU Yu-ling, English; St. Michael's College [ASIANetwork member institution], Colchester, VT; Northeast Normal University, Changchun, Jilin
Ms. WANG Xiaoping, English; Union College, Schenectady, NY; Capital Normal University, Beijing
Mr. Wu Xinwen, Philosophy, Ethics; Presbyterian College [ASIANetwork member institution], Clinton, SC; Fudan University, Shanghai

Ms. WU Xiuxia, Applied Linguistics, TESOL; Westminster College [ASIANetwork member institution], Fulton, MO; Nanjing University, Nanjing Jiangsu
Ms. ZHU Meiping, Business English; Augustana College [ASIANetwork member institution], Rock Island, IL; Beijing Foreign Studies University

India

Mr. A.D. BARNABAS, Botany/Environment; William Woods University [ASIANetwork member institution], Fulton, MO; The American College, Madurai
Dr. (Mr.) C. Joseph BARNABAS, History; Maryville College, Maryville, TN; Madras Christian College, Madras
Ms. M. KANCHANA, Psychology/Counseling; Queens College [ASIANetwork member institution], Charlotte, NC; Women's Christian College, Madras

Philippines

Ms. Fely P. CHIN, Mathematics/Statistics; Hope College [ASIANetwork member institution], Holland, MI; Central Philippine University, Iloilo City

Vietnam

Ms. Phan Thi Bich NGOC, Business English; Pacific University, Forest Grove, OR; Hue University
Ms. Tringh Thi Kim TRANG, English; Coe College [ASIANetwork member institution], Cedar Rapids, IA; Hanoi Foreign Language University
Mr. Nguyen Trong VAN, Philosophy; Waynesburg College, Waynesburg, PA; Ho Chi Minh University, Ho Chi Minh City [Professor Van has not arrived yet in the United States.]

Contact: Carmen Dagnino, Program Associate, United Board for Christian Higher Education in Asia, 475 Riverside Drive, Room 1221, New York, NY 10115; Tel.: 212/870-2680; Fax: 212/870-2322; <carmen@ubchea.org>
THE CHALLENGE OF AMERICA’S NEW RELIGIOUS PLURALISM
1998 ASIANetwork CONFERENCE KEYNOTE ADDRESS
A SYNOPSIS

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

Diana Eck, Professor of Comparative Religion and Indian Studies and Chair of the Committee on the Study of Religion, Harvard University, gave the keynote address at the ASIANetwork Conference dinner, April 25, 1998, at the Hickory Ridge Conference Center, Lisle, Illinois.

The Editor thanks Cathy Benton, Religion, Lake Forest College and Beloit College, for writing the synopsis of Professor Eck's address. Benton teaches courses in Asian religions and Asian literature. Her research interests include Hindu mythological texts, the culture and literature of the Roman Catholic community in India, and the cross-cultural communication issues that emerge in the context of international business.

In his introduction of Professor Eck, Thomas B. Coburn, St. Lawrence University, noted that Eck's writings have broken new ground in different ways. Among them is a teaching book, Darsan: Seeing the Divine Image in India, 1985, which has become standard fare in college courses on India. Banaras, City of Light, 1983, has been called "the best book ever written on Banaras," and has earned Eck accolades both in the West and in the Indian subcontinent Encountering God: A Spiritual Journey from Bozeman to Banaras, 1993, is Eck's highly readable autobiography.

Educom Medal

The focus of her ASIANetwork conference address was a recently produced teaching tool of the Pluralism Project, the CD-ROM, On Common Ground: World Religions in America. This fall EDUCAUSE granted one of its Educom Medal awards to Diana Eck for the CD-ROM. The awards are made "to recognize and reward faculty members and developers whose applications exemplify the best in instructional effectiveness." The citation noted, "An extraordinary resource for the teaching of undergraduate classes in the history of religions in America, religious diversity, cultural studies, and world religions, the CD-ROM is supported and enhanced by the Pluralism Project Website, www.fas.harvard.edu/-pluralism."

Diana Eck inaugurated the Pluralism Project in 1989 to map the changing face of religion in America. The Pluralism Project asks the question, "What are the imperatives of living together with those who are not like ourselves?" and provides a myriad of multi-layered responses. Eck explained the beginnings of the Pluralism Project and its on-going research findings, and she demonstrated the multi-media presentation of the research in a CD-ROM package, On Common Ground: World Religions in America.

While Eck was teaching classes examining twentieth century religious traditions, she realized that questions of difference and diversity continually became central. "How does each see the other?" She designed a fieldwork seminar called "Religious Traditions of Boston," and charged her students to go into the field to learn about the variety of traditions practiced in the Boston area. From the subsequent field research and discussions grew a book on world religions in Boston that gained the attention of The Eli Lilly Foundation. Subsequently, The Eli Lilly Foundation funded similar research into the diverse religious communities found throughout America. Thus began the Pluralism Project.

American History

The Pluralism Project documents the diversity of religious practices not only in contemporary settings, for it also delves into the issues sparked by religious pluralism throughout American history. While recent events such as chanting from the Rig Veda and the Quran at Harvard's commencement are certainly newsworthy, the American populace with its broad immigrant foundations has always contended with a variety of religious beliefs and traditions.

We academics tend to isolate and compartmentalize our studies of different cultural groups and religious traditions. For example, in Asian-American Studies programs, there is little recognition of religious practices at all, and Americans who study Asian religions rarely examine Asian religious traditions found in the United
States. American religionists do not consider studying Islam or Buddhism as it is practiced within our borders, or of teaching our students how to learn from Muslims and Buddhists living in our hometowns.

In 1893, the World Parliament of Religions invited people from other parts of the world to come to Chicago to share perspectives and practices. By 1993, these guests had themselves become the hosts to the Second World Parliament of Religions. Only one hundred years later, fourteen host committees representing particular religious traditions had developed strong bases in the United States.

Using the CD-ROM, On Common Ground: World Religions in America, we can click on "Chicago" to learn about the history and diversity of religious communities in this city. The "Chicago" click brings numerous possibilities to the screen such as the Midwest Jodo Shinshu Buddhist Temple built after World War II by Japanese-Americans released from internment camps; the first mosque built in the United States in nearby Cedar Rapids, Iowa; and in a suburb of Chicago, Bartlett, Illinois, the world headquarters of the Jains.

On Common Ground provides access to entire historical documents, quick-time movies exploring the perspectives of people from different cultural backgrounds and connections to related websites and e-mail addresses.

Immigration

Integral to much of the information presented is the history of immigration in America. For example, if we set out to learn about Chinese and Indian religions in America, we might learn that 10% of the population in Montana in the 1890s was Chinese; that the large Sikh population in the Pacific Northwest is descended from railroad and lumber mill workers; and that there is a community of Mexican Hindus north of Fresno, California. These facts which provide a context for understanding the religious traditions also draw us into the history of the Asian communities as they settled into life in America.

In exploring the history of religious diversity in the United States, we learn that one way of dealing with diversity was "exclusion." While Americans publicly espoused the "melting pot" metaphor, various groups were in effect excluded from the "pot." On Common Ground provides access to a copy of The Exclusionary Act of 1882, along with other documents that chronicle the debate's history. Moving into current venues for this discussion, the program directs us to court cases, issues facing today's zoning boards, and incidents of violence and racism. Or we can follow the progress of local and regional interfaith councils as they address issues of diversity among their own groups. One complex but urgent social problem that is creating common ground among religious groups is the need to deal cooperatively with HIV/AIDS within their communities. As a result "serving the dying" has become an interfaith issue.

On Common Ground and the continuing research of the Pluralism Project offer instructive and fascinating tools for educating students, interested community groups, and us. The interactive multi-media approach allows us to examine the issues of religious pluralism at our own pace, and offers the opportunity to pursue these issues through different angles and to varying depths.

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CORRESPONDENCE

Sean Bell, CET Academic Programs
I just wanted to drop you a note and thank the ASIANetwork again for hosting such a great conference. Having been four years in a row, I'm constantly impressed by the quality of the discussions I encounter at ASIANetwork and the active interest in study abroad as an essential component to any good Asian Studies curriculum.

I've just modified our website's information for faculty and administrators to include a link to <www.asianetwork.org> for those teachers interested in strengthening their institutions' Asian Studies programs.

Editor's note: This fall, Bell is continuing his graduate studies at the University of Washington.

Karl Fields, University of Puget Sound
Let me commend all involved for the fine 1998 ASIANetwork Conference. It was my first, and it was very good.

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1998 ASIANetwork CONFERENCE ATTENDEES

The April 24-26, 1998 gathering at the Hickory Ridge Conference Center, Lisle, Illinois brought together 193 Asianists from across the country and around the world. The conference underlined the importance of and pleasure in discussions about teaching and learning about Asia.

The names and addresses of the 1998 registrants are listed here to assist in the continuation of those discussions between conferences. The information is taken from the 1998 conference registration forms. Please contact Marianna McJimsey, ASIANetwork Executive Director to make additions or corrections (<mmcjimsey@ColoradoCollege.edu>).

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**LINKS**

**Asian Rare Books**
http://www.erols.com/arbs/
Contact: Stephen Feldman

**Chinese/Japanese Art History**
http://pages.nyu.edu/~boc7379
New links to Reader's Guide to the Arts of Japan (Asia Society); on-line Taisho Tripitaka.
Contact: Nixi Cura, Institute of Fine Arts, New York University; <boc7379@is.nyu.edu>

**Gelman Symposia on Current Trends in Information Technology**
Link submitted by Charles Ess, Drury College, ASIANetwork Board member
Follow the link to the 1998 symposium, "The Development of Subject Specific Web Sites."
Useful site for following the development of websites.

**Harvard China Website**
http://cyber.harvard.edu/ChinaDragon/index.html
In case you haven't seen it, take a look at it; it serves as a fine model.
Link submitted by Charles Ess, Drury College, ASIANetwork Board member

**Taiwan Home Page**

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By J. Patrick Gunning, Economics, Institute of Public Finance, Taipei, Taiwan
Link submitted by: T.Matthew Ciolek <tmciolek@coombs.anu.edu.au>
Self-description: "This page contains facts about the Taiwan Government, two lengthy essays [What Should We Do About Taiwan?] and Central Planning vs. The Market Economy: The Chinese on Taiwan], short essays that I have written about Taiwan, and links to some related cites. About half of the short essays were published in one of the local English language newspapers."

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THE ASIANetwork EXCHANGE
A NEWSLETTER FOR TEACHING ABOUT ASIA

PROSPECTUS

Purpose of The ASIANetwork 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 ASIANetwork 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 ASIANetwork 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 ASIANetwork Exchange, The Colorado College, 14 East Cache La Poudre, Colorado Springs, CO 80903; Tel: 719/389-7706; Fax: 719/389-6473; email: mmcjimsey@ColoradoCollege.edu
"I wonder if you could help me? I'm trying to compile a comprehensive list of all the colleges and universities in the United States that offer instruction in the Korean language. Do you have a list of ASIANetwork colleges in which Korean is taught?" This inquiry in April 1998 from Steve Rosse, University of Iowa, is typical of the questions asked of the ASIANetwork. (Our database revealed that Korean is taught at ASIANetwork member Green Mountain College.)

Please help us add information to the ASIANetwork database by completing this information form and returning it to Marianna McJimsey, ASIANetwork Executive Director, Colorado College, 14 E. Cache La Poudre, Colorado Springs, CO 80903; Fax: 719/389-6473; email: mmcjimsey@ColoradoCollege.edu. Thank you very much.

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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