how a term, such as Augustana’s, might be inaugurated.

It was clear on our travels that in addition to the incontestable historical and cultural wealth of Japan and China, these two countries are vital players in world relations and will continue to be so in the future. We found startling evidence in China’s cities of huge infusions of both Asian and Western investment. This was particularly true of cities like Guangzhou with its proximity to Hong Kong. The trip underlined the fact that our students cannot and must not ignore Asia; rather, as educators, we must strive to familiarize them with the tremendous potential that the continent holds for influencing the future course of the world.

Centrality of study in Asia

At the core of Augustana College’s term in Asia program is the belief that learning that students do about Asia solely on their campuses is limited and cannot begin to approximate the wealth of personal understanding, intellectual growth and awareness of a country that comes from living in it, talking to its people, and comprehending it from within. In addition, moving among countries on the continent helps students make social, economic, and political comparisons. Students will realize that although Japan and China are both in Asia, there is much that divides them; there is also much that unites, that makes them Asian. Hence, the continent provides both the most similar and the most different cases for comparative analysis, depending on the questions that a student asks.

Comparative learning is not limited to students. This faculty member who was born and brought up in India was reminded anew that Asia is not Asia is not Asia. Yet the uneven development in China brought about in the wake of economic reforms and the consequences thereof reminded me of India. In the end, students completing the term in Asia will be budding Asianists in their own right; they will have accomplished in one semester what years of learning in their own classrooms might not have occurred. They will have the fluency and familiarity that comes only from an on-site experience.

Building a program

Participants in the College in Asia program (even the Asianists among them) returned home with the enhanced understanding that the travel accomplished, eager to transmit their experiences in and outside of the classroom. They are in positions to contribute to the infusion of Asian Studies throughout a campus and curriculum and to create the momentum for building programs in Asia.

On a broader level, the College in Asia program makes participants think about how to design Asia terms. What courses would be most appropriate? What kinds of skills beside academic knowledge should faculty sharpen in order to serve the needs of students while in Asia? What size should a student group be? Should several countries be included, offering comparative experiences, or should only one country be chosen, at least initially? How long should the program last? Is a full term too ambitious to begin with, or is it better to start with a shorter summer course? How many courses would an abbreviated term include, and for how many credits?

Of course, the needs of each college will determine the answers to the questions. Those of us who are alumni of the first College in Asia Institute are determined to try to make a term in Asia possible for our students.

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PLEASE WELCOME

ANNE PRESCOTT AND BEN NEFZGER

ASIANetwork EXCHANGE CO-EDITORS

On September 1, 1999, when the ASIANetwork headquarters move to Augustana College, Rock Island, Illinois, Anne Prescott and Ben Nefzger of Augustana College will become the co-editors of the ASIANetwork Exchange. In fact, they have been busy this summer editing the fall issue of the newsletter which you will receive at about the same time you receive this final issue emanating from Colorado College. You will find in this issue a cumulative index of articles that appeared in the ASIANetwork Exchange from 1992-1999.

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