LEARNING THROUGH THE ASIANetwork FREEMAN 1998 COLLEGE IN ASIA SUMMER INSTITUTE

Tinaz Pavri
Political Science, Spelman College

Tinaz Pavri, Political Science, and Bernice J. deGannes Scott, Economics, represented Spelman College in the 1998 ASIANetwork Freeman College in Asia Summer Institute. Other participants included Stephen Zabor, Economics, and Lisa Safford, Associate Dean, Hiram College; Roger Purdy, History and Coordinator, East Asian Studies Program, and Nicky Baumgartner, Dean, College of Arts and Sciences, John Carroll University; and Ronald Lee, English and Associate Dean, and Robert Entenmann, History, St. Olaf College.

The 1999 ASIANetwork Freeman College in Asia Summer Institute participants were Thomas Rotnem, Political Science and Director of International Studies, and James Southerland, Humanities and Communication Arts, Brenau University; Lloyd Chapin, Philosophy and Religion and Vice President and Dean of Faculty, and George Meese, Rhetoric and Director of the Writing Excellence Program, Eckerd College; Eleanor Dooley, Religious Studies, and John Freed, English and Dean of the College, Elms College; Alan Katz, Political Science and Associate Dean, and Eugene Murphy, Sociology and Anthropology and Director, Asian Studies Program, Fairfield University; and Shawn Hull, History, and David Schmidt, Japanese Language and Director, International Center, William Woods University.

Information about the 2000 ASIANetwork Freeman College in Asia Summer Institute may be obtained from Madeline Chu, ASIANetwork Freeman Programs Director, Kalamazoo College, Kalamazoo, MI 49006 (616/337-7325 or <chu@kzoo.edu>); or Norman Moline, ASIANetwork Freeman Summer Institute Director, Augustana College, Rock Island, IL 61201.
(309/794-7303 or <ggmoline@augustana.edu>). The application deadline is November 30, 1999.

These reflections of Professor Pavri will be followed on page 4 by those of Professor Scott.

In June 1998, I traveled to Japan, China, and Hong Kong for three weeks. I was a member of the Spelman College faculty/administrator team selected by the ASIANetwork Freeman College in Asia program to learn about developing study terms in Asia for our undergraduate students. The faculty member on each team is the expert in her/his discipline who will teach courses on a study abroad program and who may be the primary visionary in conceptualizing the curriculum. The administrator will pursue the nuts and bolts associated with planning a program and will provide the necessary push within the administration to actually bring the program to fruition.

Creating a network

The College in Asia program gives the teams hands-on experience in the intricacies of setting up a study term in Asia. The primary goal is to enable terms in Asia, such as the well-established Augustana College term (the model for the program), to flourish across liberal arts campuses. The experiential transfer of knowledge to participating teams was more than amply achieved by the Augustana College program leaders, Norm Moline and Jim Winship. At every stop on our itinerary, we identified useful in-city contacts, educational resources, and appropriate and affordable living places for our students, the latter a no mean feat in Japan where housing can be expensive.

The program leaders enhanced the factual, on-site information with personal anecdotes of what had worked for them and what had not. These were unique and invaluable for they gave an intimate, insider's tour of pitfalls and successes. It was eye-opening to hear about the possible situations involving students that can arise overseas — from missing crucial flights to sudden illness — that faculty must be prepared to deal with. It was also heartening to learn that Augustana College faculty have at one time or another, successfully dealt with almost all possible crises. At the same time, the program leaders were careful to stress that colleges must tailor their programs to fit their own needs and that the College in Asia program is not a one-size-fits-all operation. Rather, the ASIANetwork Freeman program is designed to get the colleges to start thinking about

CONTENTS

1 T. Pavri, Learning Through the ASIANetwork
Freeman 1998 College in Asia Summer Institute
3 Please Welcome Anne Prescott and Ben
Netzger, Co-Editors
4 B. Scott, Experiencing Asia, The 1998 College
in Asia Summer Institute
5 Augustana College Becomes the Institutional
Headquarters of the ASIANetwork
Ten ASIANetwork Freeman Student-Faculty
Fellow Teams Conduct Research in Asia in
Summer 1999
6 ASIANetwork 1999-2000 Council of Advisors
7 You Are Invited to the 2000 Conference of the ASIANetwork
St. Andrews College Japanese Festival
Ensemble, A Conversation with David Fish
8 W. Young, Adivasis and Environmentalists in
India
9 Jing Li and Jingqi Fu, East Asian Studies at St.
Mary's College of Maryland
11 Charles Ess, On-Line Conferencing:
Successes, Failures, and Costs
13 Stanley Mickel, Wittenberg East Asian Studies
Journal
15 The United Board for Christian Higher Education in
Asia Announces the 1999-2000 Visiting
Scholars Program
17 Individual Donations to ASIANetwork
Membership Invoice
18 K. Sheldon, Sensing Nepal, Reflections on My
First Visit to Asia
19 ASIANetwork 1999-2000 Board of Directors
20 D. Guyot, Attracting Students from China
21 M. Butt, The Internationalization of a Private
Thai University
23 ASIANetwork Listserv Hosted by Drury
College: Access Directions
M. Kotler, Japan Information Access Project,
The Asia Scholar's Access to Policy
25 A Vote of Thanks
26 J. Hurley, Quest for a Career: Asian Books
28 Resources
29 St. Olaf College Serves as Website Host
A. DeStefano, Cumulative Index
40 Database Information

2
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.

Contact: Tinaz Pavri, Spelman College, Box 366, 350 Spelman Lane, SW, Atlanta, GA 30314; Tel: 404/215-7803; Fax: 404/215-7863; <tpavri@spelman.edu>

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 as you receive this final issue emanating from Colorado College. You will find in this issue a cumulative index of of articles that appeared in the ASIANetwork Exchange from 1992-1999.

Contact: Anne Prescott, Co-Editor, The ASIANetwork Exchange, Augustana College, 639 38th St., Rock Island, IL 61201; Tel.: 309/794-7656; Fax: 309/794-678; <muprescott@augustana.edu>
EXPERIENCING ASIA  
The 1998 College in Asia Summer Institute  

Bernice J. deGannes Scott  
Economics, Spelman College  


Now that I am back on American soil, I can view, in perspective, my experience in the 1998 College in Asia Summer Institute. Please bear with me as I begin my reflections before that time.

My knowledge of Asian economics and politics has been fairly good, for in my own professional development, I have tried to be current. I maintain my knowledge of events in Asia by accessing electronic and print media: the internet, weekly business magazines, and television news reports. I obtain scholarly views by perusing articles in journals.

Pearl S. Buck

The culture, though, was another matter. I had read the Pearl S. Buck books as a youngster; I knew about geishas and binding of feet; I was familiar with the western versions of Japanese, Chinese, and Thai food. On the other hand, I had no knowledge of any Asian languages, and often pondered about matters such as what games Asian children played.

Here I was, an African Caribbean economics professor, at a predominantly black, women's college. I had some knowledge of the economic and political development of Asia with a limited understanding of its culture, and I was being asked to develop a course for the college's Japan Studies Program. I accepted the challenge, for that is what it was.

Pilot economics course

Over a period of two semesters and one summer, I read, did research, watched videos and movies, and attended seminars, conferences, and workshops that focused on Asia. By the fall of 1997, my course, "Japanese Economic Development" (Economics 350) was approved as a pilot by the curriculum committee. In the spring 1998 semester, I taught the course for the first time to a group of thirteen juniors and seniors. The enrollment was good, as that number is normal for an economics elective at our small liberal arts college.

My evaluation of students included class presentations, quizzes, two exams, and a term paper. I used videos extensively. Student evaluations indicated that the course was rigorous and interesting. Nonetheless I realized that even as I engaged the students, something was missing.

Not until after my participation in the 1998 College in Asia Summer Institute did I make the connection with what was missing. There is no better way to prepare to teach international courses than to be there. I was fortunate that on the trip I gained exposure to Japan and China, including Hong Kong. However, that was not the purpose of the College in Asia Institute.

Housing facilities

While the personal and professional development benefits should not be marginalized, the Institute is designed to provide more widespread benefits to colleges. The visit to Asia allowed two representatives from each college the opportunity to witness firsthand the logistics of planning and implementing a Semester-in-Asia Program. In so doing, colleges would have the necessary information as faculty and administrators considered launching study abroad programs for their students. The institute included, inter alia, examining housing facilities, developing relationships with individuals and organizations, and getting a sense of what student and faculty life would be in a new and different environment.

The Institute experience began in Chicago with details of transportation costs and schedules and visa requirements presented to the group by relevant agencies. When we arrived in Asia, the unique characteristics of each city and country were evident. At group meetings or conferences with hotel managers and people in other areas directly related to the support of a Semester-in-Asia Program, practical questions were raised. For example, did a hotel or hostel have classroom facilities? Would the cost of extracurricular activities be out of the reach of student budgets? What
should a professor do when a student falls ill or someone's passport is lost or stolen? Is discipline an additional burden on faculty with a group so far from home? Fortunately, the group leaders have had extensive experience in organizing and implementing programs in Asia. They not only allayed fears, but also raised issues that had not been addressed by participants.

When the trip ended, I had the mixed feelings of someone who had enjoyed the sojourn and would return to Asia. I also felt a sense of joy and accomplishment for I had had an unbelievable experience. It is an experience I would like my students to have, with me in tow, of course.

Contact: Bernice J. deGannes Scott, Spelman College, 350 Spelman Lane, SW, Atlanta, GA 30314; Tel.: 404/681-3643; Fax: 404/223-7665

AUGUSTANA COLLEGE BECOMES THE INSTITUTIONAL HEADQUARTERS OF THE ASIANetwork

Van Symons, an historian of China, a member of the History Department of Augustana College, and a former Chair of the Board of Directors of the ASIANetwork, will assume the position of Executive Director of the ASIANetwork on September 1, 1999. At its April 1999 meeting, the Board of Directors of the ASIANetwork accepted the invitation of Thomas Tredway, President of Augustana College, made on behalf of the college, to host the organization. Augustana College will become the institutional headquarters.

Augustana College is the third liberal arts institution to host the ASIANetwork. St. Andrews Presbyterian College was the first institutional headquarters from 1993-1994, under the executive directorship of Thomas Benson, then Provost of St. Andrews who is now President of Green Mountain College. Upon the invitation of its Asian Studies Program and of President Kathryn Mohrman, Colorado College became the second host institution, under the executive directorship, from 1994-1999, of Marianna Presler McJimsey, a member of the Education Department of Colorado College.

Contact: Van Symons, Executive Director, The ASIANetwork, Augustana College, 639 38th St., Rock Island, IL 61201; Tel.: 309/794-7413; Fax: 309/794-7702; <hisymons@augustana.edu>

TEN ASIANetwork FREEMAN STUDENT-FACULTY FELLOWS TEAMS CONDUCT RESEARCH IN ASIA IN SUMMER 1999

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

In 1999, ten Student-Faculty Fellows teams from ASIANetwork institutions undertook collaborative research in Asia, for at least three weeks. The Freeman Foundation grant supported ten research projects in 1998, and will support ten pairs each year for yet another two years (2000, 2001).

The 1999 research sites included India, Japan, Peoples Republic of China, Thailand, Taiwan, and Vietnam. The ASIANetwork congratulates the 1999 ASIANetwork Freeman Student/Faculty Fellows, whose projects are listed here.

Carthage College, Heidi Jugenitz, '00, English/Spanish, and Micheline R. Lessard, History.
Site: Vietnam
Project: Vietnamese Women and Nation Building; Perceptions of the Roles of Vietnamese Women in the French Colonial Periods and in Contemporary Vietnam

Site: India
Project: A Study in the Sociology of Religion: The Thomas Christians of Kerala

Colgate University, Janna Pistiner, ’01, Education/Chemistry, and Heidi Ross, Education/Asian Studies
Site: Peoples Republic of China

Colorado College, Andrew J. Schroeder, ’99, Physics/English, and Joan E. Ericson, Japanese
Site: Japan
Project: Diversity in Language: The Japanese /r/ Sounds

Site: Japan
Project: A Cross-Cultural Comparison of the Political Socialization of Chinese and Japanese Children

Seattle University, Sarah K. Fisher, ’99, Fine Arts, and Kan Liang, History
Site: China
Project: Popular Culture and Everyday Life: A Study of the Taohuawu Woodblock Prints

St. Andrews Presbyterian College, Luanne Hornberger, ’00, Asian Studies, and David Fish, Music
Site: Japan
Project: Sharing the Stage: Women as Performers of Shinto Festival Music

St. Olaf College, Amy S. Brendel, ’99, Biology, and Michael R. Leming, Sociology/Anthropology
Site: Thailand
Project: HIV/AIDS Treatment and Education in Rural vs. Urban Northern Thailand

St. Olaf College, Eric Buenz, ’99, Biology/Chemistry, and Barbara E. Reed, Religion and Asian Studies
Site: China
Project: Determining Buddhism’s Capacity as an Ecological Influence in Hong Kong

Site: Taiwan
Project: Go South or Go West?

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

2000 ASIANetwork Freeman Student-Faculty Fellows Program

ASIANetwork institution faculty members are encouraged to inform students of opportunities that this program offers, and to develop a proposal for the 2000 program. The application deadline is November 30, 1999.

Contact: Madeline Chu, Kalamazoo College, Kalamazoo, MI 49006; Tel.: 616/337-7325; <chu@kzoo.edu>; Teodora Amoloza, Illinois Wesleyan University, Bloomington, IL 61702, Tel.: 309/556-3375; <tamoloza@titan.iwu.edu> or visit our website at www.asianetwork.org

ASIANetwork 1999-2000 COUNCIL OF ADVISORS

Thomas Benson, 1997-2000, President, Green Mountain College
Elizabeth Bentzel Buck, 1999-2002, Co-Director, Asian Studies Development Program, East-West Center, University of Hawai’i
Mary Brown Bullock, 1997-2000, President, Agnes Scott College
Ainslie T. Embree, 1997-2000, Professor Emeritus of History, Columbia University
Donald P. Gregg, 1997-2000, Former 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

Colorado College is an affirmative action/equal opportunity institution.
YOU ARE INVITED TO THE 2000 CONFERENCE OF THE ASIANetwork, A CONSORTIUM OF LIBERAL ARTS COLLEGES TO PROMOTE ASIAN STUDIES APRIL 28-30, 2000 HICKORY RIDGE CONFERENCE CENTER LISLE, ILLINOIS (SUBURBAN CHICAGO)

For conference arrangements and accommodations information, contact Van Symons, Executive Director, ASIANetwork, Augustana College, 639 38th St., Rock Island, IL 61201; Tel.: 309/794-7413; Fax: 309/794-7702; <hisymons@augustana.edu>

For program information, contact Stanley Mickel, Program Chair, Wittenberg University, Springfield, OH 45501; Tel.: 937/327-6354; Fax: 937/327-6340; <smickel@wittenberg.edu>

ST. ANDREWS COLLEGE JAPANESE FESTIVAL ENSEMBLE A CONVERSATION WITH DAVID FISH

During an online conversation, David Fish, Director of the St. Andrews Japanese Festival Ensemble, described the musical group to the Editor. Professor Fish and Luanne Homberger '00 were 1999 ASIANetwork Freemen Student-Faculty Fellows.

Editor: What and when was the genesis of the St. Andrews Japanese Festival Ensemble (JFE)?
Fish: In 1990, St. Andrews decided to add a full-time ethnomusicologist to its music faculty (me). Tom Benson was most responsible for this decision. When I arrived, I founded the Japanese Festival Ensemble to give all interested students, regardless of musical background, a hands-on introduction to Japanese music. The group also serves as a vehicle for introducing aspects of Japanese culture, history, aesthetics, and the like.

By the way, St. Andrews' other primary ensemble is our Scottish Pipe Band. I'd dare say, we're the only school in the country with that one-two punch.

Editor: How is the Ensemble organized?
Fish: I am the director of the group. It is listed as a one-credit class.

Editor: What prerequisites are there for being a member of the Ensemble?
Fish: None. In fact, knowing Western music is sometimes a handicap since the theoretical principles behind Japanese music are so different.

Editor: How often do Ensemble members practice?
Fish: We rehearse once or twice a week.

Editor: Is there special funding for the Ensemble?
Fish: No.

Editor: In addition to directing the Ensemble, what courses do you teach at St. Andrews?
Fish: As the only full-time music professor, I teach a wide-range of courses. A number are survey or appreciation courses: music of the world, blues, rock, jazz, "classical." We are also gearing up to offer what we believe will be the first interdisciplinary degree program.

The other ensemble accompanies the Japanese lion dance (shishi mai). It too uses the taiko, shino-bue, and kane, but the odaiko is replaced with the smaller okeido (one performer playing both it and the taiko).

Editor: Does the Ensemble include both faculty and students?
Fish: Typically, I play the flute and the students are on the drums. However, this year, the chair of our Humanities and Fine Arts Division, Mel Bringle, is playing kane.

Editor: What prerequisites are there for being a member of the Ensemble?
Fish: None. In fact, knowing Western music is sometimes a handicap since the theoretical principles behind Japanese music are so different.

Editor: How often do Ensemble members practice?
Fish: We rehearse once or twice a week.

Editor: Is there special funding for the Ensemble?
Fish: No.

Editor: In addition to directing the Ensemble, what courses do you teach at St. Andrews?
Fish: As the only full-time music professor, I teach a wide-range of courses. A number are survey or appreciation courses: music of the world, blues, rock, jazz, "classical." We are also gearing up to offer what we believe will be the first interdisciplinary degree program.
for singer/songwriters at an institution of higher learning. In anticipation of this, I have already started teaching such courses as song writing, contemporary music theory, and music technology (my musical alter ego is a singer/songwriter).

Editor: What are some of the venues in which the Ensemble has performed?

Fish: We have performed at a number of college and universities across the country and two NEH seminars. We also appear frequently at schools and cultural festivals.

Editor: Our readers will be interested to know something of your background in Japanese music.

Fish: For three years in the late 1980s, I studied with Wakayama Taneo, the leader of a kagura guild honored as an Important Intangible Asset by the Japanese government. This led to my dissertation; I studied under Bill Malm at the University of Michigan. I returned to Tokyo for six months in 1996 to again study with Wakayama under the auspices of the Japan Foundation. The mission of our Japanese Festival Ensemble is the authentic transmission and performance of kagura as performed by Wakayama's guild.

Editor: I am struck by similarities with the Gamelan Angklung Tunjung Sari, the gamelan group at Colorado College. The group is open to anyone; both faculty and students participate; the gamelan serves as a vehicle for learning about Indonesian culture, religion, and the arts. Ethnomusicologist Vicki Levine took a group of Colorado College students to Bali for a summer course on the gamelan and Indonesian arts and culture. The students had village homestays.

As is true with you and the Japanese Festival Ensemble that you founded, the creation of and, at Colorado College, the search for funding to purchase the instruments for the establishment of the gamelan group, was the vision of Professor Levine. I invite our readers to let us know about Asian performing arts initiatives on their campuses.

Thank you very much, Professor Fish, for this introduction to the St. Andrews College Japanese Festival Ensemble.

Contact: David Fish, St. Andrews College, Laurinburg, NC 28352; <fish@tartan.sapc.edu>

ADIVASIS AND ENVIRONMENTALISTS IN INDIA
AN ASIANetwork FORD SOUTH ASIA SEMINAR RESEARCH PROJECT

William Young
Religion, Westminster College, Missouri


The ten members of the 1998-1999 ASIANetwork Ford Faculty Development Seminar on South Asia, directed by Job Thomas, Davidson College, were asked to indicate areas of special interest in the study of South Asia. We explored them during the preparatory workshop at Davidson College, June 7-27, 1998, and will do so further while we study and travel in India; June 4-July 2, 1999. We also selected issues related to courses on South Asia that we currently teach or intend to offer.

My seminar colleagues chose topics ranging from rhetoric in contemporary India to attitudes toward adolescence in South Asia. I am interested in studying indigenous cultures in India and the interaction between the religions of South Asia and the environmental movement. These areas relate directly to courses I teach.

When I gained access to the extensive South Asian collection in the Davidson College library, I discovered that my interests intersected. Many of India's indigenous peoples, motivated by their deep sense of interconnectedness with the land, are active in the environmental movement in modern India.

First dwellers

Nearly seventy million Indians, eight percent of the population, are included in the 1991 Census as
"scheduled tribes," as the government calls the indigenous population. Widely known as adivasis or first dwellers, the indigenous peoples are from 450 separate tribes, twenty-one of which, in 1991, had populations of over 500,000. Although nearly 90% of adivasis identify themselves as Hindus, as is true of Native American Christians, many, if not most, retain some level of association with their own culture's traditional myths and rituals.

**Narmada River**

Recently, adivasis and environmentalists have been linked in movements such as the Chipko or tree hugging coalition in the Himalayas. At Davidson, I gathered resources on the Chipko movement as well as the Narmada Bachao Andolan or Save the Narmada Movement. In western India, several states joined the central government and the World Bank to fund the building of dams on the Narmada River. Project planners claim that the dams are necessary to alleviate flooding and improve irrigation for agriculture. As currently designed, the project has required the relocation of thousands of people, including forest dwellers of the indigenous Bhilala culture. Bhilala villagers in the Narmada Valley region have developed a way of life in harmony with the surrounding forest.

However, the Narmada River project officials identified many of the Bhilala people of the forest as "oustees" and sought to move them from their ancestral homes. Social activists in the early 1980s organized the Bhilalas, using them largely as symbols to win public sympathy for the Narmada Bachao Andolan and to stop the construction of the largest dam on the Narmada. Subsequently, in 1993, the World Bank withdrew funding. However state and central government leaders pressed for completion of a project they maintain will benefit all the people of the region, and the relocation of Bhilala villagers has continued.

While in India this summer, I hope to arrange meetings with members of environmental groups such as the Narmada Bachao Andolan, indigenous leaders, and supportive scholars. Thanks to the ASIANetwork Ford South Asia Seminar, I have a unique opportunity to explore an area of special interest and gain knowledge and perspectives that will enhance my teaching.

**Contact:** William A. Young, Westminster College, 501 Westminster Ave., Fulton, MO 65251; Tel.: 573/592-5202; Fax: 573/592-5217; <youngw@jaynet.wcmo.edu>

---

**EAST ASIAN STUDIES AT ST. MARY’S COLLEGE OF MARYLAND**

Jing Li, History, and Jingqi Fu, Chinese Language

**St. Mary’s College of Maryland**

**The East Asian Studies Concentration**

St. Mary’s College of Maryland is committed to maintaining the classical tradition of liberal arts study while also diversifying its curriculum to meet the needs of students of the 21st century. To this end, the college established an East Asian Studies Concentration in 1997 that provides Chinese language study and course offerings in the arts, economics, history, literature, and the philosophies and religions of East Asia. Students have the opportunity to study at Fudan University in Shanghai; internships in Shanghai will begin in the year 2000.

Students pursuing any major may participate in the Concentration. To complete the program, a student must satisfy the following requirements, designed to establish both breadth and depth of knowledge in the area.

1. The College General Education Program
2. All requirements in a major discipline of study
3. At least 24 semester hours in courses with an East Asian focus in the following areas:
   A. Required courses (8 semester hours):
      Elementary Chinese I and Elementary Chinese II
   B. Elective courses (16 semester hours):
      **Art**: Arts of Asia, Arts of China, Arts of Japan, Buddhist Art
      **Economics**: Chinese Economics, Economies of East Asia
      **History**: History of Traditional China, History of Modern China, History of Japan, History of East Asian International Relations, Vietnam War and Revolution
      **Literature**: Asian Literature in Comparative Perspective, *The Tale of Genji* and *The Story of the Stone*
The Fudan Program

St. Mary's College and Fudan University jointly sponsor this faculty/student exchange program. Fudan University faculty conduct research and tutor advanced Chinese language courses while in residence at the college. St. Mary's College students study at Fudan for a term or a full academic year. They strengthen their Chinese language skills and take courses in subjects such as history and philosophy, if proficiency in Chinese has been attained.

Program activities

During the past two years the East Asian Studies Program at St. Mary's College of Maryland sponsored or facilitated a multitude of events, among them an NEH Summer Institute for college faculty on teaching the Chinese classics; a lecture series, "China from the 19th Century to the 21st Century," featuring Hong Zhu, Chinese Academy of Social Sciences; Paul Cohen, Wellesley College; Roger Ames, University of Hawaii; Nancy Tucker, Georgetown University; and Bright Cheng, University of Michigan. The program also organized its first "China Day," a festival that culminated with a performance of Peking Opera by artists from Beijing and Shanghai. Playwright David Henry Hwang spoke at the college in conjunction with the staging of his Obie award-winning FOB.

During the summers of 1998 and 1999, the college, in cooperation with the municipal government of Shanghai, conducted seven-week institutes in "American Language and Civilization" for executives and managers from Shanghai.

Faculty

Marc Benamou, Assistant Professor of Music, holds a B.A. from Oberlin College (1979), M.A.'s in philosophy and ethnomusicology (1981 and 1989), and a Ph.D. in ethnomusicology from the University of Michigan (1998). He was a Fulbright Fellow in Indonesia, where he researched Javanese musical aesthetics and performed as a traditional vocalist from 1989-1992. Fluent in Indonesian and Javanese, he has worked as an interpreter for the U.S. State Department.

Rebecca M. Brown, Assistant Professor of Art, holds a B.A. from Pomona College, M.A. and Ph.D. from the University of Minnesota. Her dissertation was entitled, "The Presentations of Power: Architecture and Urban Form in Colonial Patna." She teaches the arts of South and East Asia.

Jingqi Fu, Assistant Professor of Chinese, received her B.A. in French language and literature from the Beijing Language Institute (1982), a Nouveau Doctorat in linguistics from Universite de Paris Ill (1986) and Ph.D. in linguistics from the University of Massachusetts/Amherst (1994). She teaches Chinese language, linguistics, and Chinese culture, and her research interests are in Chinese syntax, language comparison, and language pedagogy.

Jing Li, Assistant Professor of History, was formerly an Assistant Research Fellow at the Institute of Modern History, Chinese Academy of Social Sciences, Beijing and earned a Ph.D. in history from Rice University. He is currently working on a manuscript entitled Their America: The Making of Chinese Images and Interpretations of the United States in the 20th Century.

Ho Nguyen, Professor of Economics, holds a B.A. from the University of California/Santa Cruz (1969), M.A. from the University of Calgary (1971), and Ph.D. from Dalhousie University (1976). His research interests are in East Asian and Southeast Asian economies and economies in transition.

Henry Rosemont, Jr., is George B. and Willma Reeves Distinguished Professor of the Liberal Arts and Professor of Philosophy. A specialist in early Chinese thought and contemporary Chinese politics, he founded the college's exchange program with Fudan University in 1981, where he has taught for four years as a Fulbright Senior Lecturer. He has written, edited, and/or translated eight books, the most recent of which, with Roger T. Ames, is The Analects of Confucius (Random House, 1998).

Bruce Wilson, Professor of English and Comparative Literature, holds a B.A. from Bates College and a Ph.D. from the University of Virginia. He has lived and taught in China for several years, twice as a Fulbright Senior Lecturer, and co-translated 100 Tang Poems for the Commercial Press, Hong Kong Branch. He has directed the college's exchange program with Fudan University for many years.

Michael Ye, Associate Professor of Economics, teaches macroeconomics, microeconomics, econometrics, and the economy of modern China. His recent research interests are in the areas of transactional cost economics, educational economics, and environmental economics. He has authored/co-authored over twenty professional articles/books, and has lectured at universities in China and Ukraine.

Contact: Jingqi Fu, Department of Foreign Languages, Division of Arts and Letters, St. Mary's College of Maryland, St. Mary's City, MD 20686; <jfu@osprey.smcm.edu>
ON-LINE CONFERENCING
SUCCESES, FAILURES, AND COSTS

Charles Ess
Philosophy and Religion, Drury College

Charles Ess, the ASIANetwork Internet Group (AIG) representative on the ASIANetwork Board, has been the peripatetic technology columnist for the ASIANetwork Exchange. He was instrumental in writing the ASIANetwork website guidelines. Professor Ess teaches “Religions of the World: Eastern” and incorporates Eastern thinkers in his “Introduction to Philosophy” course.

The expanding use of computers as a communications tool raises the question: How can we use this new communications medium to improve our teaching in Asian Studies?

I first experimented with on-line conferencing and e-mail exchanges in my survey class on Eastern religions (Fall97). Consistent with subsequent research, we experienced both successes and failures, including unforeseen costs. I recount these experiences so instructors may judge whether the pedagogical benefits are worth the significant costs of using the new technologies.

Discussion threads

We began with a conferencing program called Motet. Like its successors, Microsoft’s NetMeeting and Netscape’s Conference, the software allows faculty and students to participate in on-line conferences through a web browser (e.g., Netscape Communicator or Internet Explorer) from any Internet connection. Participants can organize their postings along different discussion topics or “threads.” Posting to a discussion thread is easy: a form is provided at the end of each thread in which readers can type in their contributions and responses. These are then automatically added to the discussion thread for subsequent readers to see.

Previous experience made clear the need for basic ground rules for conversation, both in class or on-line. These were introduced on the first day of class. Students found the rules contribute to a free and open discussion that respects divergent views and beliefs. (The ground rules are posted on the class home page, http://www.drury.edu/faculty/ess/eastern/relg201.html)

For our first conference, the class divided into two groups; one read selections from Patanjali’s The Yoga Sutra and the second, Sankara’s Atma Bodha. The students then responded on-line to simple questions presented as the first posting in a conference “thread.” (See the discussion archives of these first two threads, linked from the class home page.) Initial contributions were useful as the students themselves raised questions that they then sought to answer through their own reading and discussion of the text. In fact, the discussions were rich enough to justify devoting an entire class to student comments. In addition, this first exchange succeeded in maintaining a positive tone, one that further allowed for significant critical responses to one another’s postings. These critical comments, including critiques of relatively technical issues such as effective use of quotes, were likely more powerful as they originated from cohorts rather than from the instructor.

Server failure

The initial successes, however, were accompanied by several problems. Students complained that my opening instructions were not specific enough. In addition, students demonstrated widely varying abilities and levels of use. One off-campus student could not easily dial into the campus network and access the system; two students, despite explicit instructions to work through Motet’s on-line tutorial and help system, found the conferencing software too difficult to use. For that, the remaining seven students found the software easy and straightforward. We also encountered the serious problem of unstable technology: several times through the semester the Motet server failed precisely on the evening most students attempted to do their electronic homework.

Finally, students did not participate in the on-line conference at equal levels of seriousness and contribution. Indeed, one student, who clearly contributed the most to her group’s discussion thread, expressed frustration and anger with those students who were less responsible to the group. This suggests that neither discussion ground rules nor the on-line conferencing system, by themselves, solve a common problem in group work, i.e., the problem of student(s) who let others undertake more than their fair share of the labor.
A second discussion experiment focussed on the Bhagavad-Gita. Unfortunately, problems familiar to us from the first round reappeared the second time. In particular, our server failed twice in the middle of the assignment, and a much less satisfactory exchange occurred on-line. (See the Bhagavad-Gita discussion archive, class home page.) Nonetheless, we made a third try, this time, with a group choosing to use a simple e-mail list in place of Motet. Students divided into three groups, each providing a summary overview of “their” Buddhist tradition (Mahayana, Theravada, and Vajrayana) as well as a careful description and analysis of how this tradition changed as it migrated out of India and into Asia.

E-mail as the conduit

Despite a brief server failure, results this time were far more encouraging. The discussion threads on both Motet and the e-mail list were far richer and more satisfying from every perspective. While there were still some variations in the level of participation, student contributions were more detailed and clearly organized.

The dialogical openness of the on-line conference, fostered in part by more practice in the conversational give-and-take encouraged by the ground rules, was also manifest in the classroom. The students’ collective constructions led to exceptionally productive class discussions and group presentations (see the class home page). In addition, as the subsequent summary and writing assignment make clear, the class developed a far more extensive and detailed understanding of these three traditions and the complex interplay between pre-existing cultural patterns, social and political structures, and “religion,” than any previous class (see “Buddhism: Notes, Writing Assignment [Theravada, Mahayana, Vajrayana, Zen]” on the course home page).

Assessment

Recent assessment of the real pedagogical impacts and actual costs of using the technologies are consistent with these experiences. One study suggests, for example, that the use of electronic conferencing improves student participation for only about 50% of the “quiet ones” (Marincovich and Nash, 1999). In addition, the time and energy costs of bringing course materials on-line are significantly greater than the costs of more traditional lecture/discussion, i.e. 18 hours per 1 hour of Web instruction, in contrast with 2-10 hours to prepare a 1 hour lecture/discussion (Boettcher, 1998).

Our experiences suggest that the encouraging pedagogical successes of on-line conferencing are indeed bought at the considerable cost of reliable technological infrastructure and support, as well as costs in time and energy for faculty and students learning new media. Presumably, as the technologies improve, these costs will go down. But the lessons learned in these first experiments may remain relevant. In addition to the energy and enthusiasm of the instructor, such innovations require clear conversational guidelines, reliable software/hardware and technical support, clear and detailed instructions, ways to encourage roughly equal participation in group work, and a good back-up plan if, as it often seems to, the technology fails. And we should recognize that technologically based pedagogies, like other pedagogies, will not work for all students. Rather, we should be ready to use a variety of approaches, so that one might work where another one fails for a given student.

References

Boettcher, Judith V. "How Much Does It Cost to Develop a Distance Learning Course? It All Depends." Syllabus 11:9 (May 1998), 56-58.


Contact: Charles Ess, Philosophy and Religion, Drury College, 900 N. Benton Ave., Springfield, MO 65802; Tel.: 417/873-7230; Fax: 417/873-7435; <cmess@lib.drury.edu>
The first article in the first volume of the Wittenberg East Asian Studies Journal in the spring of 1976 was "The Dragon as a Mythological Beast;" the first article in the twenty-third volume of the Journal published in 1998 was entitled, "Of Stories and Scholars: Interpreting Colonialist and Diasporic Narratives of Tibetan Folk Opera." Wittenberg East Asian Studies students wrote all six articles in the first edition; three of the seven articles in 1998 were by Wittenberg writers, and four were by undergraduate authors at other ASIANetwork schools. While some aspects of the Journal have changed in a quarter of a century, many have remained the same.

Undergraduate Initiative

One fundamental principle that has not changed is that the Journal is a completely undergraduate student production. The writing, selecting, editing, and publishing are accomplished by undergraduate students; even the financing is provided by the Wittenberg University Student Government Association. The only faculty input is the annual selection of the student editorial staff. Once the editors are in place, they select a staff and begin assembling the annual volume. Another element that remains constant is that the student editors look for writings about East Asia. Submissions may be from any period or academic viewpoint on China, Japan, Korea, or on East Asia collectively. In addition to academic manuscripts, the editors hope to include creative pieces such as poetry, calligraphy, and photographs.

Volume 25 in 2000

The year 2000 will see the twenty-fifth volume of the Journal, and the editors are eager to receive submissions from their peers at other ASIANetwork schools. You are cordially invited to encourage your students to submit their writings to the Journal. Students are often diffident about doing this, so if you have seen an outstanding effort this year, whether academic or creative, keep after the students to send their work in. The twenty-fifth volume in the year 2000 is an important milestone, one in which it will be particularly pleasing to be published and thus recognized. Pieces may be up to twenty pages in length, and may be from any academic approach, and on any topic having to do with some aspect of East Asia. The deadline is February 1, 2000, and students should send a disk containing the manuscript and one hard copy to me at the contact address below.

We look forward to an exceptionally rich and meaningful volume to start the new millennium.

Contact: Stanley Mickel, Wittenberg East Asian Studies Journal, Wittenberg University, Springfield, OH 45501; Tel.: 937/327-6354; Fax: 937/327-6340; <smickel@wittenberg.edu>

CAMPUS NETWORK

1999 ASIANetwork Conference panelists' K-12 teaching awards

Mary Hammond Bernson, University of Washington/Seattle, received the 1998 World Educator Award from the Washington State Council for the Social Studies.

Lynn Parisi, Acting Co-Director, Social Science Education Consortium, received the 1998 Franklin M. Buchanan Prize from the Association for Asian Studies Committee and the Committee on Educational Issues and Policies. The prize is awarded annually to educators who develop educational materials dealing exclusively with one or more of the countries and cultures represented by AAS.

Heidi Roupp, President, World History Association, received the 1997 Beveridge Family Teaching Prize from the American Historical Association.

Butler University

New and continuing faculty in Asian Studies include:

Susan M. Kenyon, Liberal Arts and Sciences, Anthropology Program Director
Kathy Martin, College of Pharmacy
Greg Osland, College of Business
Hena Ramanathan, College of Education
Michael Sells, Dean, Jordan College of Art

Contact: Susan M. Kenyon, Butler University, 4600 Sunset Ave., Indianapolis, IN 46208; Tel.: 317/940-9497; Fax: 317/940-9930

Colorado College
Eleanor Zelliot, emerita, received the Association for Asian Studies Award for Distinguished Contributions to Asian Studies at the Annual Meeting, March 12, 1999. She was a pioneer member of the ASIANetwork Board, retiring from the Board in 1997. President Wendy Doniger noted Zelliot’s leadership in the Associated Colleges of the Midwest program in Pune, her scholarship on the Dalits and the study of Indian culture from below, and her example of service to the profession. In her acceptance of the award, Zelliot urged scholars to bring Asia to America by writing “popularly” about Asia.

Mark Unno was on three panels at the Annual Meeting of the American Academy of Religion, November 1998. His paper for the Philosophy of Religion panel, Ratios and Their Limits, was entitled, “Zhuangzi and Myoe Koben: The Butterfly and the Mushroom.” His paper for the Religion and Science Group, Buddhist and Christian Perspectives on Mind, Self, and Nature, was entitled, “The Anthropic Principle: the Personal and Impersonal from a Mahayana Buddhist Perspective.” He was a respondent for the Comparative Studies in Religion Section, “Shame” and Guilt as Conceptual Lenses for Comparative Understanding.

Contact: Mark T. Unno, East Asian Religions, Carleton College, One North College Street, Northfield, MN 55057; Tel.: 507/646-4227; Fax: 507/646-4223; munno@carleton.edu; http://celeste.carleton.edu/curricular/religion/munno/munno.html

Colorado College
The Music Department will offer the following Asian Pacific Studies courses in 1999-2000: Balinese Gamelan, fall and spring semesters, adjunct course, I Made Lasmawan

Indonesian Music, Block 4, I Made Lasmawan and Lisa Gold

Contact: Victoria Levine, Music; Director, Southwest Studies, Colorado College, 14 E. Cache La Poudre St., Colorado Springs, CO 80903; Tel.: 719/389-6554; v Levine@ColoradoCollege.edu

Denison University
Andrea Zeigert, Economics (<zeigert@Denison.edu>) and Susan Richardson, English (<richardsons@denison.edu>) have joined the East Asian Studies Program faculty.

Contact: Barry Keenan, Director, East Asian Studies Program, Denison University; <keenan@cc.denison.edu>

Earlham College
Suga Y. Matsui is the Director of the Japan Information Center of Earlham College. JIC is an information service for anyone seeking any kind of information about the society, culture, education, and other aspects of Japan. The Center has reference materials such as directories, English-Japanese dictionaries, encyclopedias, and government annual reports (white papers), to name a few. The reference books are in English, in Japanese, or in both languages.

The services of the Center are made possible by a grant from the Japan Center of Intercultural Communications (JCIC), a nonprofit organization affiliated with the Ministry of Foreign Affairs of the Government of Japan.

Contact: Suga Y. Matsui, Earlham College, Richmond, IN 47374; Tel.: 765/983-1256; <jic@earlham.edu>; <sugam@earlham.edu>; www.earlham.edu/-jic

Gustavus Adolphus College
Richard Leitch, Political Science, is willing to make available to ASIANetwork faculty two of his course syllabi, “Japanese Politics” and a month-long introductory, overview course, “Analyzing Japan.” His area of specialty is Japanese politics and foreign policy.

Contact: Richard Leitch, Gustavus Adolphus College, 800 West College Avenue, St. Peter, MN 56082; Tel.: 507/933-7028; < r leitch@gac.edu>

Hamilton College
Steven Goldberg has joined the Art History Department.

Contact: Steven Goldberg, Hamilton College, 198 College Hill Rd., Clinton, NY 13323; <sgoldber@hamilton.edu>

Illinois Wesleyan University
During the Honors Convocation in April 1999, Teodora Amoloza, Sociology/Anthropology, received the Illinois Wesleyan University 1999 DuPont Award for Teaching Excellence. The award recognizes teaching, scholarship and service to the university and the professional community. In the nominations for the award, Professor Amoloza’s colleagues cited especially her work with the ASIANetwork. She was a member of the ASIANetwork Board of Directors, 1996-1999 and is Director of the ASIANetwork Freeman Student-Faculty Fellows program.
Mills College
Faculty involved with Asian Studies include:
Fred H. Lawson, Government
Constance S. Meaney, Government
Mary-Ann Millford, Art History
Ruth O. Saxton, English, Special Advisor to the President for International Programs
Ramon S. Torrecilha, Director, Multicultural Curricular Enhancement Program
Contact: Ruth Saxton, Mills College, 5000 MacArthur Blvd., Oakland, CA 94613

St. Mary's College of Maryland
ASIANetwork Board member, Henry Rosemont, Jr. is the recipient of the George B. and Willma Reeves Endowed Chair in the Liberal Arts. The award was announced in an earlier issue of the ASIANetwork Exchange; this mention of the award is the accurate nomenclature.

Trinity University
Stephen Field, Chinese Language and Literature, is chair of the East Asian Studies concentration, one of several fields of concentration under the umbrella of International Studies. In addition to Professor Field, East Asian Studies faculty include Donald Clark, History; Randall Nadeau, Religion; and Meng Yeh, Chinese Language and Literature.
Contact: Donald Clark, History, Trinity University, 715 Stadium Drive, San Antonio, TX 78212; <dclark@trinity.edu>

Willamette University
Paul W. Howard, a Qing period historian of China, has joined the History Department. His dissertation was entitled, “Opium Suppression in Qing China: Responses to a Social Problem, 1729-1906.”
Contact: Paul W. Howard, History, Willamette University, 900 State St., Salem, OR 97301; Tel.: 503/375-5429; Fax: 503/375-5398

Wittenberg University
Additional faculty involved with Asian Studies include:
Linda Lewis, Sociology
Stephen Smith, Sociology
Contact: Stan Mickel, Wittenberg University, Springfield, OH 45501; Tel.: 937/327-6354; Fax: 937/327-6340; <smickel@wittenberg.edu>

WorldTeach
Robin Teater is the newly appointed Executive Director of WorldTeach. Teater has worked with the Girl Scout Council of Seattle and most recently, has spent seven years with the American Field Service. She served with the Peace Corps in Botswana and Tanzania.
Contact: WorldTeach, Inc., Harvard Institute for International Development, 14 Story St., Cambridge, MA 02138; Tel.: 617/495-5527; <info@worldteach.org>; www.worldteach.org

THE UNITED BOARD
FOR CHRISTIAN HIGHER EDUCATION IN ASIA ANNOUNCES
THE 1999-2000 VISITING SCHOLARS PROGRAM

David Vikner, President of the United Board has announced the names of the 1999-2000 United Board Visiting Scholars and their host institutions for the 1999-2000 academic year. Eight ASIANetwork institutions are hosts for scholars from China, India, Philippines, and Vietnam.

Attendees of the 1999 ASIANetwork Conference, Tacoma, Washington, April 23-25 met the 1998-1999 Visiting Scholars who joined the following academic communities during the 1998-1999 academic year: Augustana College, Coe College, Green Mountain College, Hope College, Maryville College, Pacific University, Presbyterian College, Queens College, St. Michael's College, St. Olaf College, Union College, University of Cincinnati, Westminster College, William Woods University.

Information about participating in the Visiting Scholars program follows the listing of the 1999-2000 scholars and their host institutions.

China
Dr. (Ms.) Xiaoming Ai, Zhongshan University, Chinese Literature, University of the South, Sowanee, TN
Mr. LU Youlin, Beijing Foreign Studies University, Intercultural Communications, Ithaca College, Ithaca, NY
Mr. QIN Weigang, Suzhou University, English Literature, Thiel College, Greenville, PA
Mr. SUI Gang, Beijing Second Institute of Foreign Languages, Creative Writing, Drew University, Madison, NJ
Dr. (Mr.) TU Yanguo, Central China Normal University, Pedagogy/Educational Philosophy, Messiah College, Grantham, PA
Ms. YANG Yingxiu, Northeast Normal University, Educational Management/Administration, Pacific Lutheran University, Tacoma, WA
Dr. (Mr.) YU Zhenhua, East China Normal University, Philosophy, Hood College, Frederick, MD
Ms. ZHENG Meishan, Yanbian University, Linguistics/TESOL, King College, Bristol, TN

India
Mr. Premkumar IMMANUEL, The American College, Philosophy, Elizabethtown College, Elizabethtown, PA
Ms. M. K. JAYALAKSHMI, Lady Doak College, Industrial Sociology, Maryville College, Maryville, TN
Mr. P. Joseph SATHIARAJ, Madras Christian College, Philosophy, Elmhurst College, Elmhurst, IL
Dr. (Mrs.) Geetha SRIDHARAN, Stella Maris College, Economics, Davidson College, Davidson, NC

Korea
Dr. (Ms.) SHIM Jung-Soon, Soong Sil University, Women's Studies, Institute for Women's Leadership, Rutgers University, New Brunswick, NJ

Philippines
Mr. Don S. AMORSOLO, St. Scholastica's College, Fine Arts, William Woods University, Fulton, MO
Ms. Marian Virgie F. GUMAYAN, Central Philippine University, Nursing/Social Work, Hope College, Holland, MI

Vietnam
Ms. Nguyen Thi MINH, College of Foreign Languages, English/American Literature, Saint Michael's College, Colchester, VT

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

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

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

Support given by United Board
Under the Visiting Scholars Program, the following expenses are covered by the United Board:
- Round-trip airfare between Asia and North America
- An orientation and wrap-up in North America
- A transition allowance of US $500
- A living stipend of US $8,000 for the academic year
- An academic allowance of US $1,000
- Medical insurance

Host institution
It is expected that furnished housing and basic utilities will be provided by the North American host institutions. If, however, colleges or universities need assistance, the United Board is in a position to consider some additional support.

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

A note
It is understood that family members will not join the scholars in North America and that the financial support provided through the Visiting Scholars Program is to meet the expenses of the scholars themselves.

Contact: David Vikner, President, United Board for Christian Higher Education in Asia, 475 Riverside Dr., Room 1221, New York, NY 10115; Tel.: 212/870-2608; Fax: 212/870-2322

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 be sent to Van Symons, Executive Director, ASIANetwork, Augustana College, 639 38th St., Rock Island, IL 61201. 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, 1999-AUGUST 31, 2000 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 Van Symons, Executive Director, ASIANetwork, Augustana College, 639 38th St., Rock Island, IL 61201
SENSING NEPAL

REFLECTIONS ON MY FIRST VISIT TO ASIA

Kara A. Sheldon
Director of International Programs, Colorado College

While a student at Simon's Rock College, Kara Sheldon spent a month of intensive language training in Geneva, Switzerland. Later, as an undergraduate French major at the University of Massachusetts, Amherst, she spent one semester of her junior year at the Université Catholique de l'Ouest in Angers, France. She received a master's degree in Intercultural Relations at Lesley College.

Sheldon is a member of the National Advisory Council for the Institute for Study Abroad at Butler University and serves on the Advisory Board for the Center for Education Abroad, Beaver College. As of the fall 1999, Sheldon is Director of International Programs at ASIANetwork member, Skidmore College.

In March 1998, I spent five days in Kathmandu, Nepal as part of a study abroad site visit organized by the School for International Training, Brattleboro, Vermont. Never having traveled to Asia before, I found this trip educational and personally rewarding. Nepal was an experience of the senses. The unfamiliar smells, sights, sounds, and tastes of Kathmandu were stimulating and overwhelming. Like many of the students I advise, my impressions of this region were visions of the Himalayas, tales of failed mountaineering expeditions, and Brad Pitt in Seven Years in Tibet (which wasn't even filmed on location). Before my departure, I read every book about Nepal that I could get my hands on. I spent hours on the World Wide Web learning about the government, history, Hinduism, Buddhism, and food. I even discovered recipes for dahl bhat. In short, I tried to prepare myself the way I ask students to prepare, through research and discussions with people who had lived or traveled in Nepal, But nothing could have prepared me for the impact of this sensory overload.

Morning in Kathmandu

As sunlight begins to dance across my closed eyes, I perceive a world coming to life: the rhythmic sound of a straw broom as it sweeps across the path outside my window, the slow trickle of water poured from a watering can, the sharp snap of a match as it bursts into flame, a rustling of busy hands preparing the day's offerings to an unknown god. A procession of singing voices reaches a crescendo outside my open window and slowly fades as the group begins its daily pilgrimage to Swayambunath. I keep my eyes shut, savoring the composition of this early morning reveille and think to myself, "This is morning in Nepal."

Today is a free morning, and I explore Kathmandu. Greetings of "Namaste," "Hello," "What is your name?" "Where are you from?" "Where are you going" follow me. Young children catch my eye, smile, then quickly look away with a coy grin. I make my way, dodging cars and buses, weaving through tuk-tuks, men on bicycles, women carrying loads of grain on their backs, beggars, and the occasional cow. With my blond hair and pale skin, I stand out among the rich shades of chocolate, ebony, and coffee. There seem to be no rhyme or reason to the flow of traffic, and horns blow constantly. "Look out, here I come," they warn. I round a corner and collide with a man on a bicycle. My western inability to discern any organization to this chaotic flow of man, beast, and vehicle has resulted in a young man sprawled at my feet, covered in dust and a bicycle. Fortunately, he quickly stands up, brushes himself off, checks to make sure the angle of his topi (cap) is correct, gives me a smile from ear to ear, and continues on his way.

Life lived outdoors

It feels as if all life in Kathmandu takes place outdoors. From sunrise to sunset there is a constant stream of activity. Women sit on store stoops popping corn in large metal bowls over an open flame, and men gather to get their hair cut from a street corner barber. The smell of popping corn mixes with the odor of burning butter lamps, after shave, urine, dust, sweat, and cows, not an unpleasant combination of smells. My senses are on full alert, and it is excitingly overwhelming. I simply don't have the cultural understanding to provide an intellectual narrative to my experiences, so I take things as they come, without judgement or interpretation.
Through a back alley I discover a quiet residential area that is poorer than anything I have ever seen. Even so, the sound of children's laughter fills the air. As I watch two little boys play with a stick and the discarded rim of a bicycle tire, I reflect that these children appear to have a sense of contentment and imagination that I don't see in children who have so much, back home. I notice two other boys, maybe five and six with dusty faces and matted hair, setting fire to the trash pile in front of their home. They stage a duel with their flaming sticks, then drop them on top of the burning pile before the flames can reach their hands. Their mother watches calmly as she does the day's wash in a basin of soapy water and with a large rock that serves as a washboard.

I notice that my mouth feels dry and reach to pull a green Life Saver from my skirt pocket. Immediately, I am surrounded by five girls ranging in age from one to ten. The older ones watch carefully over the bare-bottomed babies. I smile and say "Namaste." They giggle and shout, "Hello, how are you?" Five sets of eyes watch my hand as I bring the candy to my mouth. One of the older girls sheepishly holds out her hand. Fortunately, I have enough to share with everyone. I wonder what their lives hold in store for them. Do they have a school to go to like the girls on the other side of town who walk hand-in-hand on paved streets? What are their hopes, dreams, and aspirations?

Tourism

Later I learn about the role tourism has played in encouraging begging, and how the poor are turning away from traditional systems of support like the food and shelter provided by the monks at the temples, to the easy, and often profitable, act of begging. Knowing that Nepalese society has a system in place to support its poor helps me understand the placards at the airport which ask visitors not to give to beggars. Even so, I feel uncomfortable ignoring the desperate pleas of "Madame, please Madame" that follow me around the tourist areas. I don't feel the overwhelming desire to give them my spare change, and this surprises me. I had expected to be outraged by the poverty before I arrived, and I am not. My lack of reaction concerns me. Yet, what bothers me more is feigning unawareness by walking past beggars without seeing them. I can't pretend that people are invisible, for to do so denies them their existence. Yet this is what we are encouraged to do.

Advising American students

I wonder how my short visit in Nepal will influence the advice I give students when I return to the campus. Can I check my own enthusiasm for this country and culture to provide students with an accurate understanding of the challenges? Could I explain accurately to a student with asthma the severe level of air pollution in Kathmandu, or will he only hear me when I talk about the flowers that manage to bloom in every garden? Will a student take seriously the information provided by the Center for Disease Control? Preventative rabies vaccinations seem unnecessary until you find your bare ankles just inches from the mouth of a mangy dog covered in blood and mud. The risk of exposure to tuberculosis is almost guaranteed, as is exposure to malaria when traveling in the Terai. Will my students hear this, or will they only listen when I speak of the sense of community I experienced? When a young, inexperienced, yet determined student asks me what challenges she will face on the program, will she consider the social challenges of poverty, or will she cling tight to her visions of quaint mountain villages against a backdrop of the Himalayas? I hope that my time in Nepal will bring a richness to the student advising process that I wasn't able to contribute before.

One thing is certain, though. I will never be able to share adequately with my students the ways in which Nepal involves all the senses. Then again, I'm not sure I want to. Some things are best left unsaid, left to be experienced and felt, with no expectations.

Contact: Kara Sheldon, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866; Tel.: 718/876-1300

ASIANeTwork 1999-2000 BOARD OF DIRECTORS

Suzanne Wilson Barnett, ex-officio, Past Chair, University of Puget Sound
Catherine Benton, 1997-2000, Lake Forest College
Charles Ess, 1998-2000, Drury College
James G. Lochtefeld, 1998-2001, Carthage College
Marianna McJimsey, ex-officio, Colorado College
Stanley Mickel, 1997-2000, Wittenberg University

Carolyn Reeves, 1998-2001, Williams College
Henry Rosemont, Jr., 1998-2001, St. Mary's College of Maryland
Joel R. Smith, 1999-2002, Skidmore College
Deborah A. Sommer, 1999-2002, Gettysburg College
Van J. Symons, Executive Director, Augustana College
Yoko Ueda, 1999-2002, Spelman College
ATTRACTING STUDENTS FROM CHINA

Dorothy Guyot
Asian and Western Studies Initiative

Dorothy Guyot is Executive Director of the Asian and Western Studies Initiative, a nonprofit organization to promote a new concept in international education. The Initiative has worked with Carleton College to launch a program to prepare graduates to live thoughtfully and work effectively in both a Western and an Asian country. In this program, students learn from one another in a comparative curriculum. Professor Guyot has accepted the position of Director of International Education at DePauw University, effective fall 1999.

When American high school students talk of "college shopping" they are speaking from a market perspective that is almost unknown in China. The national examination in China determines students' access to the prestigious universities, and Chinese students and their families think that the same is true of the United States. The few undergraduates who consider study abroad generally look for a connection to a distinguished American university. Most principals of Chinese "middle schools" (grades 7-12) do not know that their graduates can apply directly to American institutions. Consequently, there are many shady outfits that charge families outrageous sums to get their son or daughter admitted to college in the United States.

Marietta College

To counter this adverse system, Marietta College professor, Yi Xiaoxiong, assisted by colleagues, Michael Taylor and Richard Truitt, have worked, with unflagging effort, to establish exchange agreements between Marietta and thirteen outstanding Chinese middle schools. From the perspective of the students' families, their child's school is the agent, the connection, with higher education in America.

Marietta College's agreement with the middle schools is three-pronged. The school principal recommends academically strong students whose families are ready to pay the full cost of Marietta's education. Marietta pays the costs of teachers from the Chinese middle schools to enroll at Marietta for a term. Those middle schools that have programs for American teaching assistants will give preference to Marietta College students.

As a safeguard against the admission of unqualified students, a Marietta faculty member screens each applicant. From among those who pass this screening, the middle school principal may award one $2,000 a year Marietta scholarship.

Visa acquisition

Marietta has established a full-time office in Beijing to manage these agreements and to obtain F-1 visas. Yi Xiaoxiong regards getting visas to be the most difficult task. In three years, 90 students have enrolled at Marietta, and the college has supported the studies, at Marietta, of six teachers. In 1999, five Marietta graduates will teach in four different cities, Xiamen, Chengdu, Beijing, and Jinan or Changchun.

American colleges interested in encouraging Chinese high school graduates to study in the United States should consider the following practical advice. Because of widespread problems in acquiring visas, it is preferable to recruit in cities where the United States Consulate has a higher than average rate of granting student visas. This precaution will not eliminate repeated consular interviews for some applicants, but it will avoid long trips from areas far from a Consulate office. Admissions officers should think creatively about ways to develop their college's direct connections to middle schools through alumni or professors.

Students need to be coached in strategies helpful for successful visa application. Part II in this series will provide specific strategies for successful visa applications.

Contact: Dorothy Guyot, International Center, DePauw University, 313 South Locust St., Greencastle, IN 46135; Tel.: 765/658-4373
THE INTERNATIONALIZATION OF A PRIVATE THAI UNIVERSITY

Martha Butt
Assistant to the President for External Relations
Payap University, Chiang Mai, Thailand

Martha Butt first went to Thailand in 1964 as a Fifth Year Travel Service Scholar from ASIANetwork member Grinnell College. The program sent graduates to teach overseas for one year upon graduation from the college. She and her husband, John Butt, have spent over 18 of the past 35 years working and living in Thailand. They directed the Japan Study Program at Waseda University in 1978-79 while working at Macalester College, also an ASIANetwork member.

With a long time commitment to international education, Martha Butt oversees international programs at ASIANetwork member Payap University. She was the first academic director of the School for International Training's College Semester Abroad program at Payap. For the past seven years, she has coordinated study tours in Thailand for the United States Elderhostel program. In addition, she conducts cross-cultural orientation programs for foreign students and faculty coming to Thailand to study and/or work.

Payap University, a twenty-five year old, private institution with over 9,000 students, has offered educational programs for non-Thai students for over eleven years. As the curriculum has developed and been refined, Payap has internationalized its curriculum and student body. The following story of Payap's internationalization is also an invitation for ASIANetwork members to participate in the university's many programs.

Students interested in Asia, but seeking a focus other than China or Japan, find that Payap University offers a number of immersion programs that introduces them to Southeast Asia, an area that combines the rich cultural heritages of India and East Asia.

American students are drawn to study in Thailand for many reasons. They can acquire good survival Thai language skills after about 100 hours of instruction and hard work. Thai is a tonal language written in a script derived from Sanskrit. In addition, the Thai political system is fascinating to foreign learners. As a constitutional monarchy and one of the few countries in this region that was never colonized, Thailand is unique. Studying Thailand's new constitution gives insight into the culture. Economics and business-oriented students may examine the recent financial crisis that hit Thailand and consequently all of Asia. For ten years, Thailand experienced double-digit economic growth, and then the bubble burst. This newly industrialized country, praised by the International Monetary Fund for recovering quickly and "doing the right thing," is an exemplary case study. Finally, traditional music and dance is appealing to students, as is the study of Thai religion, predominantly Theravada Buddhism and folk religion. In many disciplines, Thai Studies offer a challenge and an adventure for international students.

Language of instruction

Setting up an international program in Thailand has presented unique challenges. The instruction at Payap is in Thai, a language that few foreign students know. Therefore, courses are offered in English, and Thai professors with English language teaching skills must be identified, recruited, and trained.

Furthermore, the teaching style in Asia is different from what Western students are accustomed to, for it is more formal and lecture oriented without discussion. (In the Asian tradition, Thai students do not question their teachers who traditionally have been obeyed and revered.) Our international program instructors are cross-culturally aware and practice a more informal seminar style of teaching. Most of our initial instructors received their Ph.D. abroad and have mastered this type of teaching, and we have launched a major faculty development effort to train more faculty so that we can increase our international course offerings.

Smorgasbord of programs

International persons have differing objectives and time frames for learning. Some want short-term language instruction, others one to two-term for-credit programs, and some plan to earn degrees. A growing number of students seek internships or service-learning programs. Payap has developed a smorgas-
bord of programs from which foreign students can choose. Some of the options are described below.

**Intensive language programs**

Payap’s Thai language instruction is well received by students of all ages. For eleven years, the teachers have used a modified version of the teaching method developed by the Peace Corps. Reading, writing, and speaking are taught together from the beginning of the course. Students are also given opportunities to use their language through homestays and varied cultural experiences.

**Intensive Thai Language:** Payap offers six week, non-credit, courses in speaking, reading, and writing Thai, designed for those needing the language for research, travel, or living/working in Thailand. The courses are taught throughout the year at beginning to advanced levels. Classes are small, and students progress rapidly.

**Intensive English Language:** The American Language and Culture Center offers English instruction at all levels by native English instructors. All students at PYU are required to study two years of English language, and the center provides support to PYU faculty who plan to study abroad and/or teach in the university’s international programs.

**Thai Studies Certificate Program**

This one or two-term program offers Thai language and elective courses related to Thai Studies. Courses offered in 1999-2000 include:

**Term I:** Basic Thai for Foreigners I; Asian Music; Buddhist Traditions; Cultural Foundations of Thai Society; Contemporary Issues of Thai History; The Mekong Economic Corridor: Past and Present; and Independent Study.

**Term II:** Basic Thai for Foreigners I and II; Ethnomusicology; Peoples, Society, and Culture of Lanna Thai; Culture of Ethnic Groups in Thailand; Community and Natural Resources Management in Northern Thailand; History of Modern Southeast Asia; Introduction to Thai Religious Traditions; and Independent Study.

The courses are taught for credit during the Thai academic year (June-March) so international students will have an opportunity to mix with Thai students. Thai students with sufficient English can enroll in the elective courses.

The courses are also offered in Thai through the regular degree curriculum. Some students in the Thai certificate program wish to continue on for a Payap degree. They take their first year of course work in English and then move into the Thai curriculum. It is our plan to offer one section of most regular Thai courses in English so students will have the option to study in Thai or in English.

**Short courses or study tours**

Payap assists institutions or organizations in organizing short courses or study tours related to Thai history and culture. Next year we will provide short courses for the University of Puget Sound and for a consortium in Minnesota. Annually, we offer about ten Elderhostel programs and a number of work camps for students from Japan. The university’s Institute for the Study of Religion and Culture also prepares month-long courses on Southeast Asian religion for groups from abroad.

**Cross-cultural and language training programs**

Payap organizes an eight-week program for the Australian Volunteer Overseas Program, as well as training for the United States Consulate in Chiang Mai, World Learning (USA), and visiting church groups.

**Graduate study**

Although not administered by the Office of International Programs, but indirectly affiliated through foreign student support services, there are several graduate programs taught in English. These include an M.A. in Teaching English as a Second Language, an M.A. in Linguistics, and an International M.B.A. (to be offered in 2000). Students in these programs currently come from Burma, China, Nepal, India, Singapore, the United States, England, and Thailand.

**International Student Club**

Last year, when Payap’s international student enrollment reached 40, the students organized an international student club for Thai and non-Thai students. In the next few years, Payap will have an International House (dormitory) for international and Thai students to reside together. All of these activities promote cultural understanding.

Payap University seeks active partnerships, with universities and colleges abroad that facilitate mutual student and faculty exchanges and research. We have agreements with approximately 20 institutions or consortia giving us relationships with over 100 institutions, including Northern Illinois University, the Oregon System of Higher Education, the Association of Presbyterian Colleges and Universities, and San Francisco State University; Deakin University in Australia; International Christian University and Keisen Gakuen in Japan; and Yunnan Academy of Social Science in China.

PYU business faculty members are participating in a three-year USIA grant with the University of Oregon,
Oregon State University, and Vang Lang University in Vietnam to develop an international M.B.A. program. Faculty and students are being recruited for this new program.

Other international students whom Payap strives to serve are from Southeast Asia, including Burma, Cambodia, Laos, Vietnam, and Southern China. These students have few options for higher education in their own countries. Payap has received scholarships for Burmese and Chinese students through the United Board for Christian Higher Education in Asia. We are continually seeking to increase our scholarship aid for students from neighboring countries.

We invite ASIANetwork students and faculty to check out the programs at Payap University. We also welcome the opportunity to send our students and faculty for exchanges abroad.

Contact: Martha Butt, <martha@payap.ac.th>; http://www.Payap.ac.th

ASIANetwork LISTSERV HOSTED BY DRURY COLLEGE
ACCESS DIRECTIONS

The asiant-l listserv is intended to facilitate communication among ASIANetwork members. To subscribe to the list, send an e-mail message addressed to: listproc@lib.drury.edu (Leave the “subject” and other mail header lines blank.)

In the first line of the message type: subscribe asiant-l Your-first-name Your-last-name. (You don't have to put your name in caps. You might also remove any signature information if it is added automatically by your mailer.) Once you've sent the message, you should receive a message within a minute or two indicating that you've been added to the list, plus instructions for receiving additional information about how to use the list.

If you have any difficulty with subscribing, please send e-mail to Charles Ess at either <asianet@lib.drury.edu> or <cmess@lib.drury.edu>.

Contact: Charles Ess, Philosophy and Religion Department, Drury College, 900 N. Benton Ave., Springfield, MO 65802; Tel.: 417-873-7230; Fax: 417-873-7435
http://www.drury.edu/info/departments/phil-relg/ess.html

JAPAN INFORMATION ACCESS PROJECT
THE ASIA SCHOLAR'S ACCESS TO POLICY

Mindy Kotler
Director, Japan Information Access Project

Mindy Kotler studied Chinese culture and language at Smith College and received an M.A. in International Studies at Yale University. She was a member of a 1999 ASIANetwork Conference panel, "ASIANetwork and Public Policy Debate."

The Japan Information Access Project is a non-profit research center strengthening understanding of Japanese and Northeast Asian science, technology, finance, security, and public policy. Established in 1991, the project educates its members, policymakers, and the public to use knowledge of Japan and Asia to increase national strategic competitiveness and security. The goal is to expand the intellectual infrastructure of the policy community.

Never has the need for good information and analysis of Asian politics, economies, and cultures been greater among Washington's policymakers. Unfortunately, the range of expertise and opinion available to officials and journalists is limited. Washington relies on a handful of think tank scholars, journalists, and consultants with a narrow range of specialties.

To expand the policy community's knowledge of Asia, the Japan Information Access Project seeks to introduce the best of American Asian scholarship to our
nation's capital. It hopes to further this goal by working with scholars and other experts to make their research on Asia timely and policy-relevant and with the Washington policymaking community to design appropriate publications and programs. We inform those outside the Beltway about emerging Asia-relevant issues, and we assist those in Washington to locate and use the best information and analysis about Asia.

Unifying the project's work is a belief that the Japan and Asia scholars should not be content with satisfying the needs of those who already are knowledgeable. The new information professional can not rest as a gatekeeper or a distant authority of exotica. The Asia expert needs to be a guide, a trainer, and an innovator. The goal is not to create an avalanche of information, but to create citizens who are independent problem-solvers and who possess the know-how to use, Asia-related information to address contemporary business and policy challenges.

**Why Japan?**

Despite the Japan Project's name, the focus of our work is not solely Japan. China, Taiwan, Korea, Southeast Asia, and South Asia are included in our publications and programs. However, Japan serves as a prism through which to view Asia's trade, economic, security, and foreign relations. As the region's most important economic and military power, Japan remains the country from which Asia-Pacific policy decisions must be weighed.

**JIAP activities**

The Japan Information Access Project organizes meetings and private briefings that bring together experts and policymakers on Japanese and Northeast Asian science, technology, finance, security, and public policy. It publishes directories, newsletters, translations, and regular reports designed to give researchers and policymakers consistent and easy access to information and experts on Japan and its neighbors. It tracks legislation and policies in Washington and Tokyo affecting trade, finance, information technology, science, security, and U.S.-Japan/Asian relations.

JIAP develops and identifies innovative electronic means to deliver information resources, research, and policy information. It assists members on how to structure and disseminate their policy research on Japan and Northeast Asia, and identifies scholars and innovative research on contemporary Japan and Northeast Asia for the policy community.

**Background**

The Japan Information Access Project evolved from the current director's efforts in 1991 to organize an informal American delegation to the Third International Conference on Japanese Information in Science, Technology, and Commerce held in France. Working closely with the U.S. Department of Commerce's Asia-Pacific Technology Program, Japan researcher, Mindy L. Kotler, raised funds to cover partially the costs to commission twelve American academic papers and send nine representatives to the conference.

In the course of the fundraising, it became clear that a need existed for a consistent, neutral effort to study and understand how Japan generates and holds science, technology, and policy information. Despite all the scholarship on Japan, little was being distributed or used effectively. A program was needed to make information about and from Japan meaningful and relevant and to show the relationships between Japan and the rest of the world. Thus, the Japan Information Access Project evolved into a resource for both scholars and decision-makers.

**Funding**

Currently, the Japan Information Access Project is funded by revenue from memberships, publications, and cooperative efforts with universities and other nonprofit organizations. The project has received small grants from the Japan-United States Friendship Commission, Kearny Foundation, Council on Library Resources, Asia-Pacific Technology Program of the Department of Commerce, U.S. Patent and Trademark Office, National Center for Manufacturing Sciences, and the University of Michigan.

The project has collaboratively planned programs and conferences with the Japan Documentation Center of the Library of Congress, the University of New Mexico U.S.-Japan Center, University City Science Center, the Asian Law Program of the University of Washington/Seattle, and the twelve university-based U.S.-Japan Industry and Technology Management Training Programs (JIMT). The project neither receives nor solicits funding directly from Japanese sources.

**Publications**

The publications of the Japan Information Access Project help scholars, researchers, and policymakers find, use, and understand Japanese and Northeast Asian information. The programs are accompanied by briefing materials and resource guides, most of which can be found on the project's website. Scholarly working papers on Asian public policy issues are designed especially for the website. The project's conference proceedings have included research on Asian intellectual property, Japanese public policy, international antitrust issues, Japanese deregulation, and Japanese telecommunications.
Japan Washington Watch (JWW), a weekly e-mail, provides a snapshot of the news events, hearings, meetings, reports, and editorials that might concern a Washington policymaker. The Watch is intended to encourage experts outside the Beltway to respond to breaking events. The Japan Access Alert Bulletin is a bi-monthly guide to information resources on Japanese and Asian science, technology, economics, politics, and security. Recent issues have addressed topics such as Asian values, Asia’s financial crisis, and Washington’s Asia policymakers.

Programs

The Japan Project holds public programs and private briefings on emerging policy issues. Most programs are open to the public and are covered by the press. We also hold major policy research conferences.

The private briefings range from the Pentagon Study Group on Japan (PSG), a discussion series for defense technology officials, to individual meetings between scholars and officials on current issues such as Japanese antitrust and regulatory reform, bureaucratic change, telecommunications, banking, and security. Thomas Cargill, University of Nevada/Reno, for example, briefed the Senate banking committee and IMF officials on Japan's banking crisis.

To facilitate research dissemination, the project maintains and updates a database of Washington government, think tank, and media professionals whose work concerns contemporary Japan and Northeast Asia. Specialized topical lists (such as antitrust information) are researched and drawn up for specific programs. Each program invitation list is tailored to the speaker's expertise.

The project has worked with the Library of Congress, the Japan-U.S. Friendship Commission, and a number of universities to plan relevant and timely Japan and Asia-related programs. Major conferences with scholars and policy officials have been held on Japanese deregulation, international antitrust issues, Japanese public policy, Japanese telecommunications policy, Asian manufacturing, and Asian intellectual property.

Recent public lunchtime briefings ranged from a formal National Press Club presentation with Deputy U.S. Trade Representative Richard Fisher to a brown bag lunch discussion with two young scholars on their dissertations examining Japan's aerospace industry. Over this past year, scholars from Purdue University, the University of Georgia, Rice University, the National Science Foundation, and the National Institute of Standards and Technology have given talks on Chinese and Japanese export controls, Asia's financial crisis and Japan, Japan's science and technology policy, German and Japanese competition policy, and Asia's energy security and the potential of Central Asia.

Membership

The Project's membership includes over 300 individuals and 30 institutions representing a wide variety of academic, governmental, research, and corporate institutions, as well as trade groups, the media, and other nonprofit organizations from around the United States and the world. Among our members are U.S. governmental offices and agencies concerned with Asia such as the Office of the Secretary of Defense, the Department of Commerce's Asia-Pacific Technology Policy Office, the Department of State's Office of Japan Affairs, the U.S. Air Force Office of Scientific Research, the National Science Foundation's Office of East Asia and Pacific Affairs, the U.S. Peace Institute, and the Japan-U.S. Friendship Commission.

Academic centers of research on Asia include the MIT Japan Program, Harvard University’s Program on U.S.-Japan Relations, University of Michigan's Japan Technology Management Program, and the Utah Asian Studies Consortium.

Contact: Mindy L. Kotler, Director, Japan Information Access Project, 2000 P Street, NW, Suite 620, Washington, DC 20036; Tel.: 202/822-6040; Fax: 202/822-6044; <access@nmjc.org>; http://www.nmj.org/jiap

A VOTE OF THANKS

The ASIANetwork thanks the retiring members of the Board of Directors whose terms expired in April of 1999: Teodora Amoloza, Illinois Wesleyan University and Thomas Coburn, St. Lawrence University. It is customary for the retiring Chair of the Board to serve a fourth year on the Board in an ex-officio capacity. As the 1998-1999 Chair of the Board, Suzanne Barnett, University of Puget Sound, holds the ex-officio position during 1999-2000. ASIANetwork Board members volunteer much time on each of several Board committees. The ASIANetwork is grateful for their devoted service.
**QUEST FOR A CAREER: ASIAN BOOKS**

James Hurley  
Book Dealer, Out-of-Print and Rare Books on South and Central Asia

James Hurley got a late start at becoming an Asianist. Following his graduation from Columbia University, he served almost five years in the United States Foreign Service at the Consulate General in Lahore, Pakistan. There he began buying the books that formed the foundation of his five thousand item collection specializing in South and Central Asia. He would especially like to find a college or university for which his collection of books on Kashmir might be an appropriate focal point for Asian Studies. At the invitation of the Editor, Hurley relates his bibliographical story.

In his book, *A Gentle Madness: Bibliophiles, Bibliomaniacs, and the Eternal Passion for Books* (Henry Holt, 1995), Nicholas A. Basbanes describes the inclination to collect books and documents as a sort of madness. Nevertheless, he points out, bibliomania is also the passion that has built some great collections and through these collections, great libraries.

My own propensity to collect was fueled by my experience as a Vice Consul at the United States Consulate General in Lahore, Pakistan. At Columbia University, I had not studied South Asia, but I learned Urdu on the job and began a life-long interest in South and Central Asia. I traveled extensively around the large consular district that then covered the Punjab and the North-West Frontier Province and visited Amritsar, Delhi, Kabul, Agra, and Srinagar. I met Pakistani officials in the course of business and middle and upper class Pakistanis at parties and receptions. I visited the Old City, the villages, and the countryside.

**Lahore publishing houses**

As I learned more about the area’s history and culture, I located relevant resources. Ashraf and Ferozsons, prolific Lahore firms, published current scholarship. There were also scattered titles left over from pre-Partition days from presses like Lion, Dewan’s, and Hero, once owned by Hindus and Sikhs.

Beyond these, few second hand shops or bookstores specialized in used, scarce, or out-of-print books in European languages. I moved farther afield, to India’s Susil Gupta, Granthaloka, and Mukhopadhyay presses. Although these houses did have some older titles, the pricing was uneven. I corresponded with American dealers like William H. Allen of Philadelphia, Paragon and Orientalia of New York City, and Cellar Bookshop in the Midwest.

The big break came with the English book dealers when Heffers, Blackwell’s, and Arthur Probstain began pouring the detritus of returned “India hands” into the Consulate mailroom. Supplemented by a few Continental sources, I was inundated with small packages bearing the relics of long gone presses on a variety of subjects connected with the sub-continent.

I found a local trove of these relics in the warehouse of the Punjab Government Press. It was still functioning, but my interest was in the products of its Raj period, the gazetteers, settlement reports, handbooks, memoirs, and scholarly studies of the Indian Civil Service officials and academics. I wandered among the shelves of the warehouse revealing in the titles with imprints into the last century. Although at this time I bought only single copies, I began to consider acquiring multiple copies for possible re-sale.

In the 1950s and 1960s, materials were plentiful on the areas of my interests: the Punjab, the North-West Frontier Province, Afghanistan, Kashmir, the Karakoram-Himalayan chain, pre-Partition British India, the Independence movement, and the establishment of India and Pakistan. I extended my geographic reaches to the adjacent territories of Sind, Baluchistan, Persia (Iran), Central Asia, and Tibet. In addition to perusing and ordering from catalogues, I prepared “want” lists of special items to send to my growing coterie of dealers.

**Sir Aurel Stein and M.N. Roy**

Gradually I honed my primary interests to Baltistan in Kashmir, the North-West Frontier Province and its Tribal Areas, and the life and work of scholar-explorer, Sir Aurel Stein. Secondary interests included Islamic groups of the Punjab such as the Ahmadiyas and the rising Jamaat-i-Islami, the life and work of M. N. Roy, and Lahore and its history, especially that of the Old City.

My annual trek was to Baltistan in Kashmir, a remote part of the “Northern Areas” of the former Kashmir State administered by Pakistan, with the United Nations cease fire line running through it. Baltistan, once known as “Little Tibet,” encompassed K2
and the Karakoram range with some of the world's highest mountains. A popular spot with international mountaineers, it was then accessible only by a limited DC3 service out of Rawalpindi. The spectacular flight, always early in the morning to avoid the clouds, followed the Indus River valley, flying close to massive Nanga Parbat before skimming a butte and settling down on a baked mud field near Skardu, at an elevation of 6000 feet.

The Kesar Saga

In most of Baltistan's six major valleys, the remnants of the Muslim ruling families, headed by rajas, carried on in a limited feudal way. I became acquainted with the Raja of Khapalu, who in 1960, arranged for a scribe to take down a local version of the Kesar Saga, the legend that runs across eastern Asia from Mongolia to the Karakorams. The scribe's Tibetan version is written in Arabic characters, not a lingua franca. (Recently Klaus Sagaster, Central Asian Institute, Bonn University, has taken an interest in the version and is enlisting the help of a mutual friend, Muhammad Iqbal, formerly with the Ministry of Kashmir Affairs, in translating the copy of the Kesar Saga that I have.)

The Nur Bakshiya sect in Baltistan also interested me. Reputed to have come from Persia in the fifteenth century, it seems to be a variant of the Shi'a sect, though it has also been considered as an attempt at a middle ground between the Sunni and Shi'a schools.

In addition to Baltistan, I was intrigued with the life and career of Aurel Stein (1862-1943), the Hungarian archaeological-explorer, in the service of the British Indian Government, who opened up many sites along the Silk Route in Central Asia. I left Lahore with one hundred titles by or about Stein, including original editions of his early scholarly works on Kashmir and his expedition reports. I spoke with a number of people who had worked with him or known him personally, and was encouraged to write his biography, a project still in the dream stage, despite many notes.

At the end of my tour in Lahore, I had gathered about five thousand books on South and Central Asia. Within the general group, there were three distinct sub-collections. These included about 700 items on the North-West Frontier Province and Afghanistan; 500 or so on Kashmir, including Baltistan and the Kesar legend, and a smaller number on Aurel Stein. There were also sizeable groups of materials on Chinese and Russian Central Asia, Tibet, the Punjab, mountaineering, Eric Shipton, M. N. Roy, S.C. Bose, E. Dennison Ross, Mohammad Iqbal, Owen Lattimore, and Sven Hedin.

Before leaving Pakistan, I joined a British-Australian mountaineering-mapping expedition to Baltistan. Following that, on my way home, I took a circuitous route through Western Asia and Europe, meeting scholars and explorers connected with my interests. After resigning from the government, I studied for three years at the Near and Middle Eastern Department of the University of London's School of Oriental and African Studies.

Upon my return to New York, I had a large part in establishing The Society for the Preservation of Weeksville and Bedford-Stuyvesant History, directed the Long Island Historical Society, and was a New York City archivist. Now in retirement, I am locating repositories for my three special collections (Afghanistan/North-West Frontier Province, Kashmir, and Aurel Stein) and have become a book dealer.

Afghanistan Studies Center, University of Nebraska

Three hundred items of the Afghanistan and North-West Frontier Province collection have been acquired through the Afghanistan Studies Center at the University of Nebraska, Omaha, for the Arthur Paul Collection in the University Library, the most extensive holding on Afghanistan in the United States. Several items filled gaps in the holdings of the world's largest Afghanistan library, the Stiftung Bibliotheca Afghanica in Liestal, Switzerland.

Kashmir collection

There are five hundred items in the Kashmir collection, including nineteenth century maps, classics of early exploration and mountaineering, and materials on the history of ancient and modern Kashmir, its languages, peoples, and folklore, ranging in dates from about 1815 to 1970. I have always hoped that this collection might someday be the basis of a Kashmir Studies program or a part of a start-up South Asian Studies program.

My career as a dealer in Asia-oriented books brings me back to where I started at the United States Consulate in Lahore where I combined my study of South Asia with an interest in collecting books. Although there are only a few firms in the United States specializing in out-of-print books on Asia and a similar number for new releases and imports, the field is growing.

Cataloguing, identifying a target market, and trying to reach that market are the challenges of a rare book dealer. Access to good bibliographic resources is paramount. For my purposes, Yoshimi Yakushi's Catalogue of Himalayan Literature (Tokyo: Hakushuisha, 1994) is excellent, backed up by J. M. Mahar's perspicacious, India, A Critical Bibliography
(Tucson: University of Arizona Press, 1964), and Maureen Patterson's wide ranging and comprehensive South Asian Civilizations, A Bibliographic Synthesis (Chicago: University of Chicago Press, 1981). Other resources have been those of the Butler Library at Columbia University, the University of Chicago's South Asia collection of 400,000 items, and the online resources of OCLC, RLIN, the Library of Congress, and the British Library. I have appreciated the assistance of the Asia Society.

On-line databases
On-line antiquarian book databases and search engines, such as Advanced Book Exchange (abebooks.com), Alibris.com, Antiqubooks.com, Bibliocity.com, Bibliofind.com, and Bookfinder.com, are not only useful for bibliographic purposes, but are changing the entire nature of the book market. Some of them are augmented by active "mailing lists" where dealers and book lovers of all sorts, world-wide, trade information and opinions with "postings" on every sort of book point, from the minutia of rare book description to issues as large as freedom of speech.

In addition to learning about marketing, I now am studying the long and complex history of the book, bibliographic points such as those of folio pagination of hand printed books, and the lives of great bookmen and women.

My lifelong connection with books is summarized by the words on the façade of my hometown library, the Brooklyn (New York) Public Library, "Here are enshrined the longing of great hearts and noble things that tower above the tide; the magic word that winged wonder starts; the garnered wisdom that has never died."

Contact: James Hurley, Books, Out-of-Print and Rare Books on South and Central Asia, POB 334/7658 State Highway 80, Springfield Center, NY 13468; Tel.: 315/858-2012; Fax: 315/858-9025; <asiabks@telenet.net> RESOURCES

Indiana University East Asian Study Center
On-line resource available for teaching about Korean history and culture, containing photos with descriptive text and short essays on various areas of culture and society that you can read or listen to. The URL is: http://www.indiana.edu/~easc/korean/menu.htm

Contact: Jason Lewis, Indiana University East West Center, <jalewis@indiana.edu>

Persimmon: Asian Literature, Arts, and Culture
Persimmon is a new quarterly published by Contemporary Asian Culture, Inc., a not-for-profit corporation, whose mission is to bring to English-speaking, well-informed, general readers insights into Asia not readily available elsewhere. The focus of Persimmon is contemporary culture in East and Southeast Asia and the Indian subcontinent. It will steer away from political or economic topics, except as they relate to social or cultural concerns.

Each issue will include a selection of the very best of Asian literature in translation (short stories, excerpts from novels, excerpts from memoirs, and poetry); interviews with prominent Asian writers, artists, and film directors; letters from correspondents in Asia, or from those recently returned, in the tradition of the "Letters From" columns in The New Yorker; feature articles; and reviews of Asian films, exhibitions of Asian art, and books from or about Asia.

The first issue will be published in October 1999; subsequent issues will appear in February, May, August, and November. The annual subscription rate is $24.

Persimmon is seeking submissions in all categories listed above and is eager to establish working relationships with correspondents and contributors here and in Asia. Please send proposals or suggestions for articles (in a short descriptive letter or e-mail).

Contact: Caroline Herrick, Editor, 46 East 92nd Street, #7, New York, NY 10128; Tel.: 212/831-4751; <persimmon.mag@worldnet.att.net>

US-Indochina Reconciliation Project
The publication, Indochina Interchange, focuses on Cambodia, Laos, and Vietnam. Its new address follows.

Contact: US-Indochina Reconciliation Project, Fund for Reconciliation and Development, 475 Riverside Drive, Suite 727, New York, NY 10115-0122; Tel.: 212/367-4220; Fax: 212/367-4366; usindo@igc.org; http://www.usirp.org
ST. OLAF COLLEGE SERVES AS WEBSITE HOST

The ASIANetwork website <www.asianetwork.org> first made its appearance in the spring of 1998 through the generous support of a three-year grant from The Henry Luce Foundation and of St. Olaf College.

Several St. Olaf College colleagues have been instrumental in the success of this increasingly important conduit for disseminating information about the organization. Craig Rice, Educational Technologies and Networking Consultant, Academic Computing Center, and Pin Wan, Chinese Language and Literature, the 1998-1999 academic editor of the website, have created a HomePage that is informative, attractive, and readily accessible. Richard Bodman, Chinese Language and Literature, is the 1999-2000 academic editor.

The ASIANetwork thanks Pin Wan and Craig Rice for their contributions during the setting up of the website and throughout its first year of operation. We welcome Dick Bodman as the incoming academic editor, and look forward to continuing to work with Craig Rice.

THE ASIANetwork EXCHANGE


The ASIANetwork Exchange has been produced at Colorado College with the volunteer assistance of Robert McJimsey, History, Colorado College, who over the seven and one-half years of the newsletter’s publication at this site, mastered ever more sophisticated desktop publishing programs. Sandra Papuga, History Department Staff Assistant, Colorado College and part-time ASIANetwork Secretary, kept the newslet-ter mailing lists up-to-date. Kim Biondi and Jeri Scott, Colorado College Print Shop Coordinators, advised the Editor and printed the nineteen issues; Barb Gelner and Joni Brandner, Colorado College Postal Coordinators, mailed the newsletters in a timely fashion. Yuchien Chen, a computer scientist with MCI Communications, Inc., designed the masthead calligraphy of The ASIANetwork Exchange. The Editor thanks these people as well as Kathryn Mohrman, President, Colorado College, and the members of the Colorado College Asian Studies faculty for their sustained interest in and support of the publication of The ASIANetwork Exchange.

The Editor also wishes to thank the members of the ASIANetwork who contributed the variety of articles and the information for the compilation of articles listed in the following cumulative index. A perusal of the index reveals the scholarship, curiosity, substantive innovation, energy, and inspired teaching in Asian Studies that our members embody. The newsletter is one of the active conduits for communicating the wide variety of conversations about teaching about Asia characteristic of the ASIANetwork.

CUMULATIVE INDEX

Ann DeStefano
Staff Assistant, Psychology, Colorado College


"1996-1997 ASIANetwork Membership, as of March 1,
 "1997 ASIANetwork Conference Attendees." V.2 (October 1997): 40-43
 _____ VI.1 (March 1998): 7-9
 _____ VI.3 (February 1999): 16
 _____ VI.3 (February 1999): 16
 "1999 ASIANetwork Conference to be Held in the Northwest." VI.2 (October 1998), 3-4
 "1999 ASIANetwork Pre-Conference Program/Tour, The Puget Sound: Exploring the Asian Presence in the Gateway to the Pacific Rim." VI.3 (February 1999): 4

A

"A Long Term View of American Policy in Asia: 1997 ASIANetwork Conference Keynote Address Synopsis [Donald Gregg, former United States Ambassador to Korea and Chairman of the Board of the Korea Society]." V.2 (October 1997): 19
 "AAS Affiliate Status Granted." II.3 (December 1994): 10

 "An Invitation for You to Apply for the ASIANetwork Ford Faculty Initiative, Freeman Foundation College in Asia Summer Institutes for Each of Three Summers, 1998-2000." V.2 (October 1997): 12-14
 _____ I.2 (April 1993): 17-21
 "Asian Studies at Elon, Kenary, and St. Lawrence." II.2 (October 1994): 10-11
 "ASIANetwork 1995: Join Us in Florida: April 21, 22, 23." III.3 (December 1994): 3-4
 _____ III.1 (April 1995): 3-4
 "ASIANetwork Annual Meeting Minutes." II.2 (October 1994): 8
 "ASIANetwork Board Nominees, 1998-2001." VI.1
"ASIANetwork Campus and Program Network." VI.3 (February 1999): 25
"ASIANetwork Conference, April 22-24, 1994, Santa Fe, New Mexico." II.1 (March 1994): 3-4
"The ASIANetwork Council of Advisors." VI.1 (March 1998): 30
The ASIANetwork Consultancy Advisory Program.
VI.3 (February 1999): 11
"ASIANetwork Consultancy Program, Fall 1995." III.2 (September 1995): 7
"ASIANetwork Data Base and Mailing List." II.3 (December 1994): 4
"ASIANetwork Directory of Member Institutions, Affiliates, and Institutional Representatives." IV.1 (March 1996): 32-35
"ASIANetwork Ford China Seminar will Spend June in China." VI.1 (March 1998): 16-17
"ASIANetwork Freeman College in Asia Program Announces 1999 Participants." VI.3 (February 1999): 10-11
"ASIANetwork Future Conference Schedule." II.3 (December 1994): 4
"ASIANetwork Home Base Support Recognition and Thanks." VI.1 (March 1998): 30
"ASIANetwork Open House at the AAS Annual Meeting." II.3 (December 1994): 16
"ASIANetwork Receives $150,000 Grant from the Henry Luce Foundation." V.2 (October 1997): 4
"ASIANetwork Round Table at the Association for Asian Studies." IV.3 (December 1996): 7
"ASIANetwork's Luce Consultancy Initiates Conversations on Asian Studies Programs." II.2 (October 1994): 10
"ASIANetwork's Luce Consultancy Program." II.1 (March 1994): 23
"Association for Asian Studies Meeting in Conjunction: Winning Grants for Undergraduate Programs." IV.1 (March 1996): 4
"Attention All ASIANetwork Participants." II.1 (March 1994): 11
"Augustana College Becomes the Institutional Headquarters of the ASIANetwork." VI.4 (August 1999): 5

B
Barnett, Suzanne Wilson (University of Puget Sound).
"The ASIANetwork Book, Asia in the Undergraduate Curriculum and the Case for the Liberal Arts." VI.2 (October 1998): 5
_____ "A Symposium: American Missionaries and Social Change in China, Collision and Confluence." II.3 (December 1994): 8
_____ "Welcome from the Chair, ASIANetwork Board of Directors." VI.2 (October 1998): 1-3
Benard, Elisabeth (University of Puget Sound).
"PacificRim/Asia Study-Travel Program University of Puget Sound." IV.2 (September 1996): 14-15
Benton, Catherine (Lake Forest College).
"Natyakalayam Dance Company to Perform at the ASIANetwork Conference." VI.1 (March 1998): 3
Berg, Michael Vande (Kalamazoo College).
"Kalamazoo College Study Abroad in Beijing." III.3 (December 1995): 21-23
"Blakemore Foundation Grant Opportunity." VI.2 (October 1998): 12
"Board Committee Membership." II.3 (December 1994): 4
Suitable Boy: Teaching with Fiction by South Asian American Male Authors." IV.3 (December 1996): 19-21


Coburn, Thomas (St. Lawrence University). "Study Abroad: Delhi, Mussorie, Jaipur: Sites for New York Consortium's Study in India." III.1 (April 1995): 17-18

Crespi, John (The University of Chicago). "East Asia: Visual Culture, Regional Identities and Transnational Modernities: Regional Worlds at the University of Chicago." VI.2 (October 1998): 13-15


D


Drompp, Michael (Rhodes College). "Being There: Improving Teaching through Research/Residency in Asia." VI.2 (October 1998): 11-12

E


"Epsilon Alpha Sigma: East Asian Studies Honor Society." V.3 (December 1997): 11

Ess, Charles (Drury College). "The Internet and the Web: How Asian-Friendly?" VI.3 (February 1999): 12-14


F

"Faculty Curricular Development on Asia for the 21st Century: An ASIANetwork Initiative." III.3 (December 1995): 5

"Faculty Development." II.2 (October 1994): 24, 27

"Faculty Development." II.3 (December 1994): 6

"Faculty Development." II.1 (April 1995): 9-10

"Faculty Development." II.2 (September 1995): 6

"Faculty Development." II.3 (December 1995): 6

"Faculty Development." IV.2 (September 1996): 8

"Faculty Development." IV.3 (December 1996): 10-12

"Faculty Development." V.1 (April 1997): 11-12

"Faculty Development." V.3 (December 1997): 11-12

"Faculty Development Opportunities." I.3 (September 1993): 12

"Faculty Development Opportunities Include Two Led by ASIANetwork Members." IV.1 (March 1996): 11-12

"Faculty Network." I.1 (December 1992): 5

"Faculty Network." I.2 (April 1993): 16

"Faculty Network." I.3 (December 1994): 5

"Faculty Network." I.3 (April 1995): 4

"Faculty Network." I.2 (September 1995): 5-6

"Faculty Network." I.3 (December 1995): 4

"Faculty Network." I.1 (March 1996): 13

"Faculty Network." IV.2 (September 1996): 12-13

"Faculty Network." IV.3 (December 1996): 8

"Faculty Network." V.1 (April 1997): 12-13

"Faculty Network." V.2 (October 1997): 5-6

"Faculty Network." V.3 (December 1997): 10

"Faculty Network." VI.1 (March 1998): 18-19

"Faculty Sabbaticals and Leaves." I.3 (September 1993): 4

"Faculty/Student Development Opportunities." II.1 (March 1994): 4

"Faculty Teaching Opportunities and Study Tours." I.3 (September 1993): 4
Finsen, Lawry (University of Redlands). "Japan Seminar Launches the Faculty Curricular Development on Asia for the 21st Century Initiative." IV.2 (September 1996): 5-6

"Ford Foundation Awards Grant to ASIANetwork." III.2 (September 1995): 7

"Ford Foundation Grants Awards to ASIANetwork Members." III.3 (December 1995): 2

"Foundations Grant Awards to ASIANetwork Members." II.2 (September 1995): 18


"From the By-Laws of the ASIANetwork, Article II: Purpose." II.2 (October 1994): 26


Fu, Jingqi (St. Mary's College of Maryland). "East Asian Studies at St. Mary's College of Maryland." VI.4 (August 1999): 9-10


Gamer, Robert (University of Missouri-Kansas City). "People to People: Opportunities to Study China at Close Range." IV.1 (March 1996): 30-31

"$Getting There$: Support for ASIANetwork Conference Attendance." V.2 (October 1997): 39

_____. VI.2 (October 1998): 20

_____. VI.3 (February 1999): 16


"Graduate Opportunities." V.2 (October 1997): 9-10

"Graduate Programs." II.1 (March 1994): 24

"Graduate Study." II.2 (October 1994): 4

"Grants." II.2 (October 1994): 16


Grunewald, Amy (St. Olaf College). "St. Olaf College's Term in Asia Includes Immersion in Thai Culture." IV.3 (December 1996): 32-34


_____. "Greetings from the Chair, ASIANetwork Board of Directors." II.3 (December 1994): 1-2

_____. "Japan Seminar Rousing Success! China, South Asia, and Southeast Asia Seminars to Follow." IV.3 (December 1996): 1-2


H


"How May My College Participate in the ASIANetwork Luce Consultancy Program?" IV.3 (December 1996): 13-15


I

"In Memoriam: Jackson H. Bailey." IV.2 (September 1996): 4

"Individual Donations to ASIANetwork." VI.2 (October 1998): 20

_____. VI.3 (February 1999): 36

_____. VI.4 (August 1999): 17


J


"Japan Exchange and Teaching (JET) Program." I.3 (September 1993): 10


K


L


L


"Letters to the Editor." II.1 (March 1994): 22


Li, Jing (St. Mary's College of Maryland). "East Asian Studies at St. Mary's College of Maryland." VI.4 (August 1999): 9-10


"Links." VI.2 (October 1998): 37


M

"Make Your Room Reservations for the ASIANetwork Conference, April 26-28, 1996." III.3 (December 1995): 3-4


Matsuki, Miyako (Gettysburg College). "Japanese Films." III.2 (September 1995): 32

M

McHale, Shawn (Case Western Reserve University). "Teaching Vietnam: Selected Resources." IV.3
(December 1996): 23-25
"Member Institution Organization: Wittenberg University, Epsilon Alpha Sigma." II.3 (December 1994): 16
"Member Institution Publication: Wittenberg University, East Asian Studies Journal." II.3 (December 1994): 10

"Membership Invoice." VI.4 (August 1999): 17
Metcalf, Barbara (University of California, Davis). "Studying Asia: A Personal Perspective." III.2 (September 1995): 9-15


_____ "Introduction to East Asian Cultures: Continuity and Change." VI.1 (March 1998): 31-33


Murgiyanoto, Sal (Jakarta Institute for the Arts). "Recent Developments in Indonesian Dance." IV.2 (September 1996): 37-38


_____ "Expanding the Multimedia Horizon." II.2 (October 1994): 1-2


"New Faculty Appointments." I.1 (December 1992): 5
"New Faculty Appointments and Visiting Faculty." I.3 (September 1993): 2

_____ II.1 (March 1994): 2

"New Members on The ASIANetwork Exchange." II.1 (March 1994): 28-30


"Notice of Positions." II.3 (December 1994): 5-6

_____ III.1 (April 1995): 12

_____ III.3 (December 1995): 39


_____ "Ten ASIANetwork Ford Japan Seminar Members will Develop Curriculum Projects in Japan This Summer." V.1 (April 1997): 8-9

O


"Opportunity for ASIANetwork Colleges, United Board Visiting Scholars Program." VI.1 (March 1998): 20-21

"Opportunities for ASIANetwork Graduates to Teach English in China." IV.3 (December 1996): 31

"Opportunities in Asia for ASIANetwork Graduates." V.1 (April 1997): 28


Owada, Yasuyuki (University of Redlands). "Reviews: Asia: Case Studies in the Social Sciences, A Guide
Pan, Da’an (Muhlenberg College). “Acupuncture and the Culture of Pain, A Syllabus.” VI.3 (February 1999): 17-19


Payne, Rebecca (AEMS). “Asian Educational Media Service.” V.3 (December 1997): 33


“Please Welcome Anne Prescott and Ben Nefzger, ASIANetwork Exchange Co-Editors.” VI.4 (August 1999): 3

“Positions.” III.2 (September 1995): 20

VI.2 (October 1998): 27

IV.3 (December 1996): 9-10

VI.1 (April 1997): 40


“Positions Available.” V.2 (October 1997): 10

“Positions Open.” IV.2 (September 1996): 10

Presler, Gabriel (Carleton College). “Student Research Challenges in Pune, India.” I.2 (April 1993): 7-8, 10

“Programs on Campus.” I.1 (December 1992): 7

I.2 (April 1993): 14


“Proposed By-Law Changes.” III.3 (December 1995): 4

IV.1 (March 1996): 6


R


“Readers’ Exchange.” I.3 (September 1993): 15


“Resources.” II.2 (October 1994): 27-29

II.3 (December 1994): 17-18

III.1 (April 1995): 25-26

III.2 (September 1995): 31

III.3 (December 1995): 26

IV.1 (March 1996): 24-25

IV.2 (September 1996): 39

VI.1 (April 1997): 36

V.2 (October 1997): 21

V.3 (December 1997): 34

VI.1 (March 1998): 33

VI.2 (October 1998): 26

VI.4 (August 1999): 28


S


“Save These Dates: You are Invited to the 1997 Conference of the ASIANetwork.” IV.2 (September 1996): 3

“Save These Dates: You are Invited to the ASIANetwork Conference, 1996.” III.2 (September 1995): 3

“Save These Dates: You are Invited to the ASIANetwork Conference, April 25-27, 1997.” IV.3 (December 1996): 3-4

Schmidt, Susan. “Study Abroad/Japan Clearinghouse Launched.” V.3 (December 1997): 24


“School for International Training Asia/Oceania College Semester Abroad Programs.” V.2 (October 1997): 24-25


Scott, Bernice J. deGannes (Spelman College). “Experiencing Asia, The 1998 College in Asia


Shiraki, Yuki (Rockford College). "Crossing the Pacific Ocean." VI.1 (March 1998): 28

Simmons College: Creating an East Asian Studies Major." V.1 (April 1997): 15-17


Smith, Jeff (Bridge to Asia). "ASIANetwork Members Urged to Join National Book Drive for Asia." II.2 (October 1994): 15-16

Sources and Resources." II.1 (March 1994): 12-13

Sources: Printed and Electronic." I.3 (September 1993): 13-14


"Student and Alumni Resources." I.1 (December 1992): 9

"Student Opportunities." IV.2 (September 1996): 40

―. IV.3 (December 1996): 34-35

―. II.2 (October 1994): 13-14

―. II.3 (December 1994): 10

―. III.1 (April 1995): 15-16

―. III.2 (September 1995): 17

―. III.3 (December 1995): 20

―. IV.1 (March 1996): 18-19

―. IV.2 (September 1996): 16-17

―. IV.3 (December 1996): 30

―. V.1 (April 1997): 29

―. V.2 (October 1997): 23

―. V.3 (December 1997): 25-26

―. VI.1 (March 1998): 24-25

―. VI.2 (October 1998): 13

"Study Abroad Programs Enhanced by ASIANetwork Freeman College in Asia Summer Institute, 1998." VI.1 (March 1998): 9

"Study Abroad Opportunities." II.1 (March 1994): 14-15

"Study Abroad Opportunities and Exchange Programs." I.3 (September 1993): 11-12

"Study Abroad Programs." VI.3 (February 1999): 22

"Study Abroad Recommendations and Opportunities." I.1 (December 1992): 8

―. I.2 (April 1993): 15


"Syllabus: Science and our Global Heritage I and II (Thiel College)." III.3 (December 1995): 40-48

Symons, Van (Augustana College). "Greetings from the Chair, ASIANetwork Board of Directors." V.2 (October 1997): 1-3


T


"Teaching Opportunities in Asia." VI.1 (March 1998): 29

"Teaching Position." VI.1 (March 1998): 29

"Ten ASIANetwork Freeman Student-Faculty Fellow Teams Conduct Research in Asia in Summer 1998." VI.1 (March 1998): 10

"Ten ASIANetwork Freeman Student-Faculty Fellow Teams Conduct Research in Asia in Summer 1999." VI.1 (August 1999): 5-6

"Textual and Video Resources for the Asian Studies Curriculum." II.2 (October 1994): 9

"Third ASIANetwork Conference to be Held in Santa Fe, April 23-25, 1994." I.3 (September 1993): 7

"Three Program Opportunities Offered by the United Board for Christian Higher Education in Asia: Bring an Asian Scholar to your Campus, Teach in China or Vietnam." IV.1 (March 1996): 7-8


"Twenty Faculty Selected for ASIANetwork Ford Faculty Curricular Development on Asia for the 21st Century Seminars to Focus on Teaching About South Asia and Southeast Asia, 1998-1999." VI.1 (March 1998): 11-12
"Two Opportunities to Study and Travel in Asia, The 1999 ASIANetwork Freeman Programs." VI.2 (October 1998): 5-6


"United Board Visiting Scholars Program." III.2 (September 1995): 7-8

Videos at ASIANetwork 1996 ASIANetwork Conference Film Viewing." IV.3 (December 1996): 26


The United Board Announces Three Programs of Interest to ASIANetwork Members." II.2 (October 1994): 4

"Visiting Faculty." I.1 (December 1992): 5-6


"Vote of Thanks." VI.2 (October 1998): 7


"Dance Reform in Taiwan: A Comparison of Dance Programs in the United States and Taiwan." I.3 (September 1993): 5-6

"We Hope You Will Join Us! For the 1996 Conference of the ASIANetwork, April 26-28, 1996." IV.1 (March 1996): 3-4


"We Hope You will Join us at the 1998 Conference of the ASIANetwork, A Consortium of Liberal Arts Colleges to Promote Asian Studies, April 24-26, 1998." V.3 (December 1997): 3-5

White, Fred (Goucher College). "Reflections on Japan Seminar." IV.3 (December 1996): 6-7


"The Wittenberg East Asian Studies Journal Invites Your Students to Submit Articles for Publication." IV.1 (March 1996): 16


"You are Invited to the 1998 Conference of the ASIANetwork, A Consortium of Liberal Arts Colleges to Promote Asian Studies." V.2 (October 1997): 4-5

"You are Invited to the 2000 Conference of the ASIANetwork, A Consortium of Liberal Arts Colleges to Promote Asian Studies." VI.4 (August 1999): 7


"Your College is Invited to Apply to Host the 1997-1998 China Seminar for the ASIANetwork Faculty Curricular Development Program." IV.1 (March 1996): 1-2


THE ASIANetwork DATABASE NEEDS YOUR INPUT

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

These are the kinds of questions which ASIANetwork members ask, with increasing frequency. Our database needs to be filled with such information, and only you can provide it. Please distribute photocopies of this information sheet to your Asian Studies colleagues, and ask that they mail, fax, or email them to Van Symons, ASIANetwork Executive Director, Augustana College, 639 38th St., Rock Island, IL 61201; Tel.: 309/794-7413; Fax: 309/794-7702; <hisymons@augustana.edu>

Name

College address

College phone number

Electronic mail address

Academic department

Areas of specialty relating to Asia

Publications

Syllabi you are willing to have published in the ASIANetwork Exchange