

cate works, but think a faculty development approach is the best way to address the issue of Asian content. If we provide the faculty with opportunities to develop Asian Studies expertise in their own disciplines, I think we will improve our course offerings. We do not teach any Asian languages yet at Saint Anselm, and actually that was the most controversial aspect of getting the certificate approved. Part of the College's Benedictine tradition emphasizes that learning about another culture means learning the language.

This brings me to my second major issue: Asian language instruction. I'm in an awkward position on this one, since I myself do not speak an Asian language. My primary field is US history, and I work on US-Southeast Asian relations in the colonial period. Learning French and Dutch as research languages was sufficient for my fieldwork. My own experiences lead me to believe that it is possible to study Asia at some level and for some types of questions without knowing an Asian language, so I feel confident that I am doing my students a bigger service by introducing them to Asia (with or without Asian language instruction for any of us) than if there were no Asian Studies at my college. That said, not studying any Asian language has many drawbacks. It does tend to exacerbate the already-strong tendencies in my students to exoticize Asia. The lack of Asian language instruction also makes it much more difficult for students who have become excited about Asia to move immediately into working in Asia or going to graduate school. One of my students who graduated this year with an Asian Studies certificate and who had taken every Asian history course I offered came very close to going to China to teach, but backed out in the end. I think if she had had some language instruction, she would have felt more confident about taking this challenge. At our college, the reason for hesitating to offer an Asian language is primarily financial. We are working on ways to address this issue, and during the session, the audience and other panelists suggested that new CD-ROM courses seem to offer decent instruction.

Finally, Saint Anselm College is unusual in still having a time-consuming and relatively set core curriculum which reflects its traditional European and Catholic identity. Approximately half the courses our students take are part of the core curriculum, and those courses include three semesters each of philosophy and theology, as well as four semesters of a humanities course (Portraits of Human Greatness) which is taught by the humanities faculty as a whole and therefore naturally reflects the primarily European-centered interests of most of the faculty. On the one hand, this situation is obviously a challenging one for Asian Studies faculty, because students have little room left in their schedule to try out a new or different course just for fun. On the other hand, we have worked to get Asian Studies courses accepted into the core. For instance, there is an Asian Religions course, and this semester one on Tibetan Buddhism in theology; in philosophy we have a course on Confucian Thinkers. These courses are always full to overflowing precisely because students are seeking ways to take something different as they fulfill their requirements. But the nature of our curriculum,

which is unlikely to change substantially in the near future, means that it is even more necessary to build alliances with other faculty, so that students have as much exposure to content about Asia as possible. For me, that has meant always being willing and able to draw connections between European and Asian epistemologies. In a discussion with the dean of the college about which Asian language we might offer if we decided to offer one, I suggested that there were ways in which Chinese and Latin had served similar functions for, respectively, (Eastern) Asia and (Western) Europe. Since the dean is a Benedictine monk and theologian, this comparison resonated and gave him a way of articulating the intellectual as well as practical benefits of teaching Chinese.

Based on the discussion which followed the three informal presentations, I think that many members of ASIANetwork are struggling with similar issues, especially how to get resources, build alliances, offer a rich Asian Studies program with few or perhaps no Asia specialists, and the ever-vexing question of language instruction. Those who attended the session were without exception thoughtful, even innovative, in their approaches to these issues, and I hope that future ASIANetwork sessions will continue to provide structured opportunities for people from these very small schools to share strategies with each other.

Producing Asian Studies: A User's Manual

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How do we create programs in Asian Studies where resources and interest also need to be created? How do we move beyond Eurocentric (or, more likely, "Americentric") patterns among our students and colleagues? Allegheny College is currently in the process of exploring answers to these questions, and the "ending" to the story is far from clear. Here, however, is the story so far. I will first address some of the contexts for Asian Studies at Allegheny, both in terms of institutional and curricular resources and obstacles. I will then look at how "Asian Studies" is being established in this context.

Institutionally, Allegheny has some disadvantages regarding the likely success of establishing Asian Studies. It is located in a relatively isolated locale in one of the poorest counties in Pennsylvania. Its student body of about 1900 students is primarily white, and, although students are drawn from many states and several foreign countries, the majority

are from within a 100-mile radius of the college.

Despite these difficulties, however, Allegheny has a number of advantages that have assisted in the gradual growth in Asian Studies. First of all, it has what I would describe as a general "liberal ethos" that goes beyond "liberal arts" and extends to the overall worldview of much of its faculty and administration. This is manifested in a number of different ways. Student organizations promoting multiculturalism are among the most richly funded groups on campus—and students in the Association for the Advancement of Black Culture (ABC), Union Latina, and the Association for Asian and Asian American Awareness (A5), tend to mutually support one another's activities. There are a number of college trustees who support diversity efforts at the college, including one who has actively worked to mentor Latino and Asian students from Southern California and encourage them to attend Allegheny. Allegheny has a very strong Environmental Studies major which tends to encourage ideas regarding global social responsibility. Finally, recent college-wide planning has led to the establishment of the Allegheny College Center for Experiential Learning (ACCEL), which seeks to integrate career planning, study abroad, internships, short-term study tours, and other programs into the promotion of Allegheny's slogan of "Think Outside."

As far as curriculum goes, some of Allegheny's shortcomings reflect its institutional ones. Its faculty interests are in many cases overwhelmingly European and North American oriented. A majority of faculty in some departments have a European and/or American focus. Asia specialists are rather limited in number, and the modern languages department has full-time faculty who can teach French, Spanish, Russian and German only.

So, how does one begin to create "Asian Studies" in this context? How does one junior faculty member initiate interest and commitment to Asian Studies when the institution itself in some ways seems to reflect geo-political and global level power configurations in a number of ways? I can here offer a number of guidelines from my own experience only, and hope that some of it might be useful to others.

First of all, tread carefully, but take the "powers that be" at their own word. My own hiring in 1998, as a China specialist in the Political Science Department, was indicative of some constituencies' interest in enhancing the college's attention to and coverage of matters Asian. One of these constituencies was the student group A5, who contributed to pressuring the administration to hire an Asianist when a Political Science Department position opened up.

Second, be flexible. Comb the college catalog and see what is already being offered that will fit in with Asian Studies. Be willing to consider any courses already on the books that promote a non-Eurocentric worldview, such as "development economics" or "third world politics" or "post-colonial literatures." Be prepared to compromise on matters that are not of central importance. Be ready to take some small steps toward greater awareness of the world beyond the United States and Europe.

Third, start the students as early as possible. Rope

them in! If you have to teach a freshman seminar, make sure it is on something that makes Asia accessible to undergraduates. My teaching of a freshman seminar on Chinese "popular culture" has led to a number of students pursuing a greater interest in matters relating to East Asia. If you teach introductory courses in your discipline, shamelessly use examples from your knowledge and experience of East Asia.

Fourth, ensure that these students, once they are on the bandwagon, speak out. If they want to see more courses or resources on Asia on campus, make them speak out. Use your influence with them to make sure the only voice heard is not your own. For instance, eight students, a small number to be sure but enough to be a critical mass on this campus, spoke out and got a "critical languages" section of Chinese language instruction established. This is the first step toward making such instruction a permanent fixture on campus.

Finally, talk about East Asia everywhere and anywhere you can—in any way you can. Give lectures on campus regarding your research or other interests in Asia. Show films. Organize discussion forums regarding events in Asia.

The result of these efforts here at Allegheny College has been the establishment of a minor in Asian Studies. It requires students to take two courses in the humanities, two courses in the social sciences, and one course, titled, of course, "Asian Studies." It is somewhat flexible in what courses can be included, but ensures that a majority of the major's content is exclusively Asian.

There have been other advances as well. When a position occupied by an Africanist in the History Department opened up, it was filled with a historian of East Asia. This points to the difficult choices that often need to be made, but reflects some institutional commitment to growth of Asian Studies here. We were also fortunate to participate in ASIANetwork's College in Asia Summer Institute Program in 2000, which will assist in promoting study abroad opportunities for our students in East Asia—specifically, it will lead to the establishment of one or more study tours to the region, as well as the eventual establishment of an "Allegheny-sponsored" study abroad program in China and/or Japan.

There of course continue to be obstacles. The primary one is funding. We are working to apply for grants, but feel the disadvantage for many of these applications in not having already established a major in Asian Studies. Recruiting students will continue to be a challenge. We still lack full-time language instruction in Chinese, Japanese, or other Asian languages.

For information on Asian Studies at Allegheny College, please see <http://webpub.allegheny.edu/group/interdis/AsianStudiesMinor.html>. For results of research projects from the course "Asian Studies," please see <http://webpub.allegheny.edu/employee/s/swesoky/LS220researchprojects.html>. Comments and suggestions are always welcome!