EAST-WEST CENTER

Asian Studies Development Program

Enhancing Undergraduate Asian Studies since 1991

A JOINT INITIATIVE OF THE EAST-WEST CENTER

AND THE UNIVERSITY OF HAWAIʻI

HISTORY

The need to infuse Asian studies into the undergraduate curriculum is now well-recognized, but resources for such initiatives remain scarce, particularly for the majority of two-year and four-year colleges and minority-serving colleges. In order to address this challenge, the Asian Studies Development Program (ASDP) was established in 1990 with the mission of enhancing undergraduate teaching and learning about Asian cultures and societies throughout the undergraduate core curriculum. The ASDP model of curriculum-development-through-faculty-development, with an emphasis on pedagogically-inspiring, content-rich programs rather than curricular master plans emerged out of conversations hosted by the East-West Center and the University of Hawaiʻi that included representatives from the American Association of State Colleges and Universities (AASCU), the American Association of Community Colleges (AACC), the National Association for Equal Opportunity in Higher Education (NAFEO) and the Hispanic Association of Colleges and Universities (HACU).

A core ASDP conviction is that while establishing Asian studies certificate, minor and major programs are important institutional aims, it is crucial to avoid relegating Asian studies to the status of an elective field of studies for a self-selecting few. In keeping with this conviction, ASDP offers faculty and institutional development programs that aim to make familiarity with Asian cultures and societies an integral part of global cultural literacy, pointing beyond the possibility of simply learning-about Asian cultures and peoples, to learning-with and learning-from them. Making use of the extensive Asian studies resources and expertise at the East-West Center and the University of Hawaiʻi—which, together, have more than 300 faculty members whose primary scholarly expertise centers on Asia—ASDP offers a variety of multi-disciplinary programs, including summer residential institutes in Honolulu, field seminars in Asia, and workshops and conferences on the US mainland. To date, over 3,000 faculty from over 500 colleges and universities in 49 states have participated in ASDP programs, as well as over 150 faculty from some 50 universities in Asia and 12 in Latin America.

ACTIVITIES

Through its three components--summer institutes, field seminars and mainland workshops--ASDP is designed to build faculty teaching capacity on Asian studies in ways sensitive to diverse student, community and institutional needs. One guiding premise of all ASDP activities is that there are no "one size fits all" approaches to enhancing undergraduate Asian studies. A second premise is that while top-down, administrative drivers are important, so are the bottom-up efforts of individual faculty members, and the horizontal peer-to-peer relationships among students who are at once the proximate beneficiaries of improved teaching about Asia and the most effective promoters of Asian studies enrollment on any campus. A final premise is that content matters. Although *how* to teach Asian studies is a primary concern of faculty members adding a new dimension to their curricular offerings, answering this question is inseparable from answering questions about *what* kind of knowledge about Asian cultures and societies will both fire student interests and imaginations, and broaden and deepen their capacities for responding to an increasingly globalized future.

Since its inception, ASDP has hosted ASDP has hosted 57 residential institutes in Hawai‘i (3 to 5 weeks in duration), 25 field seminars in East and Southeast Asia (2 to 5 weeks), and 135 workshops and conferences (2 to 3 days).

SUMMER INSTITUTES

ASDP summer, residential institutes are conducted on the East-West Center campus in Honolulu, and feature content-rich programs of lectures, discussions, films and site visits. Summer institutes are open to university or college humanities and social science faculty who teach primarily at the undergraduate level. In keeping with ASDP's objective to expand the pool of faculty and academic leaders sensitive to and informed about Asia, selection criteria for the applicants include an assessment of:

- the level of commitment at the applicant's home institution for infusing Asian studies into the undergraduate curriculum;
- the detail and scope of the applicant's commitment to integrating institute topics into their courses, and their expressed interest in continuing work on the development of Asian studies curriculum components;
- the applicant's ability and desire to work on Asian studies activities with other faculty from their own and nearby campuses.

Information about upcoming institutes and application procedures can be found at the East-West Center web site (www.eastwestcenter.org/asdp) or by contacting the ASDP secretariat (808-944-7337). Announcements of ASDP activities are all disseminated through the ASDP listserv.

Infusing Asian Studies into the Undergraduate Curriculum

The flagship ASDP residential institute is the annual program on *Infusing Asian Studies into the Undergraduate Curriculum*. This three-week program was first held in 1991 for forty humanities and social science faculty members. In the interest of creating a "critical mass" of energy and commitment on campus, a decision was made to seek institutional applications of two- the three-member teams, and teams from 15 mainland U.S. colleges and universities were selected for participation. On the basis of a detailed review, it was judged by Institute participants and presenters to have been an enormous success. In subsequent years, the Infusing Institute, as alumni have come to refer to it, opened up to both team and individual participant applications. The twenty-sixth annual Infusing Institute was held in the summer of 2017.

These multi-week institutes typically focus on East Asia or Southeast Asia, emphasizing culture and the relationships between culture and contemporary social phenomena. The institutes are multi-disciplinary in content, including presentations and discussion on the geography, religion, philosophy, history, literature, arts, political economy, and social practices of the region. Institute activities include screenings of selected Asian films, group discussions, and field trips to the Honolulu Academy of Art and local cultural and historical sites related to Asia.

In keeping with the aim of ASDP, participants and participant teams are responsible for developing a written prospectus for developing Asian studies content at their home institutions, and/or to developing a course syllabi or modules with significant Asian content.

NEH-Funded Institutes on Asian Cultures and Civilizations

On the basis of feedback from participants in the three-week institutes, ASDP recognized the need for longer institutes that could focus more intensely on the basic philosophical and religious underpinnings of major cultural areas of Asia, their traditional arts and literatures, contemporary issues as well as modern forms of representation such as film. With NEH funding, this need is being met with a series of five-week Institutes: *Chinese Culture and Civilization* (1993); *South Asian Culture and Civilization Institute* (1994); *Japanese Culture and Civilization Institute* (1995); *Southeast Asian Cultures* (1997); *Religion and Philosophy in China: Texts and Contexts* (1998); *Religions, Philosophies, and Culture in India: Conflicts and Negotiations* (2000); *Continuities and Crises: The Interplay of Religion and Politics in China* (2001); *Empowering Relationships: Ways of Authority in Japanese Culture* (2002); *Religion and Politics in India: Culture, History and the Contemporary Experience* (2004); *Southeast Asia: The Interplay of Indigenous Cultures and Outside Influences* (2005). *The Silk Road: Early Globalization and Chinese Cultural Identity* (2006)*; The Ideal and the Real: Arcs of Change in Chinese Culture* (2007)*; The Silk Roads: Early Globalization and Chinese Cultural Identities* (2010); *The Dynamics of Cultural Unity and Diversity in Southeast Asia* (2011); *The Mongols and the Eurasian Nexus of Global History* (2014); *Buddhist Asia: Traditions, Transmissions and*

Transformations (2015); *Confucian East Asia: Traditions and Transformations* (2016); and *Islam in Asia: Traditions and Transformations* (2017). In 2018, ASDP will host *Buddhist East Asia: Religion, Politics and the Arts*.

Like the three-week Infusing institutes, the five-week programs are multidisciplinary in content. However, the longer institute allows a more detailed exploration of culture and history of the region and a more substantial engagement of contemporary issues. Each institute includes a four-film cinema series, music and dance performances, and visits to local museums and appropriate cultural and historical sites.

Participants in the institutes are expected to develop individual curriculum projects, to produce a course syllabus or course module with significant Asian content related to the focus of the particular institute, and/or to develop a plan for institutional development regarding Asian Studies.

Korea Foundation-Funded Institutes on Korean Culture and Society

This series of workshops, hosted from 1997 to 2007 combined the residential institute experience with experiential learning in Korea. Funded by the Korea Foundation funding, the first Korean Culture and Society Summer Institute was hosted in 1997. The program included two weeks of lectures in Honolulu on Korean history, literature, religion, politics and film, and two weeks of field study in Seoul and other cultural sites in South Korea. Throughout the institute, particular attention was given to placing Korea in dynamic interaction with its neighbors in East Asia. Subsequent institutes in this series were hosted in the summers of 2000, 2002, 2004 and 2007. Funding has been received from the Academy for Korean Studies to host a 2-week program in summer 2018.

FIELD SEMINARS

While faculty development institutes can go a long way toward preparing college and university teachers for infusing Asian content into their courses, ASDP believes that field seminars in Asia are instrumental in the success and longevity of these efforts. Field seminars not only afford opportunities for experiential learning for participating faculty members, they provide opportunities for making personal and institutional contacts of the sort that are instrumental in developing successful student study abroad programs, faculty exchanges, and institutional partnerships.

Beginning in 1993, ASDP has offered one or two field seminars in most summers to selected Asian countries. Fulbright grants have enabled us to take groups of 14-16 participants on five-week long field seminars to China (1993 and 1994), India (1995), and Southeast Asia (1997 and 2004). Two and three week-long seminars have also been held in China (1995 and 1996) and

Japan (1994 and 1995). The Freeman Foundation supported 3-week ASDP field seminars to China, Korea and Southeast Asia from 1998 through 2012, with many of the China-focused seminars being generously co-supported by the Chinese Ministry of Education. Other funding sources have enabled ASDP to host, shorter 2-week programs focused on the cities of Hong Kong and Shanghai.

All ASDP field study seminars include lectures and panel discussions at leading Asian colleges and universities; visits to scenic locales, cultural sites and museums; and tours of socially important sites, factories, rural villages, and urban centers.

TEACHING ABOUT CHINA AND THE UNITED STATES

This faculty exchange program has been a cooperative effort for Chinese and American faculty to improve teaching about one another's countries and cultures. This China-U.S. program was initiated with funding from the Henry Luce Foundation, and has subsequently been conducted by ASDP in collaboration with Peking University and the Chinese Ministry of Education, with support from both the East-West Center and private foundations, including most recently the Bentley Lee China Fund in 2014. In alternating years, Chinese faculty members spend three weeks in the U.S., and American faculty visit China in the intervening years.

ASDP FACULTY AND CURRICULUM DEVELOPMENT WORKSHOPS

Regional workshops hosted on the campuses of ASDP-affiliated colleges and universities are an important part of ASDP's outreach and play a crucial role in advancing and sustaining Asian studies development. Workshops have been funded by NEH, The Freeman Foundation, the Japan Foundation, and the East-West Center. ASDP's two- to three-day, intensive faculty development workshops are interdisciplinary in nature and stress the relevance of Asian content in the undergraduate classroom. While culture and the humanities are the focus of the regional workshop series, each workshop's specific Asian culture content is tailored to meet the particular needs and interests of the host campus and other colleges in the region, as well as the local community. Presentations, panels and discussions during the day focus on curriculum development and evening programs are open to all faculty members, students, and the general public.

REGIONAL CENTER PROGRAMS

Realizing that resources for curricular changes and faculty development are often limited in American colleges and universities, ASDP has from the outset stressed the development of consortia of alumni institutions. In order to facilitate the networking process, ASDP has established formal relationships with a number of two-year and four-year colleges and universities as regional centers that serve as model mentor institutions for their geographical areas. A current list of these centers can be found on the ASDP website.

The Association of ASDP Regional Centers (ARCAS) meets regularly and assists in planning and organizing the ASDP Annual National Conferences which are attended by more than 150 ASDP alumni and other interested faculty. The ASDP Alumni Chapter will host the 21st ASDP National Conference in Branson, MO in March 2014. Regional centers host, on an ongoing basis, topical seminars and workshops related to teaching about Asia.

SPECIAL MULTI-YEAR CONSORTIUM PROJECTS

Long-term relationships have been crucial to ASDP's development, as have the "economies of scale" associated with group activities like the ASDP institute, field seminar and workshop series. Since 2010, ASDP has been exploring the benefits of multi-year, consortium projects, developing close working partnerships with a number of schools in the ASDP network.

Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions is a three-year project funded by the National Endowment for the Humanities. This project involves forty-five core faculty members from fifteen community colleges organized in five geographic clusters, and will place different understandings of culture and plurality in dialogue with the aim of deepening engagement with issues of cultural interaction, civility, and diversity in a global context. Focusing on China and Southeast Asia, the project will include a summer residential workshop in Honolulu; distinguished scholar lectures, mentoring visits and workshops hosted by school clusters; an online research conference; and a final lessons learned conference. The five consortium cluster leaders and their partner schools: Middlesex Community College (MCC) in Lowell, MA with Quinsigamond Community College (Worcester, MA) and Bristol Community College (New Bedford, MA); the Community College of Philadelphia (CCP) in Philadelphia, PA with Camden County College (Camden, NJ) and Harrisburg Area Community College (Harrisburg, PA); Johnson County Community College (JCCC) in Overland Park, KS with Dodge City Community College (Dodge City, KS) and Butler Community College (Eldorado, KS); City College of San Francisco (CCSF) in San Francisco, CA with Mission College (Santa Clara, CA) and Alameda Community College (Alameda, CA); and the Community College of Baltimore County (CCBC) in Catonsville, MD with Howard Community College (Columbia, MD) and Frederick Community College (Frederick, MD).

Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development is a three-year consortium project that aims to demonstrate a nationally-applicable model for "fast-tracking" the integrated development of undergraduate Chinese language and culture studies.

The first iteration of this project was conducted from 2011-2014 with funding from the U.S. Department of Education Undergraduate International Studies and Foreign Language program. The consortium, headed by the East-West Center, included three community colleges and three

universities. The primary outcome of the project was the development of a Chinese studies certificate (for community colleges) or minor degree program (for state universities) on each of the collaborating campuses, organized around three interdisciplinary core courses in Chinese studies, improved Chinese language instruction, and significantly expanded post-introductory and upper division language and cultural studies enrollments. Consortium members: Middlesex Community College, Lowell, MA; Portland Community College, Portland, OR; Johnson County Community College, Kansas City, KS; University of Texas, El Paso; Mercer University, Macon, GA; and University of North Carolina, Asheville.

A second iteration of this project is being funded for 2016-2019 and builds on lessons learned from the 2011-2104 project. The schools included in the current consortium are: Berea College (Berea, KY), Kirkwood Community College (Cedar Rapids, IO); Mount San Antonio College (Walnut, CA) and the University of Central Oklahoma (Oklahoma City, OK).

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