

February 2012



# Asian Studies Development Program Alumni Newsletter

Volume 8,  
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## Editors' Greeting



Julien Farland

This issue is dedicated to Julien Farland, Professor of Philosophy at Middlesex Community College, Vice-President of the ASDP Alumni Association, and outgoing editor of the ASDP Newsletter. Thank you, Julien, for your many contributions and your leadership.

We also thank all who submitted articles and news for this issue. We hope that the newsletter will continue to serve as a vital communication tool within the ASDP family. Our new features for this issue include a film review, a book review, a section on pedagogy, and an article focusing on news from Asia. We have created a brief listing of Asian Studies conferences for easy reference. A more comprehensive listing is forthcoming on the ASDP website.

Wishing you a Happy Year of the Dragon,

Rachana Sachdev and Pete Giordano

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## News about the ASDP Newsletter ~ Betty Buck

On behalf of all the ASDP alumni, I want to thank Julien Farland who is stepping down as Editor of the ASDP Alumni Newsletter. For the first ten years or so of its existence, ASDP printed and distributed an eight-page newsletter to all alumni. However, the expense of printing and mailing the newsletter to a growing number of alumni became too great. After a hiatus of several years, the long-talked about online newsletter became a reality, thanks to Julien who volunteered to take it on.

Julien has been a long-time friend of ASDP, being a participant in the very first Infusing Asian Studies Institute back in 1991 which he attended as part of the three-person team from Middlesex Community College where he teaches philosophy.

Since then, Julien has been an active and valued member of the ASDP family. In addition to taking part in several ASDP programs, he initiated the regional center relationship between MCC and ASDP, organizing in this capacity a number of outstanding faculty development workshops at MCC for faculty from colleges and universities in the New England region and

## Alumni Chapter of Asian Studies Development Program

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Recipient of the Best Alumni Chapter at the EWC/EWCA 2010 International Conference, the ASDP chapter maintains an active presence in the lives of the alumni through its following activities:

1. A peer reviewed Journal, *East West Connections: Review of Asian Studies*.
2. Regular postings on its listserv, ASDP-L .
3. With ARCAS, development and coordination of the annual Asian Studies Development Program National Conference.
4. The Alumni Newsletter, published twice a year.
5. Summaries of Asia-related news from the New York Times, provided daily by **Kenneth Harris**, Slippery Rock University.

We are grateful to **David Jones**, Kennesaw State University for his leadership role in *East West Connections* and for keeping us connected through ASDP-L.

**George Brown**, Slippery Rock University, deserves a special mention for being in charge of registration for the conference.

**Fay Beauchamp**, Community College of Philadelphia, has undertaken the arduous task of compiling the 2012 Conference program.

**Jeffrey Dippmann**, Central Washington University, is the Local Arrangements Chair for the 2012 conference in Seattle.

Without the dedication and the collaborative work of many of its members, our community would not flourish.

Please take a closer look at the official website for the ASDP Alumni Chapter. This site includes updates on the ASDP National Conference, newly elected Chapter officers, Chapter By-Laws and Minutes of meetings.

<http://www.eastwestcenter.org/alumni/ewca-alumni-chapters/constituentspecial-interest/ewca-asian-studies-development-program-asdp/>

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beyond. It was Julien who suggested that there should be an annual conference for ASDP alumni which Middlesex Community College hosted in 1993. He has continued to be a major force in building Asian studies at MCC, working with his faculty colleagues, including Dona Cady who is the current MCC Regional Center representative. Most recently, Julien organized an informative and enjoyable four-day visit for 15 Chinese faculty who were visiting the US as part of the China-US Faculty Exchange Program.

We are pleased that two ASDP alums have volunteered to take a turn as co-editors of the newsletter, starting with this issue. They are Rachana Sachdev who

teaches English at Susquehanna University in Pennsylvania and Pete Giordano who teaches psychology at Belmont University in Nashville, Tennessee. Our thanks to them.



Chinese Delegation in front of the Massachusetts Legislature. Julien Farland is on the top left. Betty Buck, Linda Lindsey, and Sig Ramler are also present.

## ASDP Programs—New Initiatives ~ Peter Hershock

As readers of this newsletter are aware, the Asian Studies Development Program was founded in 1991 to serve as a catalyst for change in American higher education. Through its summer institutes and field seminars since then, ASDP has worked with over 1200 individual faculty members from more than 500 colleges and universities in the U.S., and included some 40 universities in Asia and 10 in Latin America, to enhance undergraduate teaching and learning about Asian cultures and societies. By almost any accounting, it's been a successful and exciting run thus far.

But over this same period, American higher education has been undergoing some quite dramatic changes, as has the world of funding sources for the kinds of faculty and institutional development programs that ASDP hosts. As a result, ASDP has been changing the

way it works to bring about change, expanding the scope of its activities in some challenging and very rewarding ways.

One of the crucial insights that crystallized over the first decade or so of ASDP is that the best predictor of success in furthering the ASDP mission is the quality of relationships that develop between ASDP and the faculty members and institutions that participate in our activities. And while we've all had the experience of intensely pleasurable and productive short relationships, deep and sustainable changes of the sort ASDP aims at fostering are almost always a function of long-term partnerships.

An early expression of this insight took the form of designating a small number of schools ASDP "regional centers" to establish institutional linkages conducive to ongoing support for faculty and program development. These largely one-to-one relationships have over the years

proven to be of great mutual benefit. But among the changes in higher education and program funding streams have been mounting needs to realize “economies of scale.” Attentive to this and the principle that “two heads are better than one,” ASDP has more recently begun working with groups of schools—small to medium size consortiums organized around outcome-oriented and activity-driven multi-year projects.

One of these is a 3-year project funded by the US Department of Education Title VI program for Undergraduate International Studies and Foreign Language development: *Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development*. This three-year project will help three community colleges and three universities establish certificate or minor degree programs in Chinese studies. Responding to a common set of interrelated needs to develop new language capacities, complementary humanities and social science curricula, and sustained faculty and student interest, the project is organized around a series of summer institutes in Hawaii, workshops on the mainland, and a final conference, and aspires to becoming a national model for “fast-tracking” the integrated development of undergraduate Chinese language and area studies.

A second new initiative is a three-year project on *Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions*, funded by the National Endowment for the Humanities. One of just five projects funded by NEH as part of its “Bridging Cultures at Community Colleges” initiative, this new ASDP project will involve fifteen community colleges organized in five geographic clusters with key ASDP schools serving as leaders in each cluster. Organized around a summer symposium in Hawaii, a series of distinguished lecture events, mentoring visits, workshops and two conferences, this project 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. With a focus on China and Southeast Asia, the project will explore how the arts, literature, knowledge systems, religious traditions and trade serve as cultural bridges; how different conceptions of personhood and community afford distinctive resources for engaging issues of cultural plurality; and how Asian perspectives on cultural difference might complement those that are prevalent in American undergraduate classrooms.

Of course, in addition to these new projects, ASDP is continuing to host the annual Summer Institute on *Infusing Asian Studies into the Undergraduate Curriculum*. The 2012 Institute will focus on China and Japan, and will be directed by Dr. Fred Lau, Director of the Center for Chinese Studies at the University of Hawaii and Professor of Ethnomusicology. This program, first hosted in 1991, is familiar to most ASDP alumni as their entry point into the ASDP family or 'ohana and the relationships that have made it as vibrant as it has been. As a tribute to relational longevity, the Infusing Institute is not only entering its 22<sup>nd</sup> year, it has made it possible for ASDP to cross the dramatic landmark of attracting a true second generation of program participants—the children of alumni now teaching at college and university level. Thanks to you all, and may you have the happiest and healthiest Year of the Dragon!

*Title VI Program:  
Enhancing  
Undergraduate Chinese  
Language and Culture  
Studies*

*Thinking through  
Cultural Diversity:  
Bridging Cultural  
Differences in Asian  
Traditions, funded by the  
NEH.*

*The ASDP family is now  
truly multi-generational!*

## EWC Alumni Conference, Beijing

September 1-3, 2012

### START PLANNING NOW TO ATTEND THE EWC ALUMNI CONFERENCE IN BEIJING.

ASDP has been voted as the Outstanding EWC Alumni Chapter at least twice. We want to keep that distinction with a large presence at the East-West Center's International Alumni Conference in Beijing.

These conferences are held every two years. The last alumni conference was held in Honolulu in 2010 during the 50th celebration of the Center's founding in 1960. Conferences before that were held in Hanoi, Bali and Tokyo, as well as other cities in Asia and the US. This is the first time one of these conferences has been held in China.

The conference will take place on the campus of Peking University which has been a close partner of ASDP since the first China field study in 1993. Almost every year since then, ASDP field studies have stayed on the Beida campus, working closely with Beida faculty and staff.

In addition to the panels, presentations, reception and dinners, attendees can sign up to visit the Forbidden City or the Great Wall. During the conference, there will be a special session for ASDP alumni (Chinese and Americans) who have taken part in this collaborative program of the East-West Center, the Chinese Ministry of Education, Peking University and UH. Since it started in 2001, 75 Chinese and an equal number of American faculty have had the opportunity to travel to the US or China respectively.

The Center is hoping to get a large turnout and is doing this by keeping conference costs affordable. Using the excellent facilities of Peking University makes that possible. Conferees will stay in very nice, recently built accommodations that offer a range of rooms from reasonable to very reasonable.

### THE TIBET TOUR

After the conference, optional tours are being offered. One of these is a 13 day tour to Tibet that, in addition to five days in Lhasa, includes three days in Xian, two days in Chengdu and three days in Shanghai. Betty Buck is organizing this tour and hopes ASDP alumni and friends will sign up. For details: <http://tourintotibet.com/tibet-tours/tibet-classic-tours/311-ewc-tibet-tour-13-day-and-12-nights>. You can also email Betty at [Manoabuck@aol.com](mailto:Manoabuck@aol.com).

For more details, visit [www.eastwestcenter.org/alumni/ewca-conferences/2012-Beijing](http://www.eastwestcenter.org/alumni/ewca-conferences/2012-Beijing)

[Conference Program](#)

[Tentative Schedule](#)

[Venue and Accommodations](#)

[Optional Post-Conference Tours](#)

[Registration](#)

[Call for Papers](#)

[Half-Day Tours](#)



## ASDP NATIONAL CONFERENCE — March 29-31, 2012

### KEYNOTE SPEAKERS

#### Friday, March 30

Playwright Elise Forier-Edie and director/performer George Bellah will present on the preparation and performance of Forier-Edie's original Greek/Noh fusion production, *Icarus*. On Friday evening, *Icarus* will be performed for all attendees of the ASDP conference. The play follows traditional Noh structure, but uses Western style instruments and Western themes and ideas.



ELISE FORIER EDIE (Associate Professor, Applied Theatre) received her initial professional training at the Arena's Living Stage, in Washington, D.C. A professional playwright, Elise has had plays and musicals produced all over the country, in New York and Los Angeles, as well as Jonesboro, Arkansas and McCall, Idaho. She has won playwriting awards from the Columbia Entertainment Company, the Bonderman/IRT/IUPUI Children's Theatre Symposium, the Seven Devils Playwrights Conference, Artist Trust/Washington State Arts Commission, and others. Elise received her M.F.A. in Playwriting from the University of Arizona. In addition to teaching classes in playwriting and playbuilding, Elise teaches rasaboxes and other movement techniques to BFA students in Performance and Musical Theatre. This year, Elise will be directing the Spring tour of "Luna" and premiering her English language Noh play, "Icarus," written with composer Kevin Salfen.

GEORGE W. BELLAH 3rd (Associate Professor) earned his B.F.A. in Performance from Northern Kentucky University, and his M.F.A. in Directing from the University of North Carolina at Greensboro. He is a recognized actor/combatant with the Society of American Fight Directors. His professional background includes acting, directing, and fight directing in theatres on both the east and west coasts. He specializes in teaching and choreographing movement, stage combat, acting and directing. Bellah joined the CWU faculty in 1999 and has directed *The Caucasian Chalk Circle*, *Picasso at the Lapin Agile*, *Jungalbook*, *Bus Stop*, *Tartuffe*, *Working*, *A Christmas Carol*, *Noh Telling*, and *The Woolgatherer*. Professor Bellah has been studying the performance aspects of Noh, a form of classical Japanese dance theatre, with the Noh Training Project since 2008.



#### Saturday, March 31

Saturday will feature the keynote address by Professor Paul Pickowicz, a specialist in twentieth century Chinese history.



PAUL PICKOWICZ is Distinguished Professor of History and Chinese Studies at University of California, San Diego. He is the recipient of the several distinguished Teaching Awards at UCSD and holds the University of California San Diego Endowed Chair in Modern Chinese History. His research deals with fragile urban-rural alliances in peasant-based revolutions, explosive tensions in village-state relations, the rise and fall of state socialist societies, and the vicissitudes of culture—including popular cultures of resistance and the many political dimensions of filmmaking. He is currently working on a project entitled "Dilemmas of Victory", a study of the social, political, and cultural "messiness" of the post-revolutionary era in China, 1949-1953. His book *China on Film: A Century of Exploration, Confrontation, and Controversy* has just been published.

## Sociological Understandings of the Global Transformation — Midwest Sociological Society (MSS)



Linda L. Lindsey, Ph.D.

As President-Elect of the Midwest Sociological Society (MSS) and Program Chair for MSS2012, I invite you to Minneapolis, March 29-April 1 for the 75<sup>th</sup> annual meeting (MSS) to explore the program theme, *Sociological Understandings of the Global Transformation*. Yes, MSS2012 and ASDP NC meet on the same dates. But folks who cannot get to Seattle will find MSS a great alternative this year. ASDP and MSS share so many similarities, from our scholarship and teaching, to the food, fun, and camaraderie both organizations are known for. The MSS registration fee is also a bargain and brings great returns!

MSS2012 spotlights sessions of particular interest to ASDP alums. Several alums have organized sessions and are presenting on a host of Asian oriented topics, including innovative material on ASDP's core mission of infusing Asian content into the undergraduate curriculum. Like ASDP, MSS capitalizes on the interdisciplinary strengths of participants whose interests cross-cut the social sciences, business, and humanities. With almost 250 panel and paper sessions, workshops, roundtables, media, and social events MSS2012 is shaping up to be an extraordinary meeting. Go to <http://www.themss.org/> for the complete program and for meeting highlights. And do not hesitate to contact me for questions or more information ([llindsey@maryville.edu](mailto:llindsey@maryville.edu)). If you cannot be in Seattle, hope to see you in Minneapolis!

## Asia and Anthropology in Montreal

Asia was well-represented at the American Anthropological Association annual conference in Montreal last November, with about 190 papers devoted to some aspect of the area. Topics ranged widely, from the agency of puppets to the resurgence of bride abduction to the assemblages of emerging infectious diseases in Asia's global cities, but several recurring themes emerged. First, "Asia" is no longer limited to the continent of Asia, if it ever was. "Asia" is now imagined, created, and refashioned by diasporic communities and other global flows. Second, these global flows and Asia's new position of prominence within the global order are transforming the way that Asian communities are imagining and performing history, heritage, ethnicity, and culture. Tourism and media figured in many papers at the conference.

Third, global flows are also creating new social problems in Asian communities. Often these are old problems in new forms, or long-suppressed problems that have made a resurgence, such as "missing women," child labor, and access to education. Several panels addressed the relation between class and indigeneity. Asia thus continues to be at the forefront of anthropological research, which is not surprising given the importance of the area in global affairs. The anthropology of Asia continues to bring ethnographic detail to the global forces that are shaping our world.

Christian S. Hammons  
Department of Anthropology  
University of Southern California

## God, Skanks, and Monks: Film and Cross-Cultural Studies

~ Todd Myers

The East West Center is dedicated to cross-cultural understanding that goes beyond simple cliché. Two films and a documentary that look at education in Indonesia, France, and Thailand give us an opportunity to participate in an intriguing cross-cultural exchange that challenges us to go beyond clichés. *Laskar Pelangi* (Rainbow Troops) 2008, *Entre Les Murs* (The Class) 2009, and *Buddha's Lost Children* 2006 give insights into their respective cultures while opening important questions about the human condition.

*Laskar Pelangi*, directed by Riri Riza and adopted from Andrea Hirata's autobiographical novel of the same name, follows the classic storyline of inspirational teacher/teachers reaching out and transforming the lives of underprivileged kids. The film was a box office sensation in Indonesia and won national and international recognition.

Set on the island of Belitung against the background of globalization and exploitation of the island's resources, the story begins with the first, and possibly the last day of school, at Muhammadiyah elementary school. If the school fails to enroll ten students, the school will be closed. The school is saved by the arrival of Harun, a mentally retarded student. At that moment, the value of every human person is affirmed and the heart of this school dedicated to an Islamic education is revealed.

The teachers, Harfan (Ikranagara) and Muslimah (Cut Mini), succeed in imparting knowledge in an educational system heavily dedicated to rote learning. The spirit of love and compassion animate an education with an ultimate message that is best captured in Harfan's final words in the film, "Live to give as much as you can, not take as much as you can." The film is skillfully punctuated with moments that show how Islamic culture is blended with the traditional and local culture and how the hearts of the students and teachers are formed to deal with all manner of adversity. The skillful use of humor lightens the film's moral earnestness and the tragedy of economic injustice that is at the center of the film.

In a world where the bloody borders of Islam and terrorism are omnipresent images informing cross-cultural dialogue, *Laskar Pelangi* shows a tolerant and

socially engaged Islam affirming the dignity of every human person. The film demonstrates the existential virtues of faith and is of great value for expanding the empathy of Western audiences toward the Islamic world while gently raising questions about economic injustice.

The award winning *Entre Les Murs*, directed by Laurent Cantet and adopted from Francois Begaudeau's autobiographical account of his year in a racially mixed Parisian school, contrasts sharply with the tone of *Laskar Pelangi*. In short, the teacher fails to inspire, the students reject the lessons and the teacher, and the school year ends with nobody's dignity affirmed.

The teacher, Francois Marin (Francois Begaudeau), is a good teacher. He knows his topic and he does his best to maneuver his students to learn French. The students are a hodgepodge of 13-14 year old immigrants from across the Francophone world, for the most part uninterested in the subjunctive tense and *The Diary of Anne Frank*. In the end, the daily grind of verbal dueling with the students about his alleged sexuality and indifference to their lives as well as dealing with the administration of discipline pushes Marin to the point of using vulgar language directed at two of his female students. The imperfections of teacher and students are in clear sight.

The teacher does not lose his job. The students do not embrace the teacher. The teacher learns that skank means prostitute and the school year ends on that triumphal note. No God, no Angels, only the egos of imperfect human beings left adrift in an imperfect world. It is clear why Francois Begaudeau abandoned teaching for the world of literature and cinema, but one cannot help wondering how his past students will ultimately fair and what is France's future if it fails to educate and integrate its immigrant communities.

Our final film for consideration, *Buddha's Lost Children*, documents the mission of Thai pro kick-boxer/monk, Khru Ba, to the hill tribes in the border regions of northern Thailand. Set in a region plagued by drug barons, political corruption, disease, and poverty, the film by Dutch filmmaker, Mark Verkerk, captures a reality that is a made for Hollywood movie as he follows Khru Ba building a community out of unwanted children, some with physical or mental disabilities, from the Akha, Karen, Yao, and Lisu. He trains them in kickboxing, dharma, animal husbandry

## God, Skanks, and Monks

(the boys take care of the herd of horses, gathered much as the boys themselves have been gathered), basic hygiene and numerous other life lessons as he creates a Sangha.

Khru Ba is tough. He directs a boy to speak who is hesitant to speak and the boy begins to speak. He tells a boy he looks like a corpse and if he wants to live, he should take better care of himself. He knocks a grumbling young man around who threatens to start trouble and brings him to legitimate remorse. Khru Ba's compassion is active and confrontational as necessary.

The documentary allows us to see the effectiveness of Khru Ba's methods. We see the young boys grow in personal responsibility, compassion, and physical capabilities. He is preparing them well to survive in an unforgiving world, just as he is making inroads for Thai culture in areas on the periphery of the state. This documentary gives insight into how Buddhist teachings empower people to tackle the most practical problems.

All three films are engaging and built upon a non-fiction approach to reality. They all deal with identity, poverty and marginalization. The great irony of these three films is that the richest country, France, unless one greatly appreciates the amenities of living in a major urban center, appears to be the most difficult place in which to teach. The lack of a transcendent vision in this secular society makes it difficult to generate the love or compassion that is essential to guide young people into adulthood. Perhaps it is true that humans do not live by bread alone. It is also possible that the poorest people do not have the luxury of pessimism.

*The Class* and *Buddha's Lost Children* can be purchased through conventional outlets such as Amazon.com. *Rainbow Troops* has not been released in DVD format but is available through various internet sources with English subtitles including Youtube.

Todd Myers is a lecturer with the Center for Asian and Pacific Studies at San Diego State University and an Associate Professor in the Department of Political Economy at Grossmont College.

## Teaching Ueda Akinari's "Bewitched" ~ Biling Chen

Norton Anthology of World Literature, 2<sup>nd</sup> ed.,  
632-48

Published in 1776, a time when Japan's rising bourgeois values started to compete with old virtues championed by Shinto, Confucianism, and Buddhism, Ueda Akinari's "Bewitched" has proved a most effective tool for me to introduce my World Literature students to Japanese culture. This coming-of-age story depicts how Toyo-o, a prosperous fisherman's bookish and shiftless son, overcomes a beautiful demon's persistent pursuit and succeeds in living a long and healthy life. To fully understand "Bewitched," it is essential to answer the following specific questions. How is Toyo-o's growth hampered and facilitated by such authority figures as his quasi-Confucian father and elder brother; the priest at the Yamato Shrine who blows the demon's cover; and the Buddhist monk who helps him exorcize the evil spirit? What detail in the text indicates that the demon, Manago, could be a shadowy variation of Goddess Amaterasu? What ulterior social criticism does the author try to convey through this subtle hint?

Exploring these issues in three stages anchors students and produces more focused discussions. First, encourage them to identify legitimate as well as dishonorable reasons why Toyo-o's father and elder brother feel so frustrated with him. Second, complicate their reading of Toyo-o's situation with consideration of his perspective. Third, press students to search their own experience for minor evidence of the kind of obsession embodied by Manago.

Typical of the *nouveau riche*, Toyo-o's father and elder brother privilege tangible hard work and profits over abstract learning. Although they indulge the young man's scholarly activities, their resentment of his "good-for-nothingness" erupts when he is found possessing a samurai's sword that resembles a missing gift recently presented by ministers of state to the village's shrine. Ask your students whether they share Toyo-o's folks' opinion that the ultimate goal of education is to get a job and make money, and whether they support his family's decision to report him to the officials regardless of his explanation that the sword is a pledge of love from Manago. Use this opportunity to inform your class of the Dao (Way) of filial relationship in Confucianism by quoting a dialogue from *The Analects*:

## Teaching Ueda Akinari's "Bewitched"

The Governor of She said to Confucius, "In our village we have one Straight Body. When his father stole a sheep, the son gave evidence against him."

Confucius answers: "In our village those who are straight are quite different. Fathers cover up for their sons, and sons cover up for their fathers. In such behavior is straightness to be found as a matter of course." (Book XIII, xviii)

A debate about ethics, laws, obligations and affection between father and son will definitely ensue. Make sure your students understand that Confucius, while putting parent-child natural bond prior to the legal binding between citizens and the state, does not advocate anarchy. To a Confucian, there is a fine line between actively subjecting one's family to legal prosecution in the name of justice, and quietly giving them the benefit of doubt while respecting the function of law in maintaining social order. The reasoning of Toyo-o's father and brother that their obligations to their ancestors and descendants do not allow them to protect him, is only Confucian in rhetoric but not in essence, serving to conceal their fear that their business might suffer as a result of a tarnished family name.

Having exposed this self-regarding side of Toyo-o's family, instructors can further draw students' attention to his parents' negligence of his need for a spouse, which rendered him susceptible to Manago's seduction. You might want to remind them that arranged marriage was the norm in eighteenth-century Japan. Toyo-o's engagement to Manago without securing his parents' permission signifies his potential to rebel. Urge your students to consider why the young man, after serving time in jail and moving away from his parents, continues to ally with patriarchal authorities. Specifically, why do Manago's sincere love for him and their happy marriage fail to withstand the Shinto priest's accusation of her as a snake incarnate? Together with the Confucian notions of male sovereignty and social responsibilities, two major concepts in the doctrines of Shinto and Buddhism—kami and karma--obviously hold sway over Toyo-o's perception of manhood. To be confirmed as a man by his society, he has to stop indulging himself in the kind of sensual but fruitless

(childless) pleasure that a woman like Manago can offer, and redirect his brio to such socially and culturally respectable paths as raising a family, practicing a profession, and accumulating merits for his next life.

Ueda Akinari's portrayal of Manago's manipulation of Toyo-o is so vivid that readers are left with very little room to feel sympathy for her; even students familiar with the androcentric binary perception of women as either angels or whores find her behavior disturbing. Help them tap into their personal memory of a romance that went sour but was hard to let go of; many of them will start relating to Manago empathetically. At this point, an introduction of the Shinto myth that Sun Goddess Amaterasu is the ancestor of every Japanese Emperor will help your class detect the significance of the ancient imperial palace where Manago originally resides: she could very well be of the mythical royal line. When her fate is read from the perspective of orthodox Buddhism and Shinto, we figure that the aristocratic woman might have died of unrequited love and was reborn as a lustful serpent determined to avenge and fulfill her passion.

Nevertheless, it is worth noting that Manago never mistreats or physically harms Toyo-o. Only when he loses faith in her and allows the governmental officials, the Shinto priest, and the Buddhist monk to drive her to the wall does she turn into a formidable serpent and an evil kami. Furthermore, it is no accident that the name of the shrine in which the Shinto priest serves is Yamato—the name for Japan's dominant ethnic group. Thus, the struggles between Manago and those authority figures could symbolize the contentions between feminine values and masculine values, between feminists and traditionalists, between marginalized forces and mainstream powers. Finally, the fact that Ueda Akinari was a child of an impoverished and unwed geisha surely creates a space for readers to contemplate on the possibility that the author might have a soft spot for women like Manago who are rejected by the polite yet hypocritical society and forced to resort to drastic methods for self-fulfillment.

*Biling Chen*  
Assistant Professor of English  
University of Central Arkansas

## Teaching an Asian Studies Seminar for the First Time

~ Pete Giordano

In the fall of 2011, I taught my first Asian Studies seminar. The course title was Mental Well-Being in Eastern and Western Psychologies. My academic training is in clinical psychology and for the last 22 years I have taught Abnormal Psychology at least once a year and sometimes more than that. As I tell my students, Abnormal Psychology is a course in everything that can go wrong in human lives and families. It's not quite that bleak, of course, because there are hopeful trends in new and effective treatments for disordered behavior. But still, the course is a bit of a downer.

At the same time, I have always been drawn to the healthy side of humans – our strengths and successes – and thankfully, in recent decades, psychology has focused empirical and theoretical attention on human flourishing. My interest in this area received a huge boost, however, when I was first exposed to some of the East and South Asian philosophical traditions at ASDP's summer infusing institutes. I was drawn to how these traditions worked with ideas of mental health and well being. Then this past semester, I dove in head first to teach an entire seminar on the topic of mental well-being. Prior to this seminar, I had been infusing some of these Asian perspectives into my Personality Psychology course, but an entire seminar was a new adventure.

We started the course with some readings and a survey of some of the Western personality approaches and their thoughts on mental health. We then transitioned to Asian perspectives and focused our readings and discussions on the Confucian, Buddhist, and Yoga perspectives. At the end of this essay I have included a list of the books we read. There were 17 students in the class; eight were psychology majors, one was in Asian Studies, and the rest were from a variety of other majors. I divided our readings into 17 segments and each student took responsibility for leading the discussion for the day. At the start of the semester, they signed up for the reading selection they wanted. I gave them a handout

with suggestions on how to lead an effective class discussion, mainly telling them it would be best if they came up with some open-ended questions based on the readings – put the questions in front of the students, and we will go wherever the discussion leads. That wasn't entirely true, because I sometimes had to guide the discussion to keep it going in a direction that was most germane to the purpose of the course (i.e., what does this reading say about what it means to be a mentally healthy person?). So my role was somewhere between that of a facilitator and a student. We started each class with a brief pre-class reflective writing exercise. I gave them a question based on the reading, which they should not have difficulty answering had they done the reading. I did this to encourage their reading, and I graded them on a "good faith effort" basis. If their response was in the ballpark, they earned a 100; if they made a bit of contact but hit a foul ball, they earned a 50; and if they took a swing and completely missed, they earned a zero. Most did pretty well. The course also included a group presentation and a final 10-12 page integrative paper.

I will confess that I was petrified of the course format at the start of the semester. I had never taught a completely discussion based class, much less one outside of my academic expertise. But all in all, the discussions were usually animated and on task, and I often had to bring the conversation to an end while it was still going strong. And despite some interpersonal friction in the class, there were also moments that reflected a real level of trust among the students. In discussing the Confucian ideas of the relational self and family reverence, for example, some students told poignant stories of troubles in their own families and how these dynamics had affected them.

I also felt like an imposter at times because my understanding of these Eastern traditions is shallow relative to an Asianist. The more we discussed in class, the more I understood how much I needed to learn before I taught the seminar again. Moreover, I learned where some of the problems were in the course (e.g., I will not use the Jung book again, and I will need to supplement the Yoga book with some background reading on Hindu philosophy).

## Teaching an Asian Studies Seminar for the First Time

I also realized how much I gained from the Asian Studies Development Program and how my studies in these Eastern perspectives have enriched my professional life and my teaching.

### Course Readings

Batchelor, S. (1997). *Buddhism without beliefs*. New York: Riverhead Books.

Chapple, C. K. (2008). *Yoga and the luminous: Patanjali's spiritual path to freedom*. Albany, NY: State University of New York Press.

Freud, S. (1949). *An outline of psychoanalysis*. New York: Norton.

Giordano, P. J. (2008). Personality psychology. In S. F. Davis & W. Buskist (Eds.), *21st Century Psychology* (Vol. 2, pp. 402-412). Thousand Oaks, CA: Sage.

Giordano, P. J. (2011). Culture and theories of personality: Western, Confucian, and Buddhist perspectives. In K. Keith (Ed.), *Cross-Cultural Psychology: A Contemporary Reader*. Malden, MA: Wiley Blackwell.

Hershock, P. (2005). *Chan Buddhism*. Honolulu: University of Hawai'i Press.

Maslow, A. (1970). *Religions, values, and peak experiences*. New York: Penguin Books.

Rosemont, Jr., H., & Ames, R. T. (2009). *The Chinese classic of family reverence: A philosophical translation of the Xiaojing*. Honolulu: University of Hawai'i Press.

Wilhelm, R., & Jung, C. G. (1931/1962). *The secret of the golden flower: A Chinese book of life*. New York: Harvest/HBJ.

*Pete Giordano is Professor and Chair of Psychological Science at Belmont University.*

## Establishing and Running an American University Branch Campus in China ~ Beat Kernen

The partnership between Missouri State University (MSU) in Springfield, Missouri, and Liaoning Normal University (LNU) in Dalian, China, was institutionalized in the summer of 2000, when a ten-year agreement (renewed in 2010) was signed between the two universities that led to the establishment of the LNU-MSU College of International Business. Initial contacts between the two institutions were based upon personal relationships between a Chinese-American faculty teaching at Missouri State University and LNU officials.

The program started in the fall of 2000 with 88 Chinese students who were pursuing the only degree offered at that time, a two-year Associate of Arts (AA) degree officially run through the MSU West Plains campus in West Plains, Missouri. The AA was complemented in the fall of 2004 by a Bachelor of Science (B.S.) degree in General Business, with the first cohorts graduating with an AA degree in May 2004 and with a B.S. degree in May 2006. Today, both degree programs include a student population of over 800 students, in addition to several hundred Chinese students studying at MSU in Springfield, Missouri. Chinese high school graduates wishing to enter the LNU-MSU program must fulfill the LNU admission criteria as defined by the Chinese national college entrance exam (Gao Cao) and select LNU as one of their college choices, whereas international (non-Chinese) students must have graduated from an accredited high school and fulfill the English proficiency requirements.

After completing their AA degree in Dalian, students have two options available to them: They can either transfer to MSU (or other universities) to finish their bachelor degree, or they can stay at LNU-MSU and complete the requirements of the B.S. degree in General Business. Students who apply and transfer to MSU derive several benefits: They enjoy a high degree of probability of obtaining a student visa for the United States because of our good relationship with the American consulate, based upon the high return rate to China among students sent to Springfield; they pay a favorable tuition rate at MSU at 125% of in-state tuition rather than the out-of-state rate that other international students must pay; and they are

## Establishing and Running an American University Branch Campus in China ~ Beat Kernen

admitted to MSU without having to take the TOEFL English or SAT exams. By contrast, students who opt to pursue a degree in General Business during the 3<sup>rd</sup> and 4<sup>th</sup> years in the LNU-MSU program in Dalian will take classes offered either by qualified instructors on the Dalian campus (semester-long) or by MSU faculty during a three-week intensive course in Dalian, followed by long-distance TV lectures transmitted from Springfield, Missouri, and supervised by teaching assistants (business graduate students from MSU) in Dalian. Chinese students opting to continue their studies in the LNU-MSU program after getting their AA degree pay the same fixed tuition rate as during their 1<sup>st</sup> and 2<sup>nd</sup> years of approximately \$4,500 per academic year. This allows them to take up to 19 credit hours of classes per semester (overloads with permission), whereas international students who may take less than a full load pay on a per-credit-hour basis of some \$160 per credit hour or about \$500 for a three-credit course.

Although tuition rates are relatively high for Chinese standards, students attending and completing the four-year LNU-MSU program in Dalian or at MSU will have several advantages over their peers who graduate from a Chinese or American university alone: They will receive degrees from both a Chinese university (LNU), necessary to obtain employment with the Chinese government, and an American university (MSU) which they can use to apply to and attend graduate programs in the United States or elsewhere; they can obtain a degree from an accredited American public university at relatively low costs; and they will, because of their dual degrees and completion of an academic program in English, be very competitive on the job market in China which has witnessed an explosion in the number of college graduates seeking employment.

The LNU-MSU program in Dalian is based upon a close partnership between the Chinese and American institutions. The Chinese side, headed by the dean of the College of International Business and assisted by a Chinese associate dean, is responsible for recruiting Chinese students, hiring faculty as employees of LNU, and administering the logistics and staff of the program, whereas the American partner, headed in Dalian by an associate dean and his administrative staff is in charge of academics. The whole Dalian and numerous other cooperative programs in China are overseen by the MSU Vice President for Economic Development and Research and International Programs and the Associate Vice President for International Programs responsible for operational aspects of the Dalian and other programs in China, in addition to the MSU Associate Dean of the College of Business Administration and the Dean of Academic Affairs at the MSU West Plains campus. Frequent and regular (bimonthly) visits by these key MSU officials and their close consultation of and collaboration with officials and faculty on the ground in Dalian are essential to the successful operation of the China branch campus.

The position of associate dean, which I assumed in August of 2010, involves largely academic and personnel issues, but requires close cooperation with our Chinese partners and frequent communication with the main campus in Springfield, Missouri. The American partner is responsible for faculty recruitment (approved by West Plains or COBA), recruitment of international students, and academic issues such as course scheduling and development, academic advising, and issues of academic integrity. The success of the program rests on regular communication between Western and Chinese administrators on the ground, frequent visits by administrators from MSU and the WP AA campus, a high degree of inter-cultural sensitivity and understanding, and constant vigilance over the continued

Options after Associate of Arts degree and tuition rates.

Advantages of LNU-MSU degree.

Logistics of the partnership.

Responsibilities of the associate dean and his office.

## Establishing and Running an American University Branch Campus in China

quality of the program and students' progress towards their respective degrees. One of the greatest academic challenges is the prevention and handling of academic dishonesty. While most Chinese students work honestly and diligently, the training of students on questions of academic dishonesty is essential; this necessitates workshops during the first semester and written and oral information given by every instructor throughout the program. There is also in place a rigorous organizational structure and a well defined appeals process that follows the policies of MSU and the West Plains campus. Overall, the branch campus in Dalian emphasizes prevention rather than retribution by regularly informing and training students and by supervision of exams by several proctors, and most students move through the programs without any incident.

In sum, administering and running a branch campus in China with some 800 students and 30 faculty is a challenging but rewarding task. In addition, a small community of ex-patriots working and socializing together and with their Chinese partners creates the kind of "family" that rarely exists in departments in the United States. Most faculty come from the United States, but there is also a significant number of Canadians as well as instructors from China, Malaysia, India, and Iran. While salaries are below those of their peers in the United States, they are very competitive for ex-pats working and living in China, a country that still is very cheap for Westerners. The program also provides housing and a round-trip airfare ticket from the place of residence to Dalian. For further information on the program and numerous other MSU partnerships in China, see <http://china.missouristate.edu/Dalian.htm> and <http://china.missouristate.edu>.

*Beat Kernen is Associate Dean, LNU-MSU College of International Business.*

## Institution Spotlight: Middlesex Community College~ Dona Cady

One summer twenty-two years ago Betty Buck and Roger Ames presented the idea of the Asian Studies Development Program to Carole Cowan, at that time President-elect of Middlesex Community College. And from that discussion a warm and lasting relationship began, and Middlesex became the first ASDP Regional Center.

As the Northeast Regional Center, Middlesex Community College is perfectly situated to play a key role in promoting and developing the aims of ASDP, for it is one of the largest community colleges in the Commonwealth of Massachusetts and provides more than 75 associate degree and non-credit certificates programs and services for a diverse student population of over 13,000 at its two distinct campuses, one in suburban Bedford and the other in the city of Lowell.

ASDP's mission to infuse Asian studies into the undergraduate curriculum matches Middlesex's mission statement that promotes diversity and global awareness inside and outside the classroom through teaching and learning, scholarship and leadership. This international perspective is specifically noted in our college's Strategic Plan as well as infused in the curriculum through the Multicultural and Global Awareness Intensive Value requirements which are imbedded in the General Education Core Curriculum, a requirement that applies to every Middlesex student's program of study.

And so as part of our mission, Middlesex encourages and supports faculty to participate in international seminars, institutes and programs, and ASDP has been an essential partner in this professional development, for through such activities, Middlesex instructors bring new and diverse perspectives into their scholarship, curriculum development, teaching and leadership. Working in close connection with ASDP, faculty have organized and participated in national conferences, symposiums, and workshops on Asia, most specifically China, Japan, India, Cambodia, and Malaysia.

And one of the key faculty to encourage, nurture, and support the connections with ASDP is Julien Farland, Professor of Philosophy. As the first ASDP Regional Center Representative, Julien, along with Elizabeth Hastings, participated in ASDP's first summer Institute in 1991. We also have Julien to thank for suggesting that ASDP hold a National Conference – with Middlesex as the first local host

## Institution Spotlight: Middlesex Community College

and Julien as chair, a role he continued to perform many times in the past twenty years, including his co-chair duties last April when Middlesex again hosted the 2011 National Conference in Boston, *Traditional and Transformations*.

Through the last twenty-two years, Regional Center reps, Julien, Kent Mitchell, and Dona Cady have worked with ASDP to bring a variety of symposiums and workshops on Asia to the New England area. Recent ones have included *Crossing Borders: Identities, Insights, and Expressions in East Asia*, a collaborative symposium between Middlesex and Bridgewater State University, which highlighted the importance of China and Japan in both traditional and contemporary contexts. Keynotes in that symposium by Tu Wei-Ming on “China in a Global Context,” Henry Rosemont on “The Internationalization of Confucian Thought,” and Theodore Bestor on “Global Asia: Asian Cultures and Societies in the Contemporary American Gaze” underscore ASDP’s commitment to provide the best of scholarship to small liberal arts and two-year colleges.

ASDP has continued to partner with Middlesex in the workshops *Frames of Engagement: Looking at Asia Through Art* with Steve Goldberg; *Contemporary South Asia: Emerging Trends and Voices* with Zia Mian, Tarun Khanna, and Sankaran Krishna; *Chinese Culture in Transition* with Stephen Angle and Stanley Murashige; and this past December *Daoism and Chinese Culture* with Livia Kohn. Programs and information are available at [www.middlesex.mass.edu/asdp](http://www.middlesex.mass.edu/asdp).

Middlesex continues to partner with ASDP in a variety of grants as well and is presently in the second year of a nationwide ASDP Title VI UISFL Chinese Language and Culture Program involving six institutions. To kick off 2012 Title VI initiatives, this April 20-21<sup>st</sup> an Interdisciplinary Weekend: Connections Across Asia will feature a keynote by Henry Rosemont on Confucian Role Ethics and include concurrent presentations from Middlesex ASDP alumni faculty on a variety of topics. Following this on April 23-24<sup>th</sup>, a Title VI campus workshop will focus on China featuring presentations by Roger Ames, Peter Hershock, and Stanley Murashige, with an additional

lecture from Roger on April 25<sup>th</sup>. Information will be available soon for both events on the website [www.middlesex.mass.edu/asdp](http://www.middlesex.mass.edu/asdp).

The college is also part of the ASDP-NEH *Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions*, a multi-year project involving fifteen community colleges looking at different understandings of culture and plurality with a focus on China and Southeast Asia.

In connection to the Title VI, the NEH, and our Strategic Plan commitment to globalization and in particular to Asian Studies, Middlesex has approved a Liberal Arts and Sciences Global Studies Concentration with an Asian Studies Option. And because of this work, the college has recently received significant scholarship funding from the international company BTU to underwrite student language instruction and travel to China.

It is through the deep personal and institutional relationships that have developed over the past twenty-two years between the folks at ASDP and Middlesex that have helped create the present robust climate on our campus for Asian Studies. We at Middlesex are strongly committed to continuing the work of internationalizing undergraduate curriculum through the teaching and learning of Asian concepts. And so, we look forward to the next twenty-two years!

*Dona Cady is Associate Dean of Humanities and Asian Studies, Middlesex Community College.*



## Asian Studies Conferences—Brief Listing

There are a few good websites that post information about a number of conferences.

**Asian conferences:** <http://www.conferencealerts.com/asia.htm>

**AAS regional conferences:** <http://www.asian-studies.org/conferences/regionals.htm>

**Selected US and Asian Conferences:**

<http://www.asian-studies.org/conferences/conferences.htm>

**Conferences on Southeast Asia:** <http://mblog.lib.umich.edu/CSEAS/archives/conferencesworkshops/index.html>

Here are some upcoming dates for events that might be of interest to ASDP alums:

### International Association of Asian Studies Conference

Baton Rouge, Louisiana, Feb. 13-18, 2012

Link: <http://www.naaas.org>

### Association for Asian Studies Annual Conference

Toronto, Canada March 15-18, 2012

San Diego, CA, March 21–24, 2013

Link: <http://www.asian-studies.org/Conference/index.htm>

### ASIANetwork Annual Conference

Willamette University, Portland, Oregon, March 30-April 1, 2012

<http://www.asianetwork.org/conferences/2012conference/>

### Association for Asian American Studies

Washington, DC, April 11-14, 2012

Link: <http://aaastudies.org/content/>

### South Asian Studies Association

Claremont, California, April 13-15, 2012

Link: <http://www.sasia2.org/index.html>

### The Asian Conference on Cultural Studies

Osaka, Japan, June 1-3, 2012

Link: <http://www.accs.iafor.org>

### The Asian Studies Conference Japan

Rikkyo University (Ikebukuro Campus), Tokyo, June 30-July 1, 2012

Link: <http://www.meijigakuin.ac.jp/~ascj/>

### The Philippines and the World - 9th International Conference on the Philippines

East Lansing, Michigan, October 28-30, 2012

Link: <http://mblog.lib.umich.edu/CSEAS/archives/conferencesworkshops/index.html>

## A Doctor in the House: Book Review ~ Azeem Farouk

***A Doctor in the House: The Memoirs of Tun Dr. Mahathir Mohamad.* By Mahathir Mohamad. MPH Publishing, 2011, 843 pp.**

There seem to be two basic views among political pundits on Malaysia's iconic fourth premier Dr. Mahathir Mohamad. One group sees him as a great statesman that had transformed his country from an agricultural backwater into an industrial powerhouse that would emerge as one of the biggest trading nations in the world. The second group sees him as an autocrat, crass, and full of controversy. Love him or loathe him, one has to admit that Dr. Mahathir had definitely put Malaysia on the world map. It therefore comes as no surprise that, in 2011, his long awaited autobiography was an instant bestseller not only in Malaysia but also in neighboring Singapore. I have to admit that it took me quite a while to finish reading every single page of this voluminous memoir of a man that is dubbed as the "father of modern Malaysia". That notwithstanding, his writing style makes this book an interesting and lively reading. Readers are given an insight into Dr. Mahathir's private life, and can be sure that all the highlights and debacles of his twenty-two years in office are written as he sees fit. It would be naïve to expect otherwise because the main value of memoirs is not their objectivity but conversely their subjectivity. This memoir should not be seen as a decisive political history of Malaysia during Dr. Mahathir's rule but as Dr. Mahathir having his say. This book and the man are one and the same. Critics who crave for a more balanced account will surely be disappointed. That he has a selective memory is obvious but that is pretty much forgiven when it comes to memoirs. Dr. Mahathir is no less guilty of subjectivity than either Tony Blair or Lee Kuan Yew.

All sixty-one chapters are short and concise. Readers are taken on a journey through the trials and tribulations of his years in office. Dr. Mahathir is a paradox but so are most politicians. What makes this memoir stand out is the man himself. His unconventional ways of dealing with either domestic or international crises are indeed worth looking into through his eyes. Readers are given a medical doctor's diagnosis of what went wrong in Malaysia's socio-political scene. To be sure, the good doctor insists that his prescription should be taken religiously. Some readers may find his bedside manner appalling but his diagnosis had been proven to be quite effective. As such, Dr. Mahathir's advice was much sought after in the developing world. The financial crisis that hit Malaysia and much of Asia in 1997 had in one way or another dented Dr. Mahathir's ego but his quarrel with global capital has proven to be prescient. Dr. Mahathir's attack on "hot money" and his imposition of capital controls were initially seen as heresy. But the current financial meltdown in the United States and Europe has vindicated him.

His antics and rhetoric against the West are well documented here. For example, no present or former national leader offers more sensible and pertinent views on the nature of Islam and the extreme need to quarantine the Muslim extremists who take the holy Koran, a book of peace, into their own evil hands and pound it into a missile of conflict. In addition, no leader, Asian or otherwise, ever stood up more courageously (and correctly) to the suspiciously wrong-headed Crusaders of the International Monetary Fund and the World Bank than Dr. Mahathir. The fact is that Dr. Mahathir left a huge imprint in both the local and global political scene. Even while no longer in office, Dr. Mahathir is still making his presence felt. On the domestic front, he master minded the departure of Malaysia's fifth premier Abdullah Badawi (his handpicked successor) and the installation of the current premier Najib Razak. At the global level, Dr. Mahathir is still landing pot shots on the West in his quest to highlight the injustices committed by George W. Bush and Tony Blair.

Many people may have the impression that in his memoirs Dr. Mahathir will offer an apology for some of his failings but that is a grave mistake. Dr. Mahathir remains unapologetic. In my mind, this memoir should be seen as a valuable replay of the political life and times of Malaysia's longest-serving Prime Minister, precisely as the former Prime Minister himself sees it and as this complex man, now well in his eighties, is best able to remember it. Even though Malaysia's political scene has changed drastically since his departure, the net result of Mahathir administration is undoubtedly impressive. As founding Singapore Prime Minister Lee Kuan Yew (not exactly Dr Mahathir's best friend) has graciously put it, "He was an outstanding Prime Minister of Malaysia." Enough said.

*Azeem Fazwan Ahmad Farouk, Ph.D., is Senior Lecturer and Chairman of Political Science Section at the Universiti Sains Malaysia, MALAYSIA.*

## Belmont University's ASDP Regional Center ~ Ronnie Littlejohn

### New Asian Studies Faculty Addition:

Dr. Qingjun (Joan) Li joined the Belmont faculty with a joint appointment in Asian Studies and Chinese language. Joan was Associate Professor of English at Zhengzhou University and has taught part-time for Belmont and co-directed its travel studies to China since 2004. She holds a Ph.D. in American Literature and her most recent work is focused on Chinese interpreters of American literary figures. Together with Dr. Rachana Sachdev, she is Co-Editor of *Encountering China: Early Modern European Responses*, forthcoming from Bucknell University Press. Her paper, "Male-Female in One Body: Recent Mainland Chinese Scholarship on Kingston's Gender in *The Woman Warrior*," was read at the *Littérature asiatico-américaine et l'héritage de Maxine Hong Kingston COLLOQUE INTERNATIONAL* at the Université de Haute-Alsace, Mulhouse, France, March 18-20, 2011.

### Asian Studies Symposium Events (February-March, 2011)

February 28, 2011 Visiting scholar, Richi Sakakibara of Waseda University in Japan presented, "Rethinking the 'Post-Defeat' Discursive Space: Censorship during the U.S. Occupation of Japan."

March 1, 2011 Dr. James Auer, Director of the Center for U.S.-Japan Studies and Cooperation of the Institute for Public Policy Studies at Vanderbilt University presented, "Should the U.S. continue to have a military presence in Japan?"

March 2, 2011 Dr. Guanping Zheng, Director of the Confucius Institute at Middle Tennessee State University gave an overview of his research on the Secret Language of Nushu.

March 2, 3, 2011 "Dr. Peimin Ni, Professor of Philosophy at Grand Valley State University, President of the Association of Chinese Philosophers in America, presented two talks: "Chinese Calligraphy and Cultivation of the "Person" and "Gongfu for You."

### Asian Studies Events in Belmont's Convocation Series

March 15, 2011 "Economic Relations between the U.S., Japan and Asia Pacific" Takashi Terada, Professor of International Relations at Institute for Asian Studies, Waseda University.

October 11, 2011 "Japan in the 21st Century." Mr. Shigenobu Kobayashi, the Deputy Consul-General spoke to Belmont students about economy, investment, trade and political system of Japan.

November 8, 2011 "Political Economy in Chinese Culture." Dr. Ming Wang spoke about economy, political system and culture of China.

December 5, 2011 "God's Chinese Son." Ronnie Littlejohn gave a presentation about the Taiping Revolution and Hong Xiuquan, who believed himself to be the brother of Jesus.

December 7, 2011 "Volunteering Abroad: Serving Young and Old Alike While Studying Chinese." Lumos Scholarship winner Henna Jurca discussed her summer experiences in Kunming, China with the Keats Foundation.

### Noteworthy

Belmont was host, and Ronnie Littlejohn was Director for Belief Systems and Religions in East Asia, A Series of Collaborative Simulcast Broadcasts on Polycom System, Sponsored by the National Consortium for Teaching about Asia.

Drs. Howard Cochran and Qingjun Li are designing a cooperative program with Zhengzhou University and other universities in Henan Province, PRC.

Drs. Susan Taplin and Keary Dryden were leaders of the Cambodia Trip in May 2011.

Dr. Sehyun Yoo set up official exchange program with Sogang University in Korea.

*Ronnie Littlejohn is Professor and Chair of Philosophy and Director of Asian Studies at Belmont.*

## Belmont University's Upcoming Asian Studies Symposium

### February 20-23, 2012

ASIAN

SYMPOSIUM

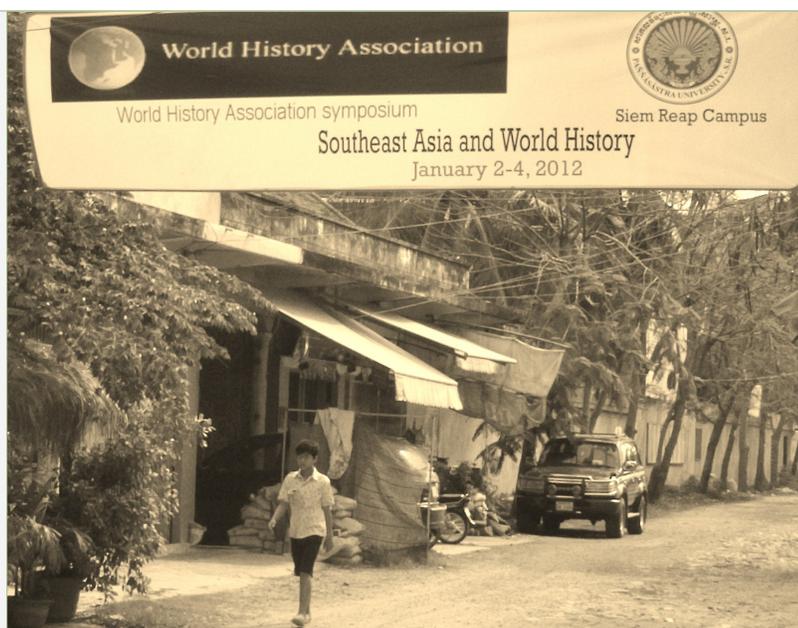


MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p style="font-size: 2em; font-weight: bold; margin-bottom: 0;">20</p> <p style="margin-bottom: 0;"><b>The Dreaming Self in Medieval China</b></p> <p>Massey Boardroom 10-10:50 a.m.</p> <p>This talk will explore some of the meanings dreams and dreaming held for people of various religious and ideological persuasions in medieval China.</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. ROB CAMPANY</b> <i>Professor of Asian studies and Religion at Vanderbilt University</i></p> </div> </div>	<p style="font-size: 2em; font-weight: bold; margin-bottom: 0;">21</p> <p style="margin-bottom: 0;"><b>3/11 and Japan's Imagination of Disaster</b></p> <p>Massey Boardroom 7-8 p.m.</p> <p>This talk will explore the theme of apocalypse in postwar Japanese pop culture (film, anime, manga and literature).</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. WILLIAM M. (BILL) TSUTSUI</b> <i>Dean of Dedman College of Humanities and Sciences and Professor of History, Southern Methodist University</i></p> </div> </div>	<p style="font-size: 2em; font-weight: bold; margin-bottom: 0;">22</p> <p style="margin-bottom: 0;"><b>From Salarymen to Freeters: Changing Senses of Self in the Japanese Workplace</b></p> <p>Massey Boardroom 10-10:50 a.m.</p> <p>In this presentation, Dr. Tsutsui will provide an overview of "miracle economy" stereotypes and how things have changed in Japanese business.</p> <div style="text-align: center; background-color: #333; color: white; padding: 10px; font-size: 1.5em; font-weight: bold; margin: 10px 0;">       FEBRUARY 20-23   2012     </div> <p style="margin-bottom: 0;"><b>Divine Reflections of the Self: The Art and Architecture of the Jin Shrines in Early Modern North China</b></p> <p>LCVA 117 7-8 p.m.</p> <p>This lecture explores how art and architecture was used to express divine identity in Early Modern North China through the example of the Jin Shrines.</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. TRACY MILLER</b> <i>Associate Professor of History of Art and Asian Studies, Vanderbilt University</i></p> </div> </div>	<p style="font-size: 2em; font-weight: bold; margin-bottom: 0;">23</p> <p style="margin-bottom: 0;"><b>The Shikoku Henro: A New Definition of Self in a Conformist Culture</b></p> <p>Massey Boardroom 3:30-4:30 p.m.</p> <p>This presentation will provide an overview and interpretation of the 1400-kilometer-long Shikoku Pilgrimage and its contribution to the self.</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. JONATHAN THORNDIKE</b> <i>Professor of Honors, Belmont University</i></p> </div> </div>
<p style="margin-bottom: 0;"><b>The Evolving Selves of Students and Professors: What We Can Learn from the Buddha and Confucius</b></p> <p>Massey Boardroom 3-3:50 p.m.</p> <p>This talk explores what qualities of interactions create a vibrant classroom experience for both students and professors.</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. PETER J. GIORDANO</b> <i>Professor and Chair of Belmont's Psychological Science Dept</i></p> </div> </div>	<div style="font-size: 4em; font-weight: bold; margin-bottom: 0;">SELF</div> <div style="font-size: 2em; font-weight: bold; margin-bottom: 0;">&amp; SELFHOOD</div> <div style="font-size: 1.5em; font-weight: bold; margin-bottom: 0;">in East Asia</div>		<p style="margin-bottom: 0;"><b>Ethics Embodied: Rethinking Selfhood</b></p> <p>Massey Boardroom 7-8 p.m.</p> <p>In this presentation, Dr. McCarthy will discuss the importance of the body to ethical selfhood.</p> <div style="display: flex; align-items: center;">  <div> <p style="font-size: 0.8em; margin: 0;"><b>DR. ERIN MCCARTHY</b> <i>Professor of Philosophy at St. Lawrence University where she teaches Asian, feminist, Continental and Comparative Philosophy</i></p> </div> </div>

## Alumni Updates and Newsbits

I have been chosen as one of the second cohort of participants in the US-Japan Network for the Future program, see <http://mansfielddn.org/blog/announcing-the-second-cohort-of-network-for-the-future-participants/>. Here is a description from the website: "The purpose of the "U.S.-Japan Network for the Future" program is to identify American professionals who demonstrate an interest in and potential for becoming Japan specialists and policy intellectuals and to support them in this effort. Cohort II includes Japan specialists from all regions of the United States with diverse expertise and perspectives and the ability to participate constructively in the bilateral policy making process and to contribute to U.S.-Japan understanding."

*Annika A. Culver, Ph.D.*  
Assistant Professor of Asian History  
Asian Studies Coordinator



## Siem Reap , Cambodia

Three members of ASDP's Summer 2011 NEH Institute on Southeast Asia, James Hastings, Constance Orlicki, and Soo Chun Lu, presented at the Siem Reap *Symposium on Southeast Asia and World History* from January 2-4. Their abstracts for the symposium are available below. Leonard Andaya, University of Hawaii, chaired the session. Also in attendance were Barbara Watson Andaya, University of Hawaii, and Marc Jason Gilbert, Hawaii Pacific University. Our thanks to James Hastings for the submission.

### 1. On the Margins: Southeast Asia in the World History Curriculum

James HASTINGS - Wingate University (jhastings@wingate.edu)

In many colleges and universities, some form of global history is a required part of the core curriculum. Such courses are often termed "world civilizations" or "world history" and more often than not are divided into two semesters, generally pre-1500 and post-1500. In both cases, there is more material than can be easily covered in the allotted time. Since few instructors of these courses have been trained in all periods and regions to be discussed, they have to make decisions about what to include....or exclude. Since relatively few of the instructors of such courses are specialists in Southeast Asia, what often gets left out is any substantial discussion of that region. This paper examines reasons for the marginalization of Southeast Asian societies in such courses and offers some tentative thoughts on why Southeast Asia should have a more prominent position in them.

### 2. Sketches of Southeast Asia: Gender and Colonialism in World History iski@csub.edu

Constance ORLISKI - California State University, Bakersfield (corl)

Two interrelated themes that students encounter in the study of nineteenth and early twentieth century world history include colonialism and constructions of gender. This paper argues that one of the most effective methods for exploring these topics as they may be witnessed in Southeast Asia is through accounts of indigenous peoples written by western women. While such transnational encounters have been examined using the more familiar works of female authors, such as Isabella Bird and Gertrude Bell writing about China or the Middle East, similar primary sources related to Southeast Asia are wholly ignored in world history texts and readers. Yet, western women—as tourists, naturalists, missionaries, teachers, and domestic managers—left numerous accounts of the region. Using these materials to analyze gender and colonial Southeast Asian society will aid students in understanding the impact of western women's perceptions on national policy and the view of their fellow citizens toward their colonial holdings, as well as the influence the women had on those they met and the effect these encounters had on them during their travels and residence. Finally, such records will encourage students to make comparisons with these constructs to other parts of the world, both past and present.

### 3. Infusing Southeast Asia and World History into Teacher Preparation Programs

Soo Chun LU - Indiana University of Pennsylvania (sclu@iup.edu)

This paper grows out of my dual set of responsibilities as a professor of history and of social studies education. In my

institution, students enrolled in the secondary social studies teacher preparation program receive their training in social studies pedagogy from professors in the History Department. Southeast Asia often receives little attention in high school textbooks used in World History classrooms, and consequently, is usually left out of World History courses. This paper examines how, through three different approaches – thematic, comparative, and episodic – teachers can introduce Southeast Asia into such courses. It also examines how, in the absence of a World History and/or Southeast Asian history requirement, social studies teacher preparation programs can incorporate both World History and Southeast Asian history content into pedagogy courses.

Chris Hammons, University of Southern California, presented a paper entitled, “Shamanism, Tourism, and Secrecy: Revelation and Concealment in Siberut, Western Indonesia” at the American Anthropological Association Annual Meeting in Montreal, November 2011. The paper was part of the panel, *Primitivist Encounters Today: New Ethnographies of Indigenous Tourism*.

## ASDP Calendar

Please check the ASDP website for information and application details.

March 29-31, 2012. *ASDP National Conference*. Seattle, WA. Hosted in collaboration with Central Washington University. For registration form and further information, check <http://www.eastwestcenter.org/node/33062>. Local Contact: Jeffrey Dippmann, [Jeffrey.Dippmann@cwu.EDU](mailto:Jeffrey.Dippmann@cwu.EDU).

April 20-21, 2012. *Chinese Culture and the Humanities Core Course Workshop*. Portland Community College, Portland OR. Local Contact: Sylvia Gray, [sgray@pcc.edu](mailto:sgray@pcc.edu).

April 23-24, 2012. *Chinese Culture and the Humanities Core Course Workshop*. Middlesex Community College, Lowell, MA. Local Contact: Julien Farland, [FARLANDJ@middlesex.mass.edu](mailto:FARLANDJ@middlesex.mass.edu).

June 18-29, 2012. *Chinese History in Global Context*. East-West Center, Honolulu, HI.

July 13-19, 2012. *Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions*. East-West Center, Honolulu, HI.

July 23-August 10, 2012. *Infusing East Asian Studies into the Undergraduate Curriculum*. East-West Center, Honolulu, HI.

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**Asian Studies Development Program**  
**INFUSING ASIAN STUDIES INTO THE UNDERGRADUATE CURRICULUM**  
 July 21-August 9, 1997  
 University of Hawai'i and the East-West Center  
 Honolulu, Hawai'i

## Participants in the 1997 Infusing Asian Studies Summer Institute

Back Row, Left to Right: David Grettler, Julien Farland, Richard Lael, Peter Nosco, Kay Nielsen, John Wade, Howard Campbell, Leon Beene, Sunil Koswatta, Grant Goodall, Peter Hershock, Paul Gibbons

Third Row: Wade Okumura, Judy Schaaf, Koushik Ghosh, Lorraine Krajewski, Joan Eastlund, Bruce Wiegand, Kurt Hill, Naomi Liebler, Robert Irwin, Tiffany Engel, Michael Salvato, Ning An

Second Row: Annette Palmer, Elizabeth Addison, Sharon Bush, Jane Stone, Karen Winden, Walter King, Ann Malloy, Susan Lum, Grant Otoshi, Attilio Andreini

Front Row: Lulu Sun, Emma Brooks-Baham, Pairat Sethbhakdi, Pearlie Peters, Gemma Beckley, Heather Bohannan, Cheryl Souza, Brian Foye, Roger Ames

## Memory Lane—Summer 2011



Yes, you do get to the beach sometimes, and here is a shot to prove it! Some participants from “Infusing China and Korea into the Undergraduate Curriculum” enjoy down-time. Our thanks to Bill Hampes for the photograph.



Group shot of the participants in the China Field Study. The program was directed by Fred Lau with the support of Betty Buck, Heather Diamond, and Niu Ke, Professor of History at Peking University. Dr. Lau is Chair of Ethnomusicology and Area Director, Center for Chinese Studies at the University of Hawaii. This year’s focus was “Frontiers: Culture, Nature and Industry from China’s Northeast to the World Expo.”

## Asian Studies Development Program



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asdp/](http://www.eastwestcenter.org/asdp/)

With deepest gratitude, we acknowledge the guidance and countless contributions of the ASDP home team:

**Roger Ames**, ASDP Senior Advisor and founding UH Co-Director

**Betty Buck**, ASDP Senior Advisor and founding EWC Co-Director

**Peter Hershock**, ASDP Director and EWC Co-Director

**Ned Shultz**, UH Co-Director

**Sandy Osaki**, ASDP Secretary

**Grant Otoshi**, Senior Program Officer

## Next Newsletter

The next issue of the ASDP Alumni Newsletter will be published in September, 2012. Our plan is to include:

- information related to individuals who have participated in ASDP programs
- news about events and activities occurring at colleges and universities which have participated in ASDP
- profiles of ASDP Alumni and ASDP Programs at local institutions
- interviews with members of the ASDP family
- a calendar of upcoming Asia-related Workshops, Seminars, and Institutes
- updates on East-West Center Alumni Association news and events
- a book review
- a film review
- articles on pedagogy
- news from Asia

Please send us information and articles relevant to the interests of the alumni.

Mahalo. You will see us again in September.

## Asian Studies Development Program Alumni Newsletter Volume 8, Number 1