

coming over the horizon for liberal arts colleges at the very moment when those colleges need us most. We are familiar with a world of which our colleagues are only recently becoming aware. It is not just the world of Asia, but a world in which we grapple hard, and often haltingly, with basic questions about the organization of knowledge, the relationship between knowledge and experience, and the way education shapes our views of self and others. I am therefore optimistic about the contributions we Asianists can make to the renewal of the liberal arts colleges in which we teach. And I look forward now to hearing what my fellow panelists make of the juncture at which we find ourselves.

<sup>1</sup> For elaboration on several points below, and references, see my contribution to *Asia in the Undergraduate Curriculum: The Case for Asian Studies in Liberal Arts Education*.

<sup>2</sup> W. B. Carnochan, *The Battleground of the Curriculum: Liberal Education and American Experience*, Stanford: Stanford University Press, 1993, p. 22.

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## **Opening a Window** **Marianna McJimsey** **The Colorado College**

Our conversation this morning has the session title of *Liberal Arts Colleges in the 21st Century: Their Future and that of Asian Studies*. I suggest that one window on this topic is the AAS journal, *Education About Asia*, which has published ten issues since its inception in February 1996. I chose to open this window for a few minutes today for five reasons: first, because *Education About Asia* is a journal exclusively devoted to teaching about Asia and teaching is our mutual concern; secondly, because the Association for Asian Studies specifically commissioned *Education About Asia* to address the current teaching questions and interests of the profession; thirdly, because the journal builds bridges between K-12 schools and undergraduate institutions, and most ASIANetwork member institutions have teaching licensure programs which foster strong academic preparation for teaching; fourthly, because when one examines and compares the development of the ten issues of *Education About Asia*, one finds the changes in the content and organization over the last four years reflect the interests of pre-collegiate and undergraduate teachers; and finally, because the authors of the articles raise issues for the future of Asian Studies that we would be wise to examine and talk about.

The decade of the 1990s propelled conversations about teaching about Asia on all fronts. Among the engines of this propulsion were ten important developments:

1. In 1990, East-West Center president Victor Li warned that American education was not moving fast enough

to accommodate the growing importance of Asia. His challenge led to the establishment of the Asian Studies Development Program (ASDP), co-directed by the East-West Center and the University of Hawaii. ASDP focuses on improving undergraduate-level teaching about Asia, and is especially helpful for faculty members who are not Asia specialists.

2. In 1992, the 500th anniversary of Columbus's 1492 voyage fostered a healthy and often even vitriolic reexamination of the global diaspora of seeds, germs, technology, science, and cultures that brought Asia into a picture that had often only included Europe and the New World. Old textbook accounts were re-written. K-12 teachers reviewed historiography and contributed important voices in the "seeds of change" curricula that grew out of the anniversary.

3. In 1993, our organization, the ASIANetwork, was founded to focus on teaching about Asia at undergraduate, liberal arts colleges.

4. In 1994, the National Geography Standards, "Geography for Life," spelled out the essential geographic subject matter, skills, and perspectives students should acquire logically and coherently during pre-collegiate and undergraduate education. Old geography paradigms changed; the study of continents no longer ruled.

5. In 1994, the cyberspace listserv, H-ASIA was launched by volunteer co-editors, Frank Conlon (U. WA) and Steven Leibo (State U. of NY at Albany). Subscribers from around the world signified the coming explosive use of the Internet. (A mere four years ago, in 1996, an issue of *Teaching About Asia* carefully defined for its readers, the Internet, the World Wide Web, servers, and browsers in terminology that today seems dated. The terms Internet, World Wide Web, server, and browser are now basic to our vocabulary. The speed of change has been extraordinary.)

6. The 6th engine to enhance the teaching of Asia is a focus on teaching and learning. In the middle of the decade, before and after 1995, colleges and universities established teaching and learning centers devoted to issues of how we and our students learn and how that information should help us decide how and what we teach. (e.g., the Crown-Tapper Teaching and Learning Center at Colorado College)

7. For many years before the 1990s, foundations such as the Henry Luce Foundation, the Ford Foundation, and the Japan Foundation fostered and supported Asian Studies initiatives at the college and university level. In the 1990s, pre-collegiate teaching about Asia was enormously enhanced by foundation support such as that of the CGP (Center for Global Partnership) and the Freeman Foundation. The U.S.-Japan Foundation had provided similar support in the late 1980s for pre-collegiate education. Seminars, study tours, and resource centers have been generously sponsored by these foundations.

8. In 1996, after debates that even reached the floor of the United States Senate, some agreement for the National Standards for World History was finally achieved. Large-

scale processes such as interactions among people, including trade, pilgrimage, and migrations are emphasized. Civilizations are compared and students examine how cultural values, ideas, and knowledge have spread to and been adapted from one area to another. Asia, Latin America, and Africa have finally been separated from colonial history in high school textbooks.

9. In 1996, AAS established the Buchanan Prize given annually to educators who develop teaching materials that deal exclusively with countries and cultures represented in AAS. The three winners have been Gary Makai of the Stanford University SPICE curriculum center; Lynn Parisi of the Social Science Education Consortium in Boulder, CO, and Steve Levine of the University of Montana for his artifact trunk, China Box.

10. In February 1996, the first issue of *Education About Asia* reached our desks. Lucien Ellington, the Pied Piper editor of EAA, the journal's editorial board, and the AAS Board have created a journal to enhance student understanding of Asia, to build bridges between colleges, universities, and schools, to highlight good teaching, innovative pedagogy, and deepening understanding of subject matter, all aided by constant reflection and conversations with colleagues.

Over fifty articles and reviews by past and present ASIANetwork members have been published in the first four years of the journal. Over sixty articles and reviews by school teachers have appeared. Of the total number of contributors, the ASIANetwork and K-12 numbers are an impressive percentage. Certainly *Education About Asia* can claim to be a window on the concerns of ASIANetwork and the future of Asian Studies.

What then does the open window found in reading *Education About Asia* reveal about current teaching concerns in Asian Studies? The choice of themes is significant. Five of the ten issues have been thematic and those foci have been "Teaching about Religions of Asia;" "Teaching the Geography of Asia;" "Japan and U.S./Japan Relations;" "Asia in World History;" and, lastly, "Book Reviews," with editor Lucien Ellington's assurance that in the age of video and Internet, the book is still important.

In examining the ten issues, I found a pattern of questions: those raised by undergraduate teaching, those raised by K-12 teaching, and finally, common issues. My use of the pronouns "I" or "we" in the questions that have been posed in the articles is a collective "I" or "we," often generalizing from the authors of several articles.

Among the concerns about teaching about Asia raised by undergraduate faculty are:

1. How can Asia be incorporated into the general education curriculum or the core curriculum, or how can we reach the great majority of American students who graduate from college with no discussion of Asia in their undergraduate education? Do our institutions encourage the study of Asia through distribution requirements or, in their absence, through advisors who encourage students to take non-Western courses?

2. How can I help students understand the constructed nature of knowledge? How I can include matters of power, gender, race, and class? How can we pick apart stereotypes and folk truths? How do I encourage the thoughtful consideration of multiple perspectives to do justice to contemporary knowledge of the cultures and peoples of Asia?

3. Are we confining ourselves by using traditional demarcations: East Asia, South Asia, Southeast Asia, and Central Asia? Should the content of Asian Studies be reorganized around new themes, such as a construct, which would bring together, for example, India and China, as a field for study? (Our keynote speaker Anthony Yu laid the foundation for just such a concept from the 7th century communications of travelers between India and China.)

4. How can I bring to life for my students quite alien cultural forms? How do we demystify the exotic? How do we deal with the problem of imaginative geography or "cultural fantasy-making," such as the images of Nepal and Tibet as Shangri-La?

5. How can I help students comprehend both the immediacy and timelessness of events in the history of Asia? The vertical concepts of history of my American students are very short.

6. When studying modern South Asia, shouldn't we emphasize the passage of ideas between Western figures and South Asian leaders and as well as introduce the influences on South Asia of other great civilizations?

7. My students think that the religions of Asia are static. Why do they miss the ambiguities and debates about ultimate concerns that characterize Hinduism and Taoism, for example. Why is Islam not included in the study of the religions of Asia?

8. Why is Korea overlooked in the study of East Asia? Why is Southeast Asia a neglected area for undergraduate courses?

9. How can we encourage the study of languages of other regions of Asia in addition to those of China and Japan?

The concerns of K-12 teachers who contribute to *Education About Asia*, include:

1. "The National Standards for World History: Exploring Paths to the Present" finally integrate world history rather than focusing on Western Civilization or area studies. Increasingly high schools are moving to a two-year history course that integrates U.S. history with global history. How can I accomplish this, given the local debates on issues of the place in the curriculum of the national history of the United States vs. global history?

2. How do I teach about Hinduism, Islam, Confucianism, Buddhism, Taoism, or Shinto to middle and high school students? Students this age are concrete thinkers. How do I guide them in the direction of abstract thought in philosophy and religion?

3. How do I deal with the tendency of my students to see the Chinese, the Malaysians, the Koreans, etc. as the "other?" High school students arrive in my class with

powerful stereotypical views.

4. Similarly, how do I meet the inquiries of my Asian American students and recent immigrants from Asia who wish to know about the history of their ethnic and national groups?

5. Travel to Asia is very important for K-12 teachers who may not have studied about Asia. *Education About Asia* articles reflect on opportunities for K-12 teachers to travel and study in Asia including Fulbright Fellowships, National Council for the Social Studies grants such as the Keizai Koho Center which has taken over 500 teachers to Japan, the Korea Society programs, and study tours organized by the Outreach Programs such as those found at the University of Illinois, Indiana University, the University of Washington, the Five College Center in Massachusetts, the Social Science Education Consortium in Boulder, and Columbia University.

Some common general interests of both undergraduate faculty and K-12 teachers as reflected in the ten issues of *Education About Asia* include:

1. How do we utilize museums and material culture to teach about Asia?

2. How do we incorporate contemporary issues when students do not have good historical backgrounds? Should we do more with examination of the origins of conflict, with the influence of media, and with economic interdependence, not only between Asia and the U.S., but especially among the countries of Asia?

3. How do I find the time to winnow and select materials significant for my courses from the immense volume now available on the web? With volume #3, the second issue of *Education About Asia*, Web Gleanings became a regular feature. (I was amused to follow the career of its talented author, Judith Ames, who four years ago was working in educational outreach but now is the Coordinator of Customer Services of Motley Fool, an on-line investment company.)

4. A noticeable development over the four years of the journal has been an increase in notices and advertisements for study abroad opportunities. There has been an attendant interest in how to prepare students for study in Asia, and how to support the students when they return to their schools and campuses.

5. There have been a couple of feature articles on teaching resources that entirely bridge the middle school, high school, and college spectrum: One example is the novel, *Lost Names*, a fictional account of the Korean colonial experience. A reviewer noted, "Never in my time in Asian Studies has one work been so applicable to such a wide range of students as is the case with *Lost Names*."

A second example of a resource that is broadly applicable in teaching is Richard Minear's *Doctor Seuss Goes to War*. The book has been used in college classes. This spring in Boulder, Richard Minear worked with high school teachers for two days at a workshop using *Doctor Seuss Goes to War* as the central text.

6. Close to 150 books and films have been reviewed in the ten issues of *Education About Asia*, and over two-

thirds of the reviewers have been drawn from college and university faculty and a little under one-third from school teachers. These are books and films that enhance and inform teaching whether one is teaching seventh grade geography or a course on Indonesia's domestic policies. The breadth of the field from which reviewers have been drawn illustrates the commonality of teaching concerns of both pre-collegiate and undergraduate teachers.

In summary, the future issues in teaching about Asia, as revealed when we open the window of *Education About Asia*, include incorporating Asia into a core curriculum, not just nodding to but emphasizing Asia in World History courses, bringing multiple perspectives to the study of Asia; teaching the religions of Asia, adding the study of the geography of Asia to the undergraduate curriculum, using technology well in the classroom, enhancing further the study of South and Southeast Asia, and including a wider variety of the languages of Asia. ASIANetwork institutions are struggling with these issues; our colleges are in the enviable position of being able to experiment and revise as we work on these challenges. In *Education About Asia*, we have a forum in which we can converse.

I look forward to the continued role of *Education About Asia* as such a forum for teaching concerns and as a rich resource for teaching enhancement.

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### *Where is Southeast Asia?*

Toby Volkman

The Ford Foundation

In posing the question "where is Southeast Asia" in the liberal arts college curriculum, I hope to do two things.<sup>1</sup> First, to call attention to a major area of the world that continues to be strangely neglected both in our educational institutions and in the public arena. And second, to generate some further reflections on the practice of area studies in the twenty-first century. The latter set of reflections builds in part on the experience I've had over the last six years as the program officer at the Ford Foundation responsible for rethinking the Foundation's work in area studies.<sup>2</sup>

The question comes from several sources. First, I confess to a personal motivation, having been trained as a scholar of Southeast Asia. More importantly, in spite of increasing prominence of some parts of the region in the news—for reasons other than earthquakes, volcanoes, or war—the fact remains that scholarship and teaching on Southeast Asia still tend to be concentrated in a very few, Title-VI funded National Resource Centers. Thus it comes as no surprise that in the very welcome Luce Foundation initiative in support of new faculty positions in Asian studies, Southeast Asia has been barely visible. In the first year of that program, of fifty-three proposals received, approximately one-and-a-half could be described as having a serious Southeast Asia focus. Of these, one was funded: a