

EXCHANGE

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AN ASIANetwork RETROSPECTIVE, 1999-2005**

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ASIANetwork is a consortium of about one hundred sixty North American colleges which strives to strengthen the role of Asian Studies within the framework of liberal arts education to help prepare a new generation of undergraduates for a world in which Asian societies will play more and more prominent roles. The unique teaching mission of the undergraduate liberal arts institution poses special opportunities and challenges in the development of Asian Studies. ASIANetwork seeks to encourage the study of Asian countries and cultures on our campuses and to enable our students and faculty to experience these cultures first hand. In a time of fiscal constraints, ASIANetwork facilitates conversation among faculty and administrators concerning the development and strengthening of Asian studies programs, as well as ways to foster collaboration among institutions.

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The *ASIANetwork EXCHANGE*, A Newsletter for Teaching About Asia, is published three times a year. The newsletter, an important venue for communication among members, prints, for example, the speeches of ASIANetwork Conference keynote speakers, course syllabi, and reflections by faculty and by students of study-abroad programs.

We welcome submissions of materials which support the above goals. **Deadlines** for submission of materials are **August 1** for the Fall issue, **November 1** for the Winter issue, and **February 1** for the Spring issue. The editors reserve the right to edit all materials submitted for publication.

Materials may be submitted electronically to ANExchange@augustana.edu, or disks may be sent to Marsha Smith, *ASIANetwork EXCHANGE*, Augustana College, 639 38th Street, Rock Island, Illinois 61201. For further information contact the editor at the above e-mail address or by telephone at (309) 794-7270.

From the Executive Director



From the Executive Director

For the past ten years, I have had the distinct honor of serving on either the board of directors or as the executive director of ASIANetwork. In April, my six year term as executive director will be completed, and leadership of the consortium will be passed into the very capable hands of Dr. Teodora (Teddy) Amoloza. At the same time, the headquarters of AN will be relocated from Augustana College to Illinois Wesleyan University, where Teddy teaches. This means that Mary Doonan, who for the past six years has capably served as ASIANetwork's controller, while asking little in return, and Marsha Smith, Nirmala Salgado, and Anne Prescott, the *ASIANetwork Exchange* editorial team, will also be replaced. I am grateful to these and other Augustana College colleagues and administrators, and especially to Jane Tiedge and Ruth Symons, who capably served as the administrative assistants for the consortium, for their ongoing support of ASIANetwork.

In this, my last "Letter from the Executive Director," I wish to share with you some of the truths I have discovered while working for ASIANetwork.

The vocational spirit is alive and well in America. Those who work for AN have all discovered that much can be accomplished with little if enough people have the heart to dream big dreams and then volunteer to make them become reality. When I was still a child, one of my favorite books was about a little train with a big heart who chugged up and down mountains to the rhythm of "I think I can, I think I can." Tom Benson, David Vikner and a handful of

others "thought they could" create a nationwide consortium of liberal arts colleges committed to strengthening the study of Asia on their campuses, and a little over a decade later, it has happened.

There is amazing strength and creative energy on the campuses of liberal arts colleges. This has been evidenced to me over the past seven years by the applications we have annually received from faculty mentors and their students seeking to participate in the Freeman-funded Student-Faculty Fellows Program. For instance, this year's applicant pool was quite incredible. One mentor, who has lived in Shanghai for 3½ years, wishes to return with five students to examine the sociological and physical changes occurring on four different Shanghai streets to analyze the impact of rapid industrialization, increased migration, and the opening of Shanghai to foreign visitors on local neighborhoods. Another mentor will take four students first to Gansu province and then to Sichuan province in China to analyze the history of water conservancy policies and irrigation maintenance, water rights reform, and the impact of water utilization policies on the reduction of poverty and disease. Another mentor will lead four students, all of whom have studied Japanese and previously been to Japan, back to Japan to study the *Kakure Kirishitan* (Hidden Christians) in Japan, remnants of the Christians driven underground by the early Tokugawa government's persecution.

Many of our colleagues at major research institutions have a keen interest in ASIANetwork. For the past

several years, through the establishment of a “Council of Advisors,” AN has sought the help of key figures involved in Asian Studies, who have counseled us on procuring grants and approaching foundations for funding. Additionally, they have helped us develop stronger ties with the Association for Asian Studies (AAS) and other pivotal organizations. Each year we host our advisors for a luncheon that convenes during the AAS annual conference. The spirit of this group was recently evinced to me by a note I received from Carol Gluck, George Sansom Professor of History at Columbia University, and a member of the Council. Informing me that she is unable to attend this year’s luncheon because of a conflicting meeting at the Organization of American Historians, Carol ended her note in this fashion: “My apologies! I feel that I am not pulling my weight as an advisor except for talking us up all the time. Please give me an assignment, which I will gladly undertake.” Those of you who know Carol know how busy she is, and yet she asked me for yet another assignment. AN has been richly blessed by the support of such individuals.

ASIANetwork has increasingly had the opportunity to form partnerships with other non-profits, therein enhancing AN’s ability to complete our basic mission for promoting student, faculty, and curricular development to strengthen the study of Asia on our campuses. In the last issue of the newsletter, I discussed a new collaboration with the Association for Asian Studies to create guidebooks for the “Resources for Teaching about Asia” series sponsored by the AAS. We have finalized arrangements with the Center for Educational Exchange with Vietnam of the American Council of Learned Societies to enable ASIANetwork member colleges to host teachers from Vietnam’s universities for semester-long stays in the United States, and in return, send a faculty member from the host campus to Vietnam for a month during the summer. Along with the Hong Kong American Center, this summer ASIANetwork will sponsor a faculty development program, funded by the Fulbright-Hays Group Project Abroad Program, in the Pearl River Delta area of South China. ASIANetwork’s ties with the United Board for Christian Higher Education in China remain strong, and a good number of AN member colleges continue to host United Board scholars from all over Asia on their campuses.

The Freeman Foundation and Henry Luce Foundations, our two primary benefactors during the past decade, are concerned for our well being and for the success of our programs. We are deeply indebted to these two foundations for their continuing support of ASIANetwork. I have had the good fortune to work with Houghton and Doreen Freeman, and Terry Lautz and Helena Kolenda of the Luce Foundation, over the past decade. The consortium would be much weaker were it not for the financial support and the guidance of these people.

Although great satisfaction comes from completing a successful conference, launching a new grant initiative, or orchestrating the publication of a book or series of books, no AN program has excited me more than the Freeman-funded Student-Faculty Fellows Program. This pro-

gram has an amazing impact on its young participants, mentored as they are by the faculty from their colleges. For seven years, Teddy Amoloza has effectively managed this program. We owe Teddy and the Freemans our thanks as we prepare to send our 300th participant to Asia this coming summer. I am happy to note that the ASIANetwork board has asked me to take over Teddy’s responsibilities in managing this program as she becomes the new executive director of AN.

Nothing has been as rewarding in my work with ASIANetwork as my interaction with members of the board, particularly the individual board chairs. I have learned a great deal from these relationships and have become life-long friends with many of these persons.

I have gained much more from working for ASIANetwork than I have been able to offer in return. My work for AN has truly been a blessing for me. If anyone is interesting in my future plans, please see the photos below.



ASIANetwork Initiatives

The Fulbright-Hays funded Pearl River Delta Faculty Development Program Grant

The Luce Foundation funded Asian Art in the Undergraduate Curriculum

The Luce Foundation funded ASIANetwork/CEEVN/ACLS Vietnam Exchange Program

The Freeman Foundation funded Student-Faculty Fellows Grant

The Fulbright-Hays funded Pearl River Delta Faculty Development Program

Richard Bohr, Chia Ning, Glenn Shive, Christopher Smith, Administrators

ASIANetwork is pleased to announce that the consortium has just received notification that our grant proposal to the Fulbright-Hays Group Study Abroad Program to fund a faculty development program in the Pearl River Delta region of China this summer has been accepted.

The \$65,000 grant will enable 15 scholars from ASIANetwork member colleges and universities to spend from June 25 to July 19, 2005 studying the rapid social, cultural, political and economic developments occurring in this region of China during the past quarter century.

The ASIANetwork co-directors of this grant, Chia Ning of Central College and Richard Bohr of the College of Saint Benedict and St. John's University, will be working closely to orchestrate this program with Glenn Shive, director of the Hong Kong American Center, and Christopher Smith, Fulbright Scholar at the Center and Professor of Geography and Planning and the Department of Asian Studies at the University of Albany.

Those selected to participate and the study groups they will work within include the following:

Theme 1. *The development of new business enterprises and their interaction with domestic and international markets.*

Michael Smitka, Economics, Washington and Lee University

Mark Bagshaw, Business and Management, Marietta College

Wellington K.K. Chan, History, Occidental College

Theme 2. *The impact of economic growth on Chinese society, especially migrant laborers from other parts of China.*

Marsha Smith, Sociology, Augustana College

Eileen Stillwaggon, Economics, Gettysburg College

Zhang Hong, Anthropology, Colby College

Theme 3. *The impact of economic growth and urbanization on traditional Chinese "high culture" and popular culture.*

Robert Y. Eng, History, University of Redlands

Dorothy James, Government and Politics, Connecticut College

Robin Rinehart, Asian Religions, Lafayette College

Theme 4. *The roles of government at national, provincial, county, and local levels in fostering social and economic development.*

Greg Cant, Business, Central Washington University

Michael J. Fratantuono, Business and Management, Dickinson College,

Dongping Han, Political Science, Warren-Wilson College

Theme 5. *The development of regional planning strategies and the impact on the environment of rapid economic development.*

Peter M. Hutchinson, Economics, St. Vincent College

Jih-Un Kim, Political Science, Webster College

Larry Sawers, Economics, American University

Participants will travel throughout the Pearl River Delta region and Southeast China coastal area to interact with Chinese scholars and undertake their research. They will have lengthy stays in Hong Kong and Guangzhou, and shorter stops in Shantou and Xiamen. Reports of their discoveries will be featured at our spring 2006 conference agenda.

We are grateful to David Adams of the Council for International Exchange of Scholars (CIES) and Glenn Shive of the Hong Kong American Center for their original work on this proposal, and to many in the ASIANetwork community who refined these ideas and prepared a final grant proposal to

present for review by those at the Fulbright-Hays Group Projects Abroad Program.

This promises to be a wonderful initiative. It is the first grant ASIANetwork has received from the Department of Education. We hope that others will follow.

Van Symons
Executive Director



Richard Bohr



Chia Ning



Christopher Smith



Glenn Shive

The Luce Foundation funded Asian Art in the Undergraduate Curriculum

Stanley L. Mikel, Administrator

In the summer of 2004 ASIANetwork received a grant from The Henry Luce Foundation for \$370,000 to support our 2004-2007 three-year consultancy and publication project. The project seeks to tap the Asian art and items of material culture that exist on ASIANetwork campuses and help faculty teaching courses about Asia integrate these resources into their curricula. The end product will be a book with an accompanying DVD, to be entitled *Asian Art in the Undergraduate Curriculum*. The book and DVD will have two foci. The first is to clarify how to utilize Asian art and objects of material culture effectively in classroom instruction. The second is to identify and make available pieces of Asian art and objects of material culture that can be used in classes across the liberal arts curriculum to enhance understanding of Asia.

The project was designed to have two rounds of consultancies that send consultants to AN campuses to examine their less widely known works of Asian art and material culture. These consultants, experts in Asian art and experienced teachers and scholars, are to study those campus collections and identify works of artistic and cultural value that can also be used pedagogically. They are to nominate items to the Selection Committee which will select specific items that will help the project reach the goal of presenting a book of Asian materials having significant aesthetic and pedagogical value.

The first selection of consultancies was held in the 2004-2005 academic year. Announcements of the receipt of the Luce grant were made in the *ASIANetwork Exchange*, on the AN website, and by flyers that were sent to members. At the same time, a cadre of Asian art professionals was created to be sent as consultants to schools holding materials that fall within their particular areas of expertise. A total of eight consultancy applications were received by the deadline of January 10, 2005. At the first Selection Committee meeting that was held in February at Hickory Ridge, applications from Beloit College, Connecticut College, DePauw University, Dickinson College, Earlham College, Eckerd College, Guilford College, and Wittenberg University were examined. The Selection Committee was delighted to find that the collections from these schools hold a variety of art pieces and some interesting objects of material culture. For example, several schools have excellent scroll paintings, woodblock prints, artistic bronzes, ceramics, manuscripts and sculpture. Additionally, there is a range of objects of material culture that includes

ceremonial bronzes, textiles, puppets, personal adornments, ritual pieces, musical instruments, and many other things.

The next task of the Selection Committee was to match individual collections with the particular set of skills and experiences of the consultants. In general, each consultancy is to include a two-day campus visit by the outside consultant, with groundwork for the visit and preliminary research to be done by an on-campus coordinator designated by the school to be visited. The consultant is to identify aesthetically superior works in the collection, which hold pedagogical promise for deepening students understanding of Asia, and to recommend them for digitization and possible inclusion in the book and DVD. The exact date for consultancies will vary from school to school, but all first round consultancies are to be completed by the end of the 2005-2006 academic year.

The second round of consultancies will take place during 2006-2007 with selection of applications occurring in the middle of 2005-2006. We will continue to assign consultancies for AN institutions that hold established collections of art and objects of material culture. However, we are also highly interested in finding “hidden pockets” of Asian art and/or material culture that ASIANetwork schools might have. An example of a “hidden pocket” might be at a college with an alum who traveled years ago to, say, Indonesia and brought back some excellent pieces of Indonesian art or culture that were then given to the school. Eventually, when no one knew what to do with them, they were stuck in a box and stored away in a basement or attic where they now await rediscovery. It may be that only a very senior faculty or staff member knows of the existence of such objects.

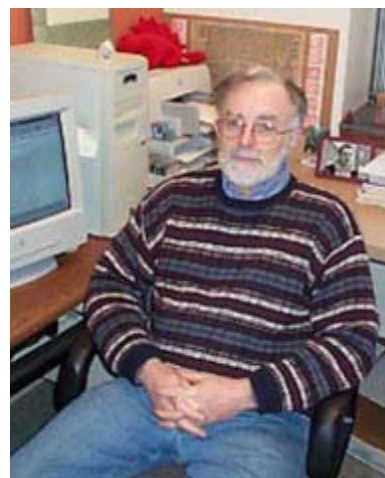
By definition, it is hard for a Selection Committee to find these sorts of “hidden pockets” of items that have the potential to bring pedagogical life to a period of time long past. We seek your help in finding items of this type that might be hidden away on your campus—or which might be hidden in plain sight in someone’s office or classroom. Collections of art and cultural items do not need to be extensive or be well researched and catalogued to be of value. If you are in doubt about the applicability of your materials to this project, please feel free to contact any of the members of the Selection Committee listed at the end of this article.

The 2007-2008 academic year and the summer before it will be dedicated to the creation of the book *Asian Art in the Undergraduate Curriculum* and its accompanying DVD. It is the firm intention of the co-editors to have the book published by the time of the ASIANetwork annual meeting in spring 2008. You may find it interesting to learn that this book will be the first in a series of ASIANetwork pedagogical books on Asian themes to come out in the next decade. A second based on missionary archives at liberal arts colleges is already well underway. All will be published as one of a new series of guidebooks produced as part of the Association for Asian Studies’ “Resources for Teaching about Asia” series edited by Bob Entenmann of St. Olaf College.

A look at the AN website (www.ASIANetwork.org)

and its pages on this project might be helpful for further understanding how your school might participate in this project.

The members of the Selection Committee are: Joan O’Mara of Washington and Lee, Paul Nietupski of John Carroll, Karil Kucera of St. Olaf, Van Symons of Augustana, and Stan Mickel (Project Administrator) of Wittenberg. Please feel free to communicate with us at any time.



Stanley L. Mickel

The Luce Foundation funded ASIANetwork/CEEVN/ACLS Vietnam Exchange Program



Paul Nietupski, Administrator



Minh Kauffman, CEEVN

ASIANetwork is pleased to announce funding from the Henry Luce Foundation for an academic exchange program with Vietnam. ASIANetwork will work together with the Center for Educational Exchange with Vietnam (CEEVN) and the American Council of Learned Societies (ACLS) to send Vietnamese university faculty in the humanities and social sciences to ASIANetwork member schools, and in turn, send AN representatives to Vietnam. The Luce grant provides for one semester of residence and study in an ASIANetwork institution for the Vietnamese faculty and a one-month investigative trip for a faculty member from the host US school. There are altogether eight of these exchange awards, four to be granted in 2005-2006 and four in 2006-2007.

This program is up and running, due in part to the excellent combination of resources. The generous support of the Henry Luce Foundation and the commitment of Terry Lautz at the Luce New York office fuel the program. Minh Kauffman at CEEVN brings many years of development and exchange work in and with Vietnam and knows the territory very well. Sandra Bradley and Steve Wheatley of ACLS offer excellent project development and administrative skills. ASIANetwork selects appropriate host institutions for the Vietnamese guests, monitors and manages the programs, and organizes a mid-semester retreat. The ASIANetwork effort has been a group project since its outset. Van Symons, Executive Director, Joan O'Mara, Chair of the ASIANetwork Board, and Cathy Benton and Marianna McJimsey of the AN Development Committee worked on the project since early in 2004. Paul Nietupski with Maryann Milford and Kaushik Bagchi have been appointed to oversee the actual operation of the project. This spring Minh Kauffman of

CEEVN, Sandra Bradley of ACLS and Paul Nietupski will work in Vietnam during the selection and preliminary orientation of the Vietnamese visitors.

This is an exciting project. Its human resources are capable, the project foundations were carefully laid, and the funding is secured. The committee has paid close attention to the exchange's motives and goals. We expect that the visiting Vietnamese educators will enhance their own research, and at the same time, benefit from witnessing how liberal arts colleges are run, classes are taught, and the curriculum is integrated. In turn, we anticipate that US visitors to Vietnam will make progress in their own research and enhance their home schools' curricula. The project however goes further, because we hope that this two-year effort becomes a prototype for long term academic exchanges between the US and Vietnamese schools. The program promises to be a success; there have already been a number of preliminary letters of interest from potential host colleges, and we expect more in the coming weeks.

See the AN website (www.ASIANetwork.org) for full details about the program, mentor responsibilities and application details. Please direct inquiries and applications for the first year of the program by the May 2, 2005 deadline to Paul Nietupski, Department of Religious Studies, John Carroll University, 20700 North Park Boulevard, Cleveland, Ohio 44118. Tel. 216-397-4704; or e-mail, pnietupski@jcu.edu.

The Freeman Foundation Funded Student-Faculty Fellows Program

Teddy O. Amoloza, Director



Once again, with generous funding from the Freeman Foundation, we will be able to run a third cycle of this program (summers 2005, 2006, and 2007) that has proven to be quite a rewarding experience for the more than 230 mentors and student researchers who traveled to Asia supported by the first two cycles of this grant. In this short piece, I review the program and the selection procedure to give our members a good sense of the program's operation.

Announcement for the following summer's competition is made at the annual April conference. Van J. Symons and I are available during the conference to answer any questions about the program. A flyer explaining details of the program is included in the conference packet; this information plus the entire application packet becomes available on the web (www.ASIANetwork.org) by the end of April. As stipulated by the Freeman Foundation, research should focus on East and Southeast Asia, those areas bordered by Thailand, Malaysia, Singapore, Indonesia, and the Philippines in the south and west (which include Vietnam, Laos, and Cambodia), and then north to include Taiwan, Hong Kong S.A.R., China, Japan, and Korea. Studies in Nepal are also welcome. Except for this geographic area specification, program details have not changed much over the last three years. The primary aim of this program is to support student research in Asia under the close supervision of a faculty mentor who can take a team of up to five students. The student-faculty team can work on a collaborative project where each student conducts his/her own research and makes relevant contributions to the group project. Alternatively, a faculty mentor may choose a site and have student researchers conduct individual unrelated research on various aspects of the given site. In essence, student researchers and the faculty mentor go to Asia to explore a common scholarly interest and share a cultural experience.

Five complete sets of application packets are sent to the program director's office by the end of November, where they are checked for completeness. The complete packets are then sent to the review committee consisting of the Chair and Vice-Chair of the Board, the Executive Director and the Program Director. Around the end of January or in early February, the committee meets at the Hickory Ridge Conference Center to select the grantees. Before coming to the meeting, each member gives a preliminary evaluation to each proposal, indicating "yes," "maybe," or "no." Scores are summarized and tallied and then discussions ensue.

During this round of competition, in which 17 strong proposals were submitted, it took the committee almost ten hours of discussion to pick the twelve teams. While two or three team proposals emerged as obvious finalists, the committee spent a considerable amount of time discussing, and sometimes rereading the other proposals to ensure that every one of them was given due and fair consideration. This was the most difficult part. At the end of the day the committee arrived at a consensus on the meritorious proposals, but at the same time the committee expressed regrets that others could not be supported.

The twelve teams that received funding for this summer are going to six countries, namely, China, Japan, the Philippines, South Korea, Taiwan, and Thailand. The disciplinary expertise of the faculty mentors includes anthropology, biology, economics, history, philosophy, physics, political science and religion. In the past, research topics were oriented to the social sciences and the humanities, and to a lesser extent to the performing arts (music, dance, theater). This year, in addition to the projects in the social sciences and the humanities, two funded projects draw on the natural sciences and another on archaeology. This is the first time that projects of this nature received funding and

thus excerpts from their proposals are highlighted below.

The Beloit College research team led by Paul Stanley will conduct interdisciplinary studies of physics concepts and education in China. Their project will analyze aspects of Chinese culture namely music, dance and sports, observe classroom and laboratory facilities at high school and colleges, and analyze the dynamics of physics instruction particularly focused on gender issues. Their observations of music, weapons and sports will allow them to understand the physics behind these cultural aspects, assessing concepts such as conservation principles for those involving motion or the importance of harmonies in music. Jodi Sedlock will lead a team of Lawrence University students to assess the value of protected uplands and degraded lowlands for bat conservation in the Philippines by conducting a systematic bat survey on a mountain in the southern part of Luzon Island. They will use a variety of capture methods and radio-tracking techniques to assess the roosting ecology and movement of a species of bat that is at risk of extinction. Students will produce an education pamphlet for distribution in local schools in the study area, write a popular article for a

Philippine environmental magazine and curate an exhibition of the artwork resulting from the research trip. Contrary to the assumption that only topics focused on contemporary issues and societies are appropriate for this program, the Northern Kentucky University research team led by Judy Voelker received funding to travel to Thailand to analyze ceramic materials from an archaeological site in northern Thailand. The team will examine the organization of ceramic production and identify the scale of ceramic draft activity during the Neolithic through the Early Historic Period at the prehistoric site of Ban Non Wat. Integral to this project is an ethnoarchaeological study examining modern day usage of clay pellets and tools in traditional ceramic manufacture in the project area.

A complete list of the grantees and their projects are listed below. We hope that the diversity of the projects that received funding will inspire faculty members at ASIANetwork institutions to find creative ways through which they can enrich their students' academic experiences by taking them on a research trip to Asia.



2005 ASIANetwork FREEMAN STUDENT-FACULTY FELLOWSHIP RECIPIENTS

In summer 2005, the Student-Faculty Fellows Program will support collaborative research in Asia for at least three weeks by 66 students and faculty mentors comprising 12 research teams from ASIANetwork member colleges. Three of the teams are going to Southeast Asia (two to Thailand and one to the Philippines), four to China, three to Japan, one to South Korea and one to Taiwan. Congratulations to the following mentors and their student researchers!

Austin College, Donald M. Rodgers, Department of Political Science, Taiwan:

- **S.J. (Elle) Park**, '07, International Economics and Finance, *Women's Voices in Taiwan*
- **Karl Satterwhite**, '06, Business Administration/Asian Studies, *Youth Involvement in Political Change*
- **Katie Scofield**, '07, Political Science, *Taiwan's Minority Population*
- **Ross Worden**, '06, International Studies/Psychology, *Chinese Nationalism in Taiwan*

Beloit College, Paul Stanley, Department of Physics and Astronomy, China:

- **Elizabeth Boatman**, '07, Physics, *Study of Gender Dynamics within the Academia of China*
- **Elon Candea**, '07, Physics, *Chinese Music: The Physical Make-Up*
- **Ricky DeVoe**, '07, Physics, *The Physics of Wushu: Contrasting Eastern and Western Approaches*
- **Jason Marmon**, '06, Physics/Chemistry, *The Physics of Weapons and Shields in Ancient China*
- **Cionne Wolfe**, '06, Physics, *Kung Fu—Art or Science?*

Dickinson College, Neil J. Diamant, Departments of Asian Studies and Political Science, China:

- **King Chan**, '05, International Studies, *Variations in Attitudes towards Japan*
- **Amy Eardley**, '08, International Studies, *Economic Patriotism and Generational Differences*
- **Abishek Kedia**, '07, International Business & Management, *Patriotism and Consumerism*
- **Sarah Loudon**, '08, International Studies/East Asian Studies, *Patriotism and Art*
- **Caitlin Steirman**, '08, Undecided, *Patriotism in China: Education, Rituals, and Civil Religion*

Fairfield University, Danke Li, Department of History, **Lauren M. Howard**, '05, International Studies, **Sarah E. Howe**, '07, History, and **Mary Katherine Molteni**, '05, International Studies/East Asian Studies, China: *Women at War: Chongqing Women in the Resistance War against Japan*

Lawrence University, Jodi L. Sedlock, Department of Biology and Environmental Studies, **Laura Corcoran**, '05, Studio Art, **Marin Damerow**, '07, Biology/Studio Art, **Kelly Hwa**, '05, Biology, and **Benjamin Pauli**, '06, Biology, Philippines: *Reassessing the Value of Montane Forests and Degraded Lowlands for Bat Conservation*

Northern Kentucky University, Judy C. Voelker, Department of Sociology, Anthropology, and Philosophy, **Shawn Fehrenbach**, '06, Anthropology, **Jason Hutchinson**, '06, Anthropology, Rogelio Rivera, Jr., '06, Anthropology, **Mandy Turner**, '06, Anthropology, and **Baird R. Ullrey**, '06, Anthropology, Thailand: *Pottery Manufacture in Prehistory: An Examination of Ceramics from the Mun Valley from the Neolithic to the Origins of Angkor*

Sewanee: The University of the South, Scott H. Wilson, Department of Political Science, **Jean A. Babin**, '07, Political Science/Psychology, **Christina T. Kwauk**, '05, Psychology, **Adam D. Moran**, '05, Asian Studies, **Marcus T. Murphy**, '07, Environmental Studies/Asian Studies, and **Adriana Zimova**, '05, Philosophy, China: *The Sociology of Streets in Shanghai*

Southwestern University, Alisa Gaunder, Department of Political Science, **Christopher Bailey**, '07, Political Science, **Tyson Berger**, '06, Political Science, **Sarah Morris**, '07, History/Political Science, **Martha (Lissa) Terrel**, '06, Political Science/Spanish, and **Grace Webster**, '07, International Studies, Japan: *Political Leadership in Japan*

St. Mary's College of Maryland, John Schroeder, Department of Philosophy and Religious Studies, Thailand:

- **Christopher Kalman**, '07, Philosophy/Math, *Engaged Buddhism in Alternative Living Communities*
- **Allison Mull**, '05, Religious Studies, *Thai Bhikkhunis and Engaged Buddhism*
- **Claudia Peknik**, '06, Sociology, *Development and*

Progression of Agriculture and Sustainable Living in Thai Rural Communities

- **Sarah Posey**, '06, Philosophy, *Engaged Buddhism in Alternative Education*
- **Erica Schuetz**, '07, English, *Gaining and Sharing an Engaged Buddhist Perspective on Environmental Sustainability*

St. Olaf College, Robert E. Entenmann, Department of History and Asian Studies, **Brendan R. Eagan**, '05, Asian Studies/Math, **Naoya Nishino**, '05, Asian Studies/Music, **Erin E. Plant**, '06, Asian Studies/Sociology-Anthropology, and **Kirk C. Sandvig**, '05, Asian Studies, Japan: *Kakure Kirishitan (Hidden Christians) in Japan—Past and Present*

St. Olaf College, Xun Z. Pomponio, Department of Economics, **Angela P. Lau**, '05, Social Work/Asian Studies, **Brendan D. Mrosak**, '06, Economics/Mathematics, **David L. Sluis**, '05, Political Science/Economics, and **Bin Xue**, '05, Asian Studies, China: *Sustainable Development in Western China—Water Study in Sichuan and Gansu*

Trinity University, Donald N. Clark, Department of History, South Korea:

- **Stephanie R. Hilz**, '07, Biochemistry/Chinese, *The Revival of Buddhism in Postwar Korea*
- **Sarah E. Hutt**, '06, Political Science/Chinese, *Understanding Korean Confucianism*
- **Jonathan Magee**, '06, Political Science/International Studies/Chinese, *Manifestations of Daoism—Syncretism in Korean Religion*
- **Christine M. Thiering**, '06, International Studies, *Religious Expressions of the Unification Ideal*, and
- **Jennifer Yu**, '06, Humanities/Communications, *The Meaning of Christianity in Korean National Life*

ASIANetwork Reflections

ASIANetwork Development Team 2000-2005

Board Chairs 1999-2005

Editors 1999-2005

Financial Controller 1999-2005

Secretaries 1999-2005

ASIANetwork Development Team: 2000-2005



Cathy Benton

Note from the Executive Director:

In the piece that follows, written by Cathy Benton, the reader will find little mention by Cathy of her work on the Development Committee and her other contributions to ASIANetwork. This is not unexpected because Cathy is one of those quiet souls (there are many in AN) who has worked over the years to make AN a success and asked for little recognition in return. For years now, Cathy almost single handedly produces a new copy of our annual brochure. The AN portfolio is also her production and provides us with a ready means to convey to foundations essential information about the consortium in a professional manner. Most importantly, first with Stan Mickel and now Marianna McJimsey, she has been tireless in working to help develop grant initiatives and then find foundation support to fund them so that ASIANetwork can realize its commitment to students, faculty, and curricular development.

How did the Development Team come to be?

In the first few years of the consortium, every ASIANetwork project idea seemed to carry the touch of King Midas. Personal introductions to individuals at The Henry Luce Foundation, Freeman Foundation, and Ford Foundation led to generous grants to the new consortium to support ASIANetwork's first programs, in particular the ASIANetwork Consultancy Program (Luce), the Faculty Curricular Development Seminars (Ford), and the Student-Faculty Fellows Program (Freeman).

However, by the fall of 1999, the ASIANetwork Board realized the need to develop a more structured, long-term strategy to fund new programs. Seeking guidance, the Board consulted with a fundraising firm that advises non-profit organizations, Watkins and Associates. The consultants highlighted two primary ways to begin thinking

about development: 1) to articulate the history, goals, and programs of ASIANetwork for potential funders in a format that could be updated annually, and 2) to build long-term relationships with funding agencies. ASIANetwork was quickly gaining a track record for creating programs that addressed the needs of Asian Studies faculty and students at small liberal arts colleges, and for carefully administering these programs. But, the consultants emphasized, it is important to maintain personal relationships with people at funding agencies who share the goals of ASIANetwork. Over time, these relationships could provide experienced guidance as the organization evolved, as well as help navigate the subtleties of the fundraising world. But AN would have to find individuals willing to undertake these tasks in a more focused way than a board member already committed to other

board responsibilities.

At the spring 2000 meeting, the board established the Development Team, a two-person team with prior experience working with the AN Board, and charged it with three areas of responsibility:

1. Develop a long-range funding strategy and coordinate this strategy with ongoing funding initiatives.
2. Identify foundations, agencies, and/or individuals that might be inclined to fund AN programs.
3. Cultivate long-term relationships with potential funders through annual meetings, accompanied by the Executive Director.

The first two members of the Development Team were appointed for staggered terms of three and four years (Stan Mickel, 2000-2003, and Cathy Benton, 2000-2004), creating a year of overlap for whoever would join the Team in the future. The Development Team was also charged to work with the Development Subcommittee of the AN Board of Directors who would:

1. Coordinate funding efforts with the activities of the Development Team
2. Propose and discuss funding projects with the Board of Directors
3. Oversee writing of proposals by matching ideas for new proposals with appropriate grant writers
4. Provide finished proposals for the Chair of the Board of Directors to submit to the board
5. Report to the Board of Directors on the status of grant proposals made during the year.

In practice, the Executive Committee of the Board (Chair, Vice-Chair, and Executive Director) performed the responsibilities of the Development Subcommittee.

The first three years: What did we do?

During our first years as the Development Team, Stan, Van Symons, and I wrote several versions of the publication describing the grants history of the organization, the *ASIANetwork Portfolio*; and we traveled to New York to visit with people at the Henry Luce Foundation, Ford Foundation, JP Morgan Trust as executors of the Freeman Foundation, United Board for Christian Higher Education in Asia, Japan Foundation Center for Global Partnership, and Columbia University's Center for the National Council for Teaching about Asia. By phone and letter, we also contacted many others including individuals at the C.V. Starr Foundation, Mellon Foundation, Culpepper Foundation, Rockefeller Brothers Fund, Chiang Ching-kuo, Korea Foundation, Department of Education, National Endowment for the Humanities Division of Education, Carnegie Foundation, Sloan Foundation, Teagle Foundation, and Hewlitt Foundation.

The *ASIANetwork Portfolio*, now updated bi-annually, contains a history of the consortium, a description of each grant received and the educational institutions it reached, as well as an overview of ASIANetwork annual revenues and expenses. Distributed to college presidents,

funding partners, and other organizations that have collaborated with the consortium, the *ASIANetwork Portfolio* was most recently printed in January 2004.

During the first year that the new Development Team worked to find funds to support new ASIANetwork initiatives, we encountered more than a few dead-ends. We learned that even the most persistent and diligent of efforts did not bear fruit quickly, and sometimes not at all. From 2000-2003, the Development Team worked to generate support for several projects that did not win the heart of a single funder—notably, an on-line Asian Studies Zine which would have allowed students at different campuses to collaborate on research; and a Partnership Consultancy that would have assisted colleges and universities in North America and Asia to create partnerships to facilitate curriculum development, language acquisition, faculty-student exchanges, and shared research projects. We also sought support to fund a faculty development program focused on South Korea. Looking back on these projects with the additional perspective of hindsight, perhaps the needs articulated were in fact being met more effectively by other strategies, or perhaps the structures laid out in these proposals for conducting the programs had not been tested well enough, or perhaps the aims of the programs simply did not mesh with the priorities of the agencies funding Asian Studies education. But whatever the reasons, the Board wisely decided to shift focus to other projects. This process of knowing when to redefine and refine a project that should remain on the table for future funding, and when to move on to ideas more suited to present resources, human and financial, is a matter of continual reevaluation for the Development Team and the Board.

But now on to our successes. During this same period, the Henry Luce Foundation and the Freeman Foundation, pleased with ASIANetwork's broad outreach and efficient program management, agreed to support other AN projects. In particular, the Freeman Foundation generously continued to support the extremely successful Student-Faculty Fellows Program (2005 will be its 7th year); and the Henry Luce Foundation gave ASIANetwork a five year grant of \$300,000 to help support the ASIANetwork website (www.ASIANetwork.org), the annual conference, and the publication of this journal, *ASIANetwork Exchange*—after having funded the well-received book, *Asia in the Undergraduate Curriculum*, written by ASIANetwork authors and published by M.E. Sharpe in 2000.

At the spring board meeting held in April 2003 in South Carolina, the first three-year cycle of the Development Team concluded with Stan Mickel stepping down and Marianna McJimsey graciously agreeing to take on these responsibilities for a three-year term, 2003-2006. As the previous Executive Director of ASIANetwork (1992 to 2000), with long experience in Asian Studies at Colorado College as well as at ASIANetwork, Marianna has brought her thoughtful perspective and focused practical guidance to the challenges of this work, nurturing creative new proposals and maintaining ASIANetwork's longtime relationships with foundations and other organizations.

Stan Mickel helped shape the role and direction of the Development Team. With his characteristic perseverance and dedication, Stan never seemed to tire of searching long databases, pouring through huge volumes at the Foundation Center, or seeking advice from development officers and other program directors. Ever positive through numerous email discussions, conference calls, and less than productive meetings in New York, Stan kept our spirits up even when funding looked highly doubtful and our efforts seeming to be for naught. The fundraising success of ASIANetwork owes much to the hard work and dedication of Stan Mickel.



Cathy and Stan in discussion

2003 till the present: What are we doing now?

During 2003, the priority for development was to find funding for several projects that had been formulated and reformulated in consultation with various people over several years. An idea first hatched with a curator at the Cleveland Museum of Art in 2002, focused around integrating images of Asian Art from the CMA into liberal arts instruction, but this collaboration proved unsuccessful. After almost two years of discussion with people from art museums and colleges as well as with Terry Lautz and Helena Kolenda of the Henry Luce Foundation, it was suggested that we look to our own member colleges' art collections for the Asian art needed for this initiative. A careful review of several college art collections suggested that this was a feasible approach to take and resulted in the current ASIANetwork project, "Asian Art in the Undergraduate Curriculum," a five-year project funded by the Luce Foundation to produce a guidebook documenting the art collections of liberal arts colleges and the histories of these collections as reminders of the associations between American liberal arts colleges and communities throughout Asia. This project sponsors a consultancy program to send Asian art historians and curators to visit AN member campuses to assess their Asian art collections. It also supports the digitization of images of the art and pieces of material culture. These images will be reproduced on a DVD to accompany the publication of the guidebook on Asian art which will be published by EastBridge Press. The

overarching goal of this project is to identify aesthetically worthy and pedagogically useful example of Asian art at ASIANetwork colleges, and to make these images available to our Asian Studies colleagues.

Another recently funded proposal is a project undertaken in collaboration with the Center for Educational Exchange with Vietnam, an affiliate of The American Council of Learned Societies. Funded by the Henry Luce Foundation, this project will facilitate an exchange of scholars between ASIANetwork member colleges and Vietnamese institutions of higher education.

A third new project is currently being reviewed for funding by the Department of Education. In collaboration with the Hong Kong American Center, this program will enable fifteen faculty from liberal arts colleges to study in the Pearl River Delta the rapid social, political, and economic changes in South China.

In addition to these programs, ASIANetwork anticipates seeking funding for four new initiatives:

1. A Student-Faculty Fellows Projects in South Asia to complement that currently being run with Freeman Foundation funding for East and Southeast Asia;
2. A Series of Guidebooks co-sponsored by the Association of Asian Studies. Following the model proposed for the first guidebook, "Asian Art in the Undergraduate Curriculum," topics proposed for an additional six guidebooks are:
 - a. Missionary Archives at liberal arts colleges
 - b. Geography/Cartography
 - c. Asian Religious Traditions
 - d. Asian Diaspora
 - e. Asia and the Fine Arts
 - f. Asia and the Popular Media;
3. Faculty Development Workshops focusing on the Asian Diaspora from South Asia, Southeast Asia, China, Japan, and Korea;
4. Another collaborative grant with the Hong Kong American Center focused on either the history/culture of the Pearl River Delta or on the great religious traditions of Asia.

What about the future?

One behind-the-scenes person who is integral to the work of the Development Team is the Executive Director who from 1999-2005 has been Van Symons. Van has organized the meetings for each of the development trips to visit foundations in New York City, and continuously supported funding efforts and collaborative projects with other organizations through countless hours of phone conversations, writing letters, and speaking with people about the goals of ASIANetwork. As Executive Director, Van has been involved in every aspect of the development process from managing the budget to fostering creative new project ideas among consortium members to assisting with the early morning and late night work of writing and editing grant proposals. Put simply, Van's untiring commitment to bringing

the goals of ASIANetwork into reality have helped sustain the work of ASIANetwork over these last six years. All of us involved in development, including our colleagues at the foundations, will miss Van's presence and energy as we continue to meet the challenges of finding new funds and making each dollar stretch to support as many new ideas as possible.



Marianna McJimsey

As we move into the Julian year of 2005 and the Chinese year of the Rooster, Marianna McJimsey and I look forward to continuing our conversations with those who have been friends and advisors to ASIANetwork as well as funders, and to exploring new relationships with organizations who share the aspirations of ASIANetwork.

Board Chairs: 1999-2005

Stanley L. Mickel (1999-2000)
James G. Lochtefeld (2000-01)
Joel R. Smith (2001-02)
James B. Leavell (2002-03)
Paul B. Watt (2003-04)
Joan H. O'Mara (2004-05)

ASIANetwork Board Chairs: 1999-2005



Stanley L. Mickel
East Asian Studies Program
Wittenberg University
Board Chair, 1999-2000

There are many rewarding aspects to being the Chair of the Board of Directors of ASIANetwork, but for me the greatest was the privilege of organizing the 2000 ASIANetwork Conference. It was fitting that this first conference of the 21st Century was held at Hickory Ridge Conference Center, our 'home base' in the Chicago area.

Being responsible for organizing a national conference was intimidating to say the least. However, I was very lucky to the valuable assistance of other members of the Board of Directors in setting up speakers and panels for the conference. Fortunately for me, the first keynote speaker for the conference, Anthony Yu of the University of Chi-

cago, who had been unable to be a keynote speaker for the 1999 conference, was available to deliver the keynote address for the 2000 conference. Because my academic background is in Chinese language and literature, I had long known about Anthony Yu and deeply respected his successes working with *The Journey to the West*, one of the six great classical Chinese novels. But I had never had the opportunity to meet him in person. So it was a great pleasure to be able to have a beer in the lounge after he had given his keynote speech and chat with him about learning and teaching Chinese literature. This kind of collegiality and openness among participants is one of things that make the ASIANetwork con-

ference so appealing and popular to our members.

My experience that year with the other keynote speaker, William LaFleur of the University of Pennsylvania was similarly stimulating. Dr. LaFleur had spoken at my own school several years earlier, and it was most enjoyable to have a chance to talk with him during the conference.

While the thought of organizing the plenary sessions and the many panels and panel participants was initially daunting, Board members and panel participants were all very cooperative. We finally ended up with a rounded program of two plenary sessions on important themes and sixteen pedagogically focused panels covering topics ranging from “Women’s Issues in Asia: An Asian Perspective” to “The Dangers and Pleasures of Teaching Orientalist Classic Books.” An added treat to the conference was the field trip the day before the conference, organized by Norm Moline, that took a dozen or so participants on a tour of some of the outstanding Asian cultural areas in Chicago.

Michael Gould, a graduate of Wittenberg University’s East Asian Studies Program, gave a wonderful concert on the Japanese shakuhachi flute on Saturday afternoon at the conference. The concert was held in the outdoor tent area next to the main building. A breeze rustled the bottom flaps of the tent as Mike played, and when I closed my eyes the sensation of listening to someone playing the shakuhachi by the shore of the Inland Sea on a moonlit night came to me. Mike’s playing and his explanation of the history and theory of the shakuhachi won enthusiastic applause from the audience. For me, his description undertaking a traditional apprenticeship to master the flute seemed to model the successful accommodation of different cultural values we all hope our students will experience wherever they study in Asia.

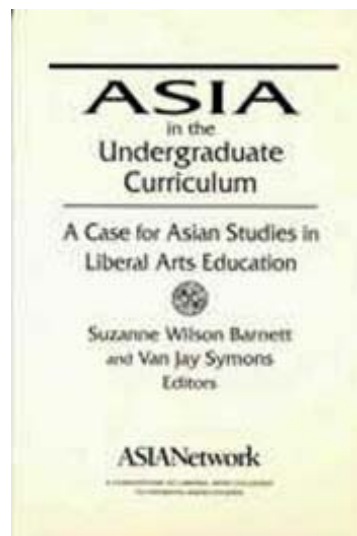
The conference ended as it had for many years, with a lunch sponsored by the United Board for Christian Higher Education in Asia. The lunch was highlighted by a talk given by one of the UBCHEA scholars on the topic “Literature as a Tool for English Learning.”

Another major activity that involved the Chair of ASIANetwork was the meeting held in January to judge applications for the Freeman supported “Faculty-Student Fellows Program.” The applications students and faculty wrote were of high quality, and it was very difficult to make final choices among them. The selection committee discussed the qualities of all the applications in careful detail throughout the afternoon and evening before coming to a decision about who would be selected and who would be urged to apply again the next round. The process, while arduous, was conducted in a spirit that epitomized the enthusiasm AN members have for our programs. A long-range outcome of the 1999-2000 deliberations was that Van Symons, ASIANetwork Executive Director, and members the Development Committee were willing to accept Mr. Freeman’s recommendation that the number of participants in each year’s “Faculty-student Fellows Program” be increased. The Fellows Program has been a vibrant, effective, and larger AN program since then.

Two other AN program activities initiated before my chairmanship but still being implemented that year are programs that promote the growth of Asian Studies at ASIANetwork member institutions. The first of these is “The College in Asia Program.” Under the direction of Norman Moline and associate direction of Jim Winship (both of Augustana College), a faculty member and an administrator from various colleges and universities traveled for three weeks through Japan, Taiwan, and the People’s Republic of China to study how to administer and run in-house term-in-Asia programs. During the summer of 2000 six institutions participated in this program. The “ASIANetwork Consultancy Advisory Program,” modeled after the “Luce Consultancy Advisory Program,” brought several experienced Asian Studies program consultants during the school year to AN member institutions that had a desire to establish an Asian Studies program. The consultants provided a voice of experience to these liberal arts schools on ways to develop the study of Asia on their campuses.

Finally, the book *Asia in the Undergraduate Curriculum: A Case for Asian Studies in Liberal Arts Education* was newly published by M.E. Sharpe in May 2000, just after my term as Chair of the Board ended. This well received book has six chapters that range in content from an overview of the development of Asian Studies on liberal arts campuses to chapters on the history of the study of Chinese and Japanese languages and the establishment of study abroad programs. Support from the Luce Foundation was crucial in creating this book, as Luce support has been through the history of ASIANetwork.

In all, it was a very busy and enjoyable year.





James G. Lochtefeld
Associate Prof. of Religion
Carthage College
Board Chair, 2000-2001

Since I was on sabbatical in India in April 1998 and had thus missed my first ASIANetwork board meeting, I was not expecting the telephone call I received from the Nominating Committee the following September, asking me to consider accepting the post of vice-chair, effectively putting me in line to become the Board Chair. My first response was disbelief (surely there must be *someone* more qualified!), then uncertainty whether I could do the job, and finally a willingness to try. It was with a mixture of delight and anxiety that I took over the chair from Stan Mickel in April 2000. Those were busy days, but very heady, since they allowed me the chance to work closely with talented Board members and with Van Symons, whose enthusiasm for the consortium is matched only by his energy.

As I was quickly informed, one of the Board Chair's primary responsibilities is to arrange the annual conference. The 2001 conference in Cleveland had a strong focus on the arts, which I consider indispensable for interdisciplinary instruction, and for the liberal arts in general. Several conference panels focused on using the arts as part of instruction. These were complemented by a visit to the Cleveland Museum, which has one of country's finest Asian art collections. The arts theme was also evident in the featured speakers, filmmakers Joseph Elder and Regge Life. For many years Dr. Elder was the head of the South Asia Center at UW-Madison, where he produced many documentary films on South Asia, whereas Regge Life's films on Japan and Japanese culture ultimately stem from his personal experience of cultural encounter, dissonance, and integration.

The conference's initial contact with the Cleveland Museum raised the prospect of an arts-related grant project between ASIANetwork and the Museum. After several years of consideration, a joint proposal was finally submitted to various granting agencies. Although this proposal was unsuccessful, for various reasons, this notion of an arts-related proposal has been transformed and borne fruit through the current ASIANetwork initiative, *Asian Art in the*

Undergraduate Curriculum, which has been funded by the Luce Foundation.

One of the primary concerns during my tenure as Board chair was the consortium's continuing dependence on "soft" (grant-related) money to pay part of our operating expenses (at that time, around two-thirds of the total). During this time the Board gave considerable thought to how ASIANetwork could become more financially stable, either through finding new funding, or through saving enough money to create an endowment. The efforts to find new funding were spearheaded by the Development Team, which was created at the end of Stan Mickel's tenure as Board Chair, and which began its work during my first months as chair. The Development Team was formed because we realized that Board members were not in the position of undertaking effective development work, given the other demands on their time. Moreover, the turnover of Board members made it difficult to develop long-term relationships with granting agencies. In light of this, the Development Team was initially charged "with articulating a long range developmental strategy, identifying potential funders, and then building strong relationships with those foundations, agencies and individuals."

During that year development moved in fits and starts. Our biggest opportunity came when the Luce Foundation invited ASIANetwork to apply for a million dollar endowment grant that would permanently cover the difference between ASIANetwork's revenue and its operating costs. The grant request, titled "Securing the Future of ASIANetwork," was sent to the Luce Foundation in the spring of 2001. We were disappointed when this grant request was not approved—my understanding is that the Luce Board, on principle, balked at giving money for an endowment—but the Luce Foundation did award ASIANetwork a five-year grant for \$300,000 (\$60,000 per year), with this money explicitly earmarked for operating expenses. While this grant represented another infusion of "soft" money, it dispenses funding for only a finite time period, but we were happy to

receive it, since “soft” money is infinitely better than none! This support from Luce allowed ASIANetwork to bank other funds that would have normally been spent on operating expenses, thus increasing the consortium’s savings, and also created a secure climate for the Development Committee’s subsequent work, during which time it has been quite successful.

Finally, one of the most rewarding experiences during my tenure as vice-chair and chair was the chance to sit on the committee reading the applications for the Freeman Faculty-Student Fellowships. Many of the proposals were a joy to read, and the committee’s lively discussions were an added intellectual delight. These

proposals not only showed the breadth of ASIANetwork faculty interests—and some of the most interesting ones were from fields and regions far removed from my own—but they also showed the care that these faculty invested in their students. This opportunity to give students personalized attention and mentoring is one of the unique features of teaching at small college, and one of the things I treasure in my own work.

More than anything, my experiences as an ASIANetwork board member and board chair have reinforced my faith in the value of small colleges, and in the importance of the work that we do there to foster more effective teaching, learning, mentoring, and living.



Joel R. Smith
Skidmore College
Department of Philosophy and Religion
Board Chair 2001-2002

Chairing the ASIANetwork board in 2001-02 was among the most challenging, rewarding, and exhausting work I’ve ever done. Working with so many stimulating colleagues from varied disciplines and diverse colleges was certainly the highlight for me. I thoroughly enjoyed the close working relationship with Van Symons, my fellow board members, and our small but fine staff, as well as meeting new and old colleagues at our conferences.

During our 10th anniversary year, 2002, we celebrated at the April conference at Hickory Ridge Conference Center near Chicago. Conference highlights included keynote talks by Susan Napier on “Inside the Labyrinth: Anime Visions of Technology, Modernity, and Apocalypse” and by Henry Rosemont, Jr. on “Confucian Perspectives on Freedom, Human Rights and Justice.” Putting the conference together is an enormous undertaking by the chair—always with Van’s help, of course—and the late cancellation of a keynote speaker due to illness certainly put me in crisis mode until Henry Rosemont generously stepped in to deliver his superb keynote address. Many of the past members of the board, as well as some members of our council of advisors, joined the current board members in a special Friday afternoon session to reflect upon the past and future of ASIANetwork. Some of their ideas were

shared at a Saturday morning plenary panel, “10th Anniversary Reflections.” The sixteen breakout panels addressed the usual wide range of interdisciplinary topics, and an evening *pipa* recital charmed us all with Chinese music. Sunday morning we rounded out our anniversary reflections with a plenary panel on “The Future of Asian Studies.”

Although I had some good administrative experience when I became chair, the administrative work for the board was new and always seemed to involve re-inventing ourselves even as we built on our past success. The Henry Luce Foundation had recently awarded ASIANetwork a generous grant of \$300,000 over a five-year period to sustain a variety of activities relating to program development. The Freeman Foundation had recently renewed its initial million dollar grant for the Student Faculty Fellows Program and the College in Asia Summer Institute. Much of the fun on the board involved brainstorming about new projects, nurturing some of them into a viable focus, procuring funding for them, and inviting faculty to implement them for our members.

More mundane activities included sustaining and increasing our membership, re-structuring the board’s committee system to make it more effective, and exploring ways to give ASIANetwork a firm financial basis. We also established committees to begin the search for a new director

upon Van's departure and to review the role and functions of the director's position itself. Setting the agenda for and chairing board meetings was living on the edge, as we all know too well when we try to guide faculty to efficiently stay on task so we can accomplish a full agenda.

Exhausting? Yes. I remember dozing off after the conference in the Hickory Ridge lobby waiting for my limo

to the airport. Challenging? Yes. The board chair performs such varied tasks, many of which are far different from our usual academic duties. Rewarding? You bet. Never have I had so much interaction with colleagues from other disciplines. Would I do it again? Maybe in a later life. But it was sure a heck of a joy ride this time around.



James B. Leavell
Herring Professor of Asian Studies
Departments of Asian Studies, History, and Art
Furman University
Board Chair 2002-2003

Van Symons has been both a friend and mentor since I began service on the ASIANetwork board in 2000. Over the years I have been particularly impressed by the manner in which Van, as Executive Director, has identified particular talents of various people and has provided the opportunities for those talents to be used for our collective good. But, he does not just notice our special gifts. He is also listening constantly to our individual passions and considering ways such energy can be channeled for ASIANetwork's benefit. I have long harbored the belief that Van encouraged my nomination for board service because he learned of my interest in website design. He knew I was not actually very web savvy but was eager to learn. I have always been grateful for that special encouragement. Fortunately for all of us, Diane Clayton ultimately brought the ASIANetwork website to genuine functionality, but I had great fun tinkering with the early look. Thank you, Van.

To me, Van's skill in the area of conflict resolution has been inspiring. On a number of occasions I have watched him bring disparate and intensely held positions toward a consensus. Van's ability to negotiate with a broad spectrum of highly placed individuals in funding agencies, museums, and various academic institutions has brought credit to ASIANetwork and our wide variety of projects.

Two particular events during the last five years have served to deepen my admiration for Van. The first of these was his guidance as we planned the 2003 ASIANetwork annual conference in Greenville, SC. His ever-evolving set of meticulous task lists kept me focused during discussions with

hotel managers as well as conference panel participants. I marveled at his ability to adjust when carefully laid plans dissolved due to unforeseen developments. At all times he was gracious, but firm in protecting the interests of our organization.

The second event was Van's service as an ASIANetwork consultant on my own campus. He basically ran a workshop for me on how consultants should perform. He moved smoothly at all levels of the faculty and administration, listening carefully and translating what he heard into suggestions that quickly began to lift our Furman program to new levels.

It seems appropriate to mention that Van has been joined in his service to ASIANetwork by an extraordinary group of Augustana College colleagues—Norm Moline, Marsha Smith, Nirmala Salgado and of course, Ruth Symons. What a team!

Van's extraordinary contributions to ASIANetwork will leave a legacy upon which we will continue to build. He has left big shoes to fill. Fortunately for us, Teddy Amolozza has impressively large feet.



Paul B. Watt
Professor and Director of Asian Studies
DePauw University
Board Chair 2003-2004

Certainly the best parts of any job are the opportunities it provides to work with constructive and energetic colleagues and to contribute to a worthwhile cause. The years that I served on the ASIANetwork Board of Directors and as its chair provided both of these opportunities. All who read this publication know of the important work that liberal arts colleges do in the development and dissemination of knowledge about Asia. ASIANetwork has a unique role to play in supporting the students and faculties at these institutions, and it has been a joy to be a part of this effort.

During my time on the Board, ASIANetwork has continued to mature as an organization. ASIANetwork will always work with the many foundations that have so generously supported us in the past and that share our sense of mission about the critical need to strengthen education about Asia on our campuses—the Ford Foundation, the Freeman Foundation, the Luce Foundation, and the Japan Foundation, to mention the most prominent. But in recent years, the Board has devoted special attention to establishing a solid financial base for ASIANetwork's everyday operations, and we are making progress toward that goal. In terms of our programming, we continue to seek out new and relevant ways to expand the opportunities we offer our students and faculties. Two recent efforts, both supported by the Luce Foundation, illustrate these efforts. I refer to ASIANetwork's new program focusing attention on Asian art and the role it can play in our classrooms and to the new opportunity provided by the Center for Educational Exchange with Vietnam and the American Council of Learned Societies for selected ASIANetwork colleges to host scholars from Vietnam. During my years of service, the Board also developed our first application directed at the U.S. Department of Education for a month-long faculty development program in the Pearl River region of South China. While others on the Board have done the serious work related to the development of these programs,

I have appreciated the opportunity to contribute to these discussions. Each Board chair has special responsibility for the annual conference; let me express my sincere thanks to all who made the 2004 conference at Hickory Ridge a success and especially to the Korea Society for its support of the Sunday morning plenary session on Korea.

The people that I have had the great pleasure to work with during my years on the Board and as chair are far too numerous to mention. I am grateful for the support and friendship of all Board colleagues and for the genuine concern and constructive advice of ASIANetwork's Council of Advisors. I have appreciated the opportunity while chair to meet with representatives of many organizations who share ASIANetwork's goals; these organizations include the Freeman Foundation, the Luce Foundation, the Korea Society, the publication board of the Association for Asia Society, the editorial Board of *Education About Asia*, and the Asian Studies Development Program. The one person I will mention by name is Van Symons, ASIANetwork's Executive Director. Van has worked tirelessly and creatively for ASIANetwork throughout his term. As I have said before, though ASIANetwork has drawn on the talents and energies of many people, no one has done more for ASIANetwork than Van. The long hours we worked together were a pleasure, and I am grateful for the unselfish way he shared his time and knowledge with me.



Joan H. O'Mara
East Asian Studies Program Director
Washington and Lee University
Board Chair, 2004-2005

I've just returned from the last of three consecutive weekend meetings at the Hickory Ridge Conference Center, with members of the Executive Committee and Project Directors for three different programs that ASIANetwork will be running in the year to come. In addition to hours spent in consideration of the applications for these programs, we have also been conferring about the upcoming AN-ASDP conference and several other initiatives that ASIANetwork is embarking upon in the near future.

These weekends, however taxing, have proved enjoyable and productive, in the time they have allowed us to work toward implementing the consortium's programs, many of which have made a difference in the lives of faculty and students, and their institutions. Now, in reflecting about the state of the consortium at this particular point in our history, I cannot help but be impressed not only by the "can-do" attitudes of the people I've been working with, but by the tremendous energy and commitment they bring to the tasks before them.

This is an organization where the efforts of such individuals make a difference. There is something about that "can-do" spirit that, I think, underlies our commitments to teaching careers at four-year liberal arts institutions, places where there is perhaps less tendency to focus narrowly and greater willingness to reach across disciplines, for the sake of an area studies program.

In the several years since I joined the Board, the pot that has been quietly simmering seems to be coming to a boil. Programs have been conceived and carried out; a few have run their course or, in the case of the program to bring ASIANetwork external evaluators to campuses to assess Asian Studies programs there, the grant money has run out but the program has taken on new life as a self-sustaining program. One of the early programs, the *Student-Faculty Fellows Program*, has been funded for another round by the Freeman Foundation. Two new grants—the arts consultancy program and an exchange program for Vietnamese and U.S. faculty members—have been sought and funded by the Henry

Luce Foundation and are currently in the planning stages. A faculty development program in the Pearl River Delta area of China has been jointly conceived with the Hong Kong-America Center, and yet more new ideas crowd the horizon.

Our finances are in order for the present and (we hope) the near future due to the implementation of a carefully considered policy for promoting the responsible growth of our investments.

Memberships are up, with old members renewing and new members joining as full or associate members, as people hear about and want to be considered for one or more of the programs that ASIANetwork is running.

We have now achieved a critical mass, with a track record of responsible administration of grant initiatives and programs that bodes well for the future, as we are poised for a stage of further growth and development.

There is a growing awareness, both among "insiders" and "outsiders," that the consortium has matured and has earned a seat at the table, that ASIANetwork individual members are ready and willing to take on responsibilities and carry them out expeditiously. As an organization, ASIANetwork has a voice that is taken seriously by AAS, by *Education about Asia*, the American Council of Learned Societies, ASDP (with whom we will be meeting jointly at the April conference), and the Hong Kong-America Center.

I don't want to close without expressing appreciation for the unstinting efforts of the Development officers, and, finally, our gratitude to the foundations, whose generosity has been the leavening agent for so much of this enterprise. Thanks to all who have played a role in the history of ASIANetwork, as we prepare for the next steps in the growth of the consortium.

ASIANetwork Editors: 1999-2005



Anne Prescott
Outreach Coordinator, East Asian Studies Center
Indiana University
The ASIANetwork EXCHANGE Editor, 1999-2002
Assistant Editor, 2002-2005

When it was decided that Augustana College would become the headquarters for ASIANetwork, I heard from my faculty colleagues that someone was needed to produce the newsletter. Always ready for a new challenge, I thought that it might be a good opportunity to contribute to a fine organization, meet some fascinating people, and attend some interesting conferences. In discussions with Van Symons and other colleagues, it was decided that we should have an editorial team, so in March 1999 Ben Nefzger and I became the new editorial staff for the *ASIANetwork EXCHANGE*.

Our first challenge was to research the technical side of getting a newsletter into the mailboxes of the ASIANetwork members. Who's going to print the newsletter? How much will it cost? How many pages are the most economical when printing a newsletter? What software do we need? What is a serif? And why does it matter if we do or don't have them on our font? Are two-column or three-column pages better? What's the best order for the newsletter sections? How do we get all those boxes of newsletters to the post office, and how much will it cost?

Gary Poskin from Pinney Printing came to campus twice a week, and was our most valuable advisor for the first few months. He was able to answer all of the above questions, and many, many more over the course of six years. Luckily for him, there were fewer and fewer questions after the first few issues, and the publication schedule became routine.

The first (and constant) challenge was to solicit copy for the newsletter. Papers presented at the annual conferences were (and still are) popular among the members, so off I went to the conference in Tacoma, not knowing a soul other than my Augustana colleagues, to solicit your help. With a bit of trepidation I approached as many presenters as I could, hoping that some of them might

be willing to send me written copies of their presentations for inclusion in a future newsletter. To my great surprise and relief, everyone agreed to my request, and soon after I returned to Rock Island, the submissions began to trickle in.

Preparing the first issue that summer was a challenge: learning new software, trying to figure out how to import Asian scripts, reminding (and sometimes begging!) people to turn their manuscripts in on time, remembering to spell check everything, and creating a professional-looking document worthy of the consortium. The dictionary and style guide were our constant companions, and with the aid of Ben's eagle eye, careful editing, and great stories to break up long afternoons, the first issue was produced.

As the years went by Marsha Smith joined the editorial fun, Ben retired, and I moved on to become an outreach coordinator in the East Asian Studies Center at Indiana University. With Van and Marsha's encouragement, I remained a part of the *ASIANetwork EXCHANGE* editorial team, with Marsha taking over the main editorial duties, and Nirmala Salgado and I assisting. Time and again in my new position at Indiana University I was to be reminded of just how influential ASIANetwork is in the world of Asian studies. My outreach duties center around educating public school teachers about East Asia through workshops, institutes, conferences, and classroom presentations. At virtually every one of these events I encounter ASIANetwork: the presenters, instructors, authors and advisors nearly always include someone from an ASIANetwork institution. And when I am asked to suggest a qualified East Asian expert for an event, the first names that pop into my mind are the dedicated ASIANetwork educators.

I am grateful to all of you for allowing me to have the opportunity to contribute to this vibrant organization, and I hope that one day in the near future I will have the chance to work with many of you again.



Marsha Smith

Department of Sociology, Anthropology, and Social Welfare

Assistant Editor 2000-2002

***The ASIANetwork EXCHANGE* Editor 2002-2005**

It has been my privilege and pleasure to act as your Editor of *The ASIANetwork EXCHANGE* for the past three and a half years. I was invited to join Anne Prescott and Ben Nefzger as an Assistant Editor in 2000, the second year the *EXCHANGE* was housed at Augustana. By that date Anne and Ben were quite up-to-speed on how to produce a newsletter and my job primarily entailed proofing and soliciting copy. Anne had done almost all of the set-up work: developing the new “look” for the newsletter, organizing departments for materials, settling on fonts and formatting styles, and all the rest. We were very fortunate that Anne had had past experience in editing before coming to Augustana.

When, in 2002, Anne left Augustana to work at Indiana University and Ben Nefzger retired from the college, I, by attrition, became Editor! Much of my late summer experience revolved around learning Page-maker, Photoshop, and other aspects of the position like soliciting copy. With great relief and rejoicing on my part, Anne was willing to stay on as an assistant editor. I could always email or call if I needed her expert advice (which I shamelessly took advantage of). She also introduced me to Gary Poskin at Pinney Press, who has been a wonderful support for us. Later in my first year of Editorship, Nirmala Salgado joined us. I especially want to offer my thanks to both Anne and Nirmala. They always come through with excellent editing skills, often in an extremely tight time frame.

I have enjoyed working for Van Symons, Executive Director. Whenever I have a question, he always has the answer, no matter how beleaguered or frenzied he might be at the moment. Thanks, as well, to each of the Board Chairs that served while I was Editor: Jim Leavell, Paul Watt, and Joan O’Mara. You always got great copy in to me and always on time! Thanks also to Diane Clayton who maintains the website. She posts copies of each newsletter one year after it is published, in case someone needs to find an article in a back-issue. I also wish to thank all of the conference photographers over the years, including Diane Clayton, Jim Leavell, Chia Ning, and Anne Prescott. Of course, I wish to give a special thanks to Teddy Amoloza, incoming Executive Director, who

annually provides photos from ASIANetwork Freeman Student Faculty Fellows reports, and has often, on short notice, provided a written up-date on the status of the program. Every one of you has provided incredible degrees of support in maintaining ongoing quality of the newsletter.

Working on the newsletter has been a growing experience for me in a number of ways. As many others have said in this issue, for me, the most wonderful facet of this position is that I have the opportunity to meet so many wonderful, interesting, and talented Asian scholars. Whether I have met you at conferences as I try to solicit copy for next year’s issue, or by email—again soliciting copy or asking for clarification, or by telephone, I am constantly reminded of what a strong and lively consortium this is.

The *EXCHANGE* sometimes comes to light in my other Asian-related roles. For example, as National Consortium for Teaching About Asia Seminar coordinator under the Teaching East Asia Program in Colorado, I have attended NCTA meetings where program directors such as Lynn Parisi, Kathleen Woods Masalski, Roberta H. Martin, Mary Hammond Bernson and Jacques Fuqua have at varying times all mentioned articles or information they have read in the *EXCHANGE*.

As someone who was not an “Asianist” in my graduate work, the newsletter has allowed me the opportunity to grow more broadly in my expertise on Asia. Editing articles on Korea or India, or in the fields of Literature, Religion or Economics, has enhanced my understanding in a variety of ways. By reading your work, attending your sessions, talking with you during meals or on field trips or after sessions, I continue to learn. As I turn over editorship to those at Illinois Wesleyan, I am excited about my continued involvement in ASIANetwork and Asian Studies—whether by offering a new class on China, presenting a paper at the upcoming ASIANetwork conference, or by working this summer as one of the faculty selected for the Pearl River Delta Faculty Development program. My life, both as a teacher and a scholar, has been enriched greatly by this experience.

ASIANetwork Staff: 1999-2005

Note from the Executive Director:

When the headquarters of ASIANetwork moved from Colorado College to Augustana College in late summer 1999, the consortium was blessed to retain the services of the Augustana College Controller, Mary Doonan, to manage our increasingly complex financial affairs. Since then, Mary has worked with me to carefully monitor the incoming revenues of AN and to disperse them as needed to fund our various programs and other initiatives. She prepares monthly a complete financial statement for review by the executive committee of the board, manages an annual outside financial “review” by the accounting firm of McGladrey and Pullen, prepares AN’s annual tax return statement, and carefully monitors all expenditures linked to foundation-funded programs. She is thorough, attentive to detail, and for me, patient in explaining what the array of figures we deal with is all about. We have also turned to Mary for sound advice on investment strategies and on the preparing of our “Investment Policy” guidelines. In short, Mary has worked tirelessly, often without compensation, to create for ASIANetwork a fiscally responsible model for managing our finances. We are all greatly indebted to her. The report she has submitted for the newsletter below will give readers a sense of Mary’s contributions to AN and the professional manner in which she has supported us.

**Mary Doonan
Controller
Augustana College**

Augustana College assumed the fiscal and accounting responsibilities of ASIANetwork, Inc., effective September 1st, 1999. ASIANetwork purchased an inexpensive financial software package for small businesses, QuickBooks, which provides basic tools for financial management. It was necessary to customize the software and account structure to work in a not-for-profit environment, with the use of Excel spreadsheets for foundation reporting of restricted funds. An upgrade of the software application was just recently completed to facilitate the relocation of the ASIANetwork homebase from Augustana college to Illinois Wesleyan University later this year. Financial statements are prepared monthly and distributed to the Executive Director and various members of the Board.

Since September 1st, 1999, ASIANetwork ceased to have any employees, which eliminated the need for payroll tax withholding and reporting, both at the federal and state levels. This decision was made partly to accommodate the required movement of headquarters to various institutions throughout the country. All stipends and honorariums are now paid as non-employee compensation and reported on Form 1099–Misc. An application was filed in October 1999 to withdraw from the State of Colorado reporting (the former headquarter location for ASIANetwork).

In November 1999, after a drawn-out process of jumping through many hoops, ASIANetwork received exemption from sales tax in the State of Illinois. This exemption was renewed in 2004, and extending through June 1, 2009. Since the headquarters is moving to Illinois Wesleyan University, the exemption will continue to be in force and utilized.

Once based at Augustana College, ASIANetwork was able to utilize the services of the College’s Controller, whose preparation of the organization’s Form 990 *Return for an Organization Exempt from Income Tax*, spared ASIANetwork the expense of outsourcing this service. The tax return is due by January 15th of each year for the preceding fiscal year.

At the request of the Henry Luce Foundation, ASIANetwork was required to submit a financial statement review report each fiscal year, starting with the year ending August 31, 2001, in order to receive additional grant funding. The report is compiled by the Controller, and an outside public accounting firm reviews and issues an opinion on the contents.

Over the last 5½ years, ASIANetwork has written almost 1,000 checks to vendors, institutions and individuals. In May 2002, an unrestricted endowment was established with the Commonfund, with \$600,000 of excess available funds through the direction of the Board of ASIANetwork. The excess funds were generated through prudent fiscal operations, both in implementing programs and in minimizing administrative overhead. The funds were invested with the intent of generating investment income to provide financial resources for the administrative expenses needed for general operations. An additional \$50,000 was invested at a later date. Once the investment account was moved to The Vanguard Group in July 2004, a total of \$725,000 in funding was available for investment. As of December 31, 2004, the market value of the endowment was \$771,853. Recently, the Board approved the hiring of an investment advising firm, DHK Financial Advisors, Inc. to provide investment advice to the Board. Safeguarding this endowment is a key priority for the future success of ASIANetwork.



Jane M. Tiedge
Project Coordinator
Freistat Center for Studies in World Peace
Augustana College
Administrative Secretary 1999-2002

“The journey is the reward”
Chinese proverb

My journey with ASIANetwork was not that as a keynote speaker, conference panelist, committee chair, board member or Executive Director; yet, from 1999 through 2002 I journeyed with each of these persons. When I became an employee of Augustana College in 1992, I worked with the History Department and as a result became acquainted with Van Symons and his dedication to the mission of ASIANetwork. There were numerous times that I read articles by ASIANetwork members or heard of programs that ASIANetwork supported. In addition to being an employee of the college, I was also a non-traditional student working towards a bachelor’s degree in religion and history. I soon came to know the generosity of the programs sponsored by the Freeman Foundation and its association with ASIANetwork as I became one of the first students to receive a Student-Faculty Freeman Fellowship, which allowed me to travel to China in 1998.

However, one of the most memorable steps in a journey that started in 1999 was when Van came into my office and asked if I would support his work as ASIANetwork’s Executive Director in the role as his Administrative Secretary. For the next three years, I worked closely with the ASIANetwork institutions and members, attended conferences and board meetings, and organized all of the mailings to the membership. I have been grateful for the opportunity to meet numerous members who have inspired me with their own research and expertise. Not just Augustana faculty but members from around the country such as Suzanne Barnett-Wilson, James Leavell, Gita Rajan, Anne Prescott, Joel Smith and Henry Rosemont - thank you.

As the Administrative Secretary for ASIANetwork it seemed easy enough: type minutes, mail out notices, prepare

conference packets. However, as this journey started, I soon realized there were ways in which I could help others make their journeys a little smoother. I remember going to Van and explaining that ASIANetwork needed a membership directory. It would not take “too much time”—just send out forms for members to fill out and return when they sent in their membership dues, compile the data into a database and print out the directory! By the spring conference, ASIANetwork had its first printed membership directory.

In the spring of 2002, I attended my last ASIANetwork Conference. At that time, my position at Augustana changed and I would no longer be able to continue with ASIANetwork. Ruth Symons stepped in and created a niche of her own within the organization. Since she has been on board, I discovered that the directory is now online, the membership database has grown and she has worked closely with the editors of the newsletter.

Over the years, ASIANetwork members have benefited from memorable conferences, timely programs, outstanding speakers, innovative newsletters, and unique opportunities for both faculty and students. I am proud of the contributions made by those in my position. You probably have talked with either Ruth or myself, but did not realize who we were. We were the ones at the Registration Table; taking notes at the meetings; on the other end of the phone when you called to inquire about your institution’s membership status, submit a name change or change of address; or to ask questions about programs and upcoming conferences.

As you reflect on how ASIANetwork has served you while housed at Augustana College, I hope that you will fondly remember the journey that Ruth and I took with you.



Ruth Symons
Augustana College
Administrative Secretary 2003-2005

Several weeks ago while Van and I were in Chicago, we had the opportunity to attend a performance by the Chicago Symphony Orchestra. The conductor, Daniel Barenboim, was in top form, and each section of the orchestra played with ease, accuracy and enthusiasm for a combined effect that was greater than the sum of all the parts. I was immediately struck by the similarities between the orchestra and ASIANetwork. It is through the combined efforts of many, many dedicated people and subgroups in our organization, each working for countless hours behind the scenes, that we are able to provide solid academic opportunities to the faculty and students of the liberal arts colleges that compose our consortium. Through our efforts, we have become highly respected by our peers in the academic community where we have the reputation of being dependable, fiscally responsible, thorough and responsive: truly on the cutting edge.

I have immensely enjoyed attending our semiannual board meetings, where, over the course of the three years I have been the ASIANetwork secretary, I have seen creative proposals which first appeared on the agenda in very tentative forms be shaped and refined by board members into substantial and beautifully crafted documents. These proposals, when funded, have enriched the lives of literally hundreds of our colleagues and students. So first, I want to thank our fine board members, and especially the board chairs I have been privileged to work with, Jim Leavell, Paul Watt and Joan O'Mara, for their dedication and truly inspirational leadership and also for their friendship.

As Jane Tiedge mentioned, the ASIANetwork secretary is the contact person who gathers membership information and fields membership questions. I am indebted to Jane for creating the original membership directory and our impressive membership database. Jane's organizational skills made it easy for me to learn the ropes quickly when other campus responsibilities required her to leave ASIANetwork. I am also grateful to Diane Clayton and Craig Rice, who have been the dynamic duo responsible for the on-line directory. We have spent countless hours in gathering

information from you and transforming this into a highly valuable resource available to you at the click of the mouse. If you haven't seen our on-line directory yet, take a moment to visit our website at (www.ASIANetwork.org) and scroll down to *Online ASIANetwork Membership Directory*. I also appreciate all of you who have taken the time to send me individual and institutional membership updates. We try to incorporate that information into the directory at the end of each month.

Thanks also to Marsha Smith, editor of *The ASIANetwork EXCHANGE*, and her co-editors, Anne Prescott and Nirmala Salgado. I have truly enjoyed the day to day camaraderie with Marsha, who shares an adjoining office in our suite at Augustana College, and I marvel at her composing skills. As an English major, I have also enjoyed being a proof-reader for the journal on occasion.

Finally, I would like to thank Van Symons, our retiring executive officer, who invited me to become the ASIANetwork secretary when Jane left. Since Van also happens to be my husband, I can't be too effusive and maintain my proper professional decorum. But I will say that I have never met anyone who has worked longer hours (and with more perpetual and boundless enthusiasm) than Van has for ASIANetwork. He is a wonderfully organized administrator who over the past six years has devoted forty or more hours every week to ASIANetwork causes: fundraising, writing grant proposals, sorting out conundrums, providing a living history of the organization, consulting at colleges, and encouraging every board member to achieve more than he or she would have imagined possible. Life is never dull in Van's company! Thank you, also, Teddy for agreeing to become the new Executive Officer. ASIANetwork will continue to be a dynamic organization under your capable leadership, and I will probably see a little more of my husband. Our best wishes go out to you.

I will truly miss being a part of ASIANetwork. It has been a very important part of my life for the past three years. Thanks to all of you for your support and your dedication to ASIANetwork.

Opportunities to Study in Asia *Spotlight on Study-Abroad Programs in China and Hong Kong S.A.R.*

ASIANetwork spotlights three study-abroad programs that focus on China or Hong Kong S.A.R. The programs are: Lingnan University Student Exchange Programme in Hong Kong S.A.R., Central College's China Program, and Pacific Lutheran University's Program in Sichuan Province.

Lingnan University Student Exchange Programme, Hong Kong S.A.R.

Prof. J. Barton Starr, Associate Vice President
Chair, Professor of History, and Head of the Department
of History
Director of International Programmes

Lingnan University is proud to be a member of ASIANetwork, and is one of the few universities in Asia that has joined the organization. Lingnan has a very active student exchange program, with many of the partner institutions also being members of ASIANetwork. We welcome the opportunity to explore with other ASIANetwork member institutions the possibility of establishing exchange agreements which would be mutually beneficial.

Our Mission Statement

Lingnan University in Hong Kong traces its heritage back to Lingnan College, which was established in Guangzhou in 1888, but which was closed in 1952 during the reorganization of higher education in China. Lingnan College alumni founded Lingnan College (now University) in Hong Kong in 1967, and today the university aspires to be an internationally recognized liberal arts university with Hong Kong characteristics. It seeks to provide its students with an education in the liberal arts tradition from both East and West. Lingnan takes a whole-person approach to education, which enables its students to think, judge, care, and ultimately, act responsibly in the changing circumstances of Hong Kong, the region and the world. The university has approximately 2000 undergraduate students, plus some graduate students, primarily in research-style M.Phil. and Ph.D. degrees. More information about Lingnan University can be found at <http://www.LN.edu.hk>.

Whole Person Education: The Student International Exchange Programme (SIEP)

Launching the SIEP

To assist in accomplishing this mission to become Asia's leading liberal arts university, one of our educational goals, as stated in the "University Strategic Plan," is to help graduates "have an international outlook and exposure and

to be able to analyze problems from the cross-cultural perspective." For this reason, in 1999 Lingnan University launched the Student International Exchange Programme (SIEP), with the ambitious goal of assisting 25% of each class of students to have the opportunity to study abroad for one credit-bearing semester.

Aim of the Programme

The SIEP aims to enable Lingnan University students to gain exposure to different educational approaches, interact with students of different nations, learn more about other countries' cultures, gain intercultural understanding, enhance language abilities, and enlarge their world view.

To capture some of the spirit of what we are attempting, we have chosen the slogan: "Engage the World."

Operation of the Programme

Because of Lingnan's commitment to fully implementing the SIEP, in October 2000, the University created the Office of International Programmes (OIP), with the Associate Vice-President and Academic Dean (Humanities & Social Sciences), Professor J. Barton Starr, serving concurrently as the Director of International Programmes, and Ms. Sandy Kwok employed as the Senior International Programmes Officer.

The OIP primarily liaises with partner institutions and coordinates with departments and offices of the University over the administration of the Programme. In addition, the Office handles enquiries and applications from both Lingnan and overseas students, gives advice to students on study abroad and provides counselling services for those who might encounter difficulties with culture shock or homesickness.

In all of the exchange agreements, Lingnan and overseas students continue to pay tuition fees at their home institution. In most exchange agreements, students pay dorm fees at their home institution, although for reasons specific to each institution, sometimes students are required to pay for the dorm fees at the host institution. In order to enhance the cultural experience of the exchange, an unwritten part of the agreements is that students will not room with another exchange student from their home country.

In four short years, Lingnan has made substantial

progress in establishing exchange agreements and sending and receiving students. For the 2004-05 year, Lingnan will send approximately 23-24% of the year's intake abroad (including all of the various study abroad programs).

Students' Responses

The feedback from the student evaluations reveals that both overseas visiting students and Lingnan students have found the overseas experience, both personally and academically, enlightening, enjoyable and fulfilling.

Overseas students find that Hong Kong is an amazing place which remarkably combines both East and West cultures for the most diverse experience. Lingnan University provides them with a caring and personal atmosphere. Generally, they report that the rigor and intellectual quality of academic work at Lingnan approximately equals that of their home institutions.

Lingnan students generally feel that after having studied abroad, (i) they have become more mature and independent, (ii) the level of their English proficiency has improved, (iii) their horizons have been widened and they tend to look at things from many angles, and (iv) they have a deeper understanding of other countries' cultures as well as themselves (e.g. some said they thought a great deal about their national and regional identity). Last, but not least, they have made many life-long friends.

More information about the SIEP can be found at: <http://www.ln.edu.hk/oip/siep/home.htm>.

Two "Spin-offs" of the SIEP

Lingnan has established two other programs as a result of the implementation of the SIEP. Both of these programs are only available to graduates and faculty from our partner universities.

First, a pilot program was developed fully into the Lingnan Visiting Tutors (LVT) Scheme, by which selected recent graduates from our partner institutions are employed by Lingnan to serve as English-language facilitators. In this highly-competitive program, the university provides the LVTs with an apartment, a salary and insurance coverage.

The second program is the Lingnan Visiting Scholars (LVS) Program. The university established this scheme to assist faculty from our partner institutions who wished to come to Lingnan for a semester or a year for teaching and research. Lingnan provides an apartment, a small living stipend, medical insurance and a round-trip airline ticket for the appointee. In return, the LVS teaches a reduced load and participates in other activities of the university.

Information about both of these programs can be obtained by contacting Prof. Starr (contact information is at the end of this article).

Looking Ahead

The OIP has been vigorously exploring possible exchange opportunities with suitable institutions around the world and will continue to do so. We firmly believe the program serves to enhance a multicultural and international ex-

perience among all visiting and local students. As of December 2004, the University has entered into active exchange agreements with 28 institutions in Australia, Canada, Japan, Korea, Mexico, the Philippines, Taiwan, Thailand, the U.K. and the U.S., plus consortia agreements through ACUCA (Association of Christian Universities and Colleges in Asia) and U.S. UMAP (University Mobility in Asia and the Pacific).

CONTACTS FOR FURTHER INFORMATION

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Central College's China Program

Chia Ning, Professor of History, and Brian Zylstra, Director of International Education Office



In Spring 1990, the first group of Central College students spent a semester studying at Zhejiang University in Hangzhou, China as part of Central College's Study-Abroad program. Central also maintains programs in Carmarthen (Wales), Colchester and London (England), Granada (Spain), Leiden (Netherlands), Merida (Mexico), Paris (France), and Vienna (Austria).

Central's China program is held to the same high academic standard for undergraduate study-abroad programs that Central has maintained since 1965. In Hangzhou students study at one of the five highest-ranking universities in China, Zhejiang University, which was founded in 1897. With a yearly enrollment of over 2,000 students from all over the world, the faculty of Zhejiang University has had a great deal of experience in teaching international students. This is especially true of those teaching in the International College of "Zhe Da" (as the university is referred to locally), where most of the programs devoted to international students are concentrated. Students are required to take between 12-17 semester hours, six of which are in Chinese language study and one is the *China Seminar* taught by Central's resident director. Chinese language courses are available at every level, from beginning to advanced, so no previous coursework in Chinese language is required. Those who choose to continue an intensive language study may complete an additional six credits in language. Other options available include studio arts (Chinese painting and calligraphy), physical science (Tai Chi and Gong Fu), and a *Teaching ESL* internship. For students who express other specific interests, the Office of International Education at Central College is ready to work with the resident director in Hangzhou to arrange independent study courses over a variety of academic disciplines, as well as 2 or 3 credit internships in a number of fields.

Orientation begins before the regular semester starts in Hangzhou, during which time students learn about Chinese customs, values, and history through a series of presen-

tations, discussions, and excursions. Practical skills (shopping, using public transportation, banking, etc.) are also addressed in the initial orientation. Orientation continues throughout the semester in the *China Seminar* course and includes excursions both within Hangzhou and to other important sites. Central College students also are introduced to a Chinese friend. This friend is a local student who has volunteered to help the Central student deal with cultural issues while he or she gains the opportunity to speak English. Both students benefit from this cultural and linguistic exchange, which begins by email before the start of the program and develops more fully in the first days of orientation.

Zhejiang University's location in Hangzhou provides a structured environment that allows students to explore independently. Students live in the International Student Residence on the main Zhejiang University campus. A beautiful setting, one of Zhe Da's several campuses, Zheliang is surrounded by hills on one side and West Lake on the other, with nearby shops and public transportation. Meal stipends are included in the program fees. The city of Hangzhou, known as "heaven on earth," is located near the East China Sea on the Qiantang River, and is surrounded by many traditional and historical towns. The area is rich in the history and culture of many emperors, painters, and poets because it was one of the seven ancient capitals of China. Zhejiang Province is prosperous, famous for its tea and silk production. The region, approximately 100 miles south of Shanghai, provides easy access to rail, bus, and airline routes.

Cultural activities and excursions are included in the program fee. Students are given the opportunity to attend concerts, theater and museum visits, and acrobatic performances. Excursions include visits to the surrounding area, as well as a three-day visit to Shanghai (visiting the Shanghai Museum, the Oriental Pearl TV Tower, the traditional Cheng Huang Temple, and the modern, bustling Nanjing Road), and a five-day trip to Beijing (visiting the Great Wall, Forbidden City, Summer Palace, the Ming Tombs, and more).

The *Teaching ESL* internship is a special component of the Central College China program. Along with other Chinese students at Zhe Da, all study abroad students are strongly encouraged to enroll in the *Teaching ESL* internship. Each Central student in the internship works with a Chinese faculty member who teaches English to non-majors. Valuable cultural insights and friendships are gained through this experience. For those interested in working with children, ESL teaching opportunities at the elementary level are also available. No previous training in ESL is necessary and students may earn up to two semester hours of credit.

In addition to the spring semester program, Central College Abroad offers a Summer TESOL (Teachers of English to Speakers of Other Languages) Internship program from mid-July to mid-August. This program includes visits to Beijing (four nights) and Shanghai (three nights). The focus of this program is an intensive three-week experience teaching English to Chinese elementary and middle school students. This program, located on the newest campus of

Zhejiang University (Zi Jin Gang), allows students with an interest in K-12 education and/or teaching ESL to gain practical experience in the field while learning about China. Since this program requires student teachers to be responsible for a classroom of 20-25 Chinese students, as well as to create appropriate materials and activities, preference is shown for students who have successfully completed the *Teaching ESL* internship during the regular, spring semester in Hangzhou or those who have background in teaching ESL (e.g., course work in TESOL, teaching/tutoring experience, course work in elementary/secondary education, etc.).

The fees for the TESOL Summer Internship Program (TBA for 2005/\$1,800 for summer of 2004) include on-site orientation, tuition for six semester hours of credit in "ENGL 397: *Internship in Teaching English as a Second*

Language, on-site advising and oversight with Central College faculty, airfare stipend, room and board, excursions to Beijing and Shanghai, and an International Student Identification Card.

For further information about Central College Abroad programs, please call 1-800-831-3629, or write to studyabroad@central.edu or visit <http://www.central.edu/abroad>. Applicants and their parents and advisors are also encouraged to contact Brian Zylstra, Director of the International Education Office at 641-628-5641 or at zylstrab@central.edu and Dr. David Purnell, the faculty liaison for the Central College China Program, at 641-628-5210 or purnelld@central.edu.



Central College Students and Faculty
at Zhejiang University

From Science to Society: Pacific Lutheran University's Program in Sichuan Province

Gregory Youtz

Chair, Chinese Studies Program

Twenty Years of Change

When Pacific Lutheran University Physics Professor K.T. Tang first established an exchange program with Chengdu University of Science and Technology in 1984, C.U.S.T. was an institution still recovering from the deep scars of the Cultural Revolution. Students and faculty from the Pacific Lutheran University Division of Natural Sciences who began spending semesters abroad at C.U.S.T. felt they were deep in the heart of remote Western China, far from the east coast development frenzy of "Special Economic Zones" and the tourism frenzy of Beijing and Xian. Life at C.U.S.T. was quiet; there was time for tea, for poetry and for Sichuan opera.

Times have changed. Members of the PLU faculty and staff recently returned from Chengdu with signed copies of the fourth extension of the productive exchange agreement between PLU and what is now Sichuan University, having hosted a 20th anniversary reception attended by dozens of exchange scholars and administrators who have spent time at PLU over the last 20 years. Sichuan University has now absorbed C.U.S.T. and the Western China Medical College to become the "Key" comprehensive university in Western China with an anticipated enrollment of 50,000-60,000 students in the next few years. With exchange programs and scholarly connections all over the world, Sichuan University is now a center for scholarly research on fields ranging from religion to forestry to distance learning and rural development. Chengdu itself is an emerging center of industrial and high-tech production with a rapidly changing urban landscape and a rapidly accelerating pace of life.

Times have changed at PLU too. Our China study abroad emphasis has shifted from natural science to Chinese language and culture, and we have developed new strategies for engaging our students in projects that plunge them into Chinese society both as researchers and as service-learning participants. We are partners with the Amity Foundation in Nanjing, working with their Social Welfare Division on medical training programs in Sichuan, and with the Sichuan University School of Distance Learning working on distance learning projects. Our students volunteer in English tutoring for teachers and students at local area middle schools, and engage in field interview research on a project of their choice.

It is an exciting time to be involved in Sichuan as it transitions from remote agricultural basin to production center for the developing international port of Chongqing on the Yangtze River. It is at times challenging to fit the "square peg" of our American "liberal arts" approach to education into the "round hole" of the research emphasis of a Chinese comprehensive university, but it is also

gratifying to be received as an "old friend" whenever we return with another semester's group of students. This year we have received, for the first time, four students from Sichuan University to study a year at PLU. We hope that number will grow as Sichuan students learn the value and power of a student-centered liberal arts experience.

The Study Abroad Program in Chengdu Today

Today the semester-long program focuses on engaging the students with modern Chinese society, through experiences both inside and outside the campus classroom. All students enroll in the Sichuan University Chinese Language Program for 10 weeks of instruction. Students may elect either the Sichuan University intensive Chinese classes, which comprise a full-time curriculum and involve other foreign students from all over the world. Or they may elect a less intensive Chinese class designed just for our program that allows time for another course—often *Modern Chinese History or Chinese Literature in Translation*. Students in either track may elect also to study *Calligraphy* and *Tai Chi*.

Beyond the classroom experience, students participate in an umbrella course called *Chinese Culture and Society* that focuses students on an individual research project emphasizing interviews with Chinese in Chengdu and other parts of China. Supporting this project are a service-learning experience, a study tour, and a lecture series.

When available, a faculty member from the home institution is in residence with the students as site-director; when unavailable, the site direction is done from the home campus, with visits at the beginning and at midterm from the site director.

The PLU Chengdu Program is part of the ANACSA consortium - selected study abroad programs of the Associated New American Colleges (ANAC) group and is open first to students from those institutions. It is open to students from other institutions on a space-available basis. There is no language prerequisite. Students must be at least at the sophomore level and have a sincere interest in exploring and learning about Chinese culture and society.

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