



Center for Asian Studies

University of Colorado at Boulder



Spring 2013

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Dear Friends of CAS -

It is my privilege to serve as the new faculty director of the Center for Asian Studies. After over a decade as CAS director, Laurel Rasplica Rodd stepped down last June to return to full-time teaching in the Asian Languages & Civilizations Department. Under Laurel's energetic guidance, CAS emerged as a national-caliber center for Asian Studies scholarship and outreach. During that time, Laurel shepherded over \$14 million in institutional grants through the Center. Most significantly, under her leadership in 2006 CAS became a US Department of



Thank you, Laurel!

Education Title VI National Resource Center for Asian Studies. These grants funded significant expansions in Asian languages offered at CU, including Korean, Hindi, Indonesian, Farsi,

and Arabic. They also funded additional faculty positions in Asian Studies, expanding CU's research and curriculum offerings across the region. While I am eager to contribute to the Center's excellent foundation laid by Laurel, I am also daunted by the challenge of following in her footsteps. Her leadership has been an inspiration for me and all of us here at CAS.

I am a cultural geographer of China and have been on the CU faculty since 1996. I have always viewed my scholarly work as situated firmly within two overlapping worlds: those of disciplinary



Tim Oakes

geography and interdisciplinary Asian area studies. As a geographer, I tend to view the area studies tradition in the broadest possible terms. I see Asian Studies as a field centered in the interdisciplinary study of Asian cultures, languages, histories, and societies, but

also including the changing physical environment, and the relationship between humans and that environment. One could say that I view Asian Studies, then, as extending beyond its home in the humanities and social sciences to include the environmental and physical sciences as well. And I hope to bring this view to bear on our ongoing efforts to expand and strengthen the Asian Studies major here at CU.

The University of Colorado Boulder has tremendous strengths in the environmental and physical sciences, and I'm looking forward to developing CAS as a bridge connecting studies of Asia's dynamic environment with the kind of work on Asian culture, history, and society that the Center is already known for. Toward that end, our annual theme for the 2013-14 academic year will be "Catastrophic Asia," and will focus on Asian vulnerability to and experiences with natural and human-induced environmental disasters. What can we learn, for example, from Asian experiences of disaster recovery? How have local cultural practices and social institutions in different Asian regions affected disaster experiences? What distinct challenges do Asian societies face as our planet's climate warms and as extreme climate events

become more frequent? These questions and many others will be part of a year-long conversation going on at CAS this coming academic year. We invite you to join in that conversation by attending some of our events throughout the year.

The year 2012 – a "Dragon Year" in the Chinese zodiac – brought an appropriate combination of good fortune and innovation for the Center. The 2011-2012 academic year saw the inaugural launch of the annual CAS themes "Asia on Edge" and "Visualizing Asia." These themes featured numerous events, including a presentation on the all-female Japanese troupe Takarazuka, a symposium on contemporary Korean art, Asian film screenings, and a puppet performance of the Japanese folktale "The Crane Wife." In March we hosted the first annual Asian Studies Symposium: "Asia on Edge," featuring a keynote address by noted Islamic studies historian and essayist Juan Cole on Pakistan's crisis of governance.

For the current 2012-2013 academic year, the CAS theme is "Listening to Asia." Events, performances, and our Symposium for this theme focus on both Asian soundscapes and the importance of listening to Asian voices to enhance our understanding of the region. A few of these events have, so far, included a talk by Mariko Terasaki Miller, the first woman to be appointed an Honorary Consul-General of Japan, about her childhood experiences in China during the Japanese occupation; a concert and workshop by world-renowned sarod player Rajeev Taranath; and, in conjunction with the Center for Media, Religion, and Culture, a conference on "Muslim Voices in the Heartland." See page 5 for more past events.

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We look forward to seeing you at some of our Asia related events in the coming year, and invite you to stop by our Broadway offices to say hello. As you know, all our events and activities – along with information about Asian Studies on campus – are listed on our website: <http://cas.colorado.edu>.

The Center has a wonderful Advisory Council of local (and several not-so-local) community members.

Through their efforts and generosity, as well as a gift from the College of Arts & Sciences (thank you Dean Leigh!), CAS has a beautiful new cherry and oak

conference table. To those of you who gave a monetary donation to CAS this past year, in addition to extending your time and talents, a huge Thank You! As you know, the Center relies heavily on external funding, including the financial contributions of its friends to support our continued growth.

Contributions can easily be made on our website as well (look for the “Make a Gift Online” button in the lower left corner).

Tim Oakes, CAS Director

EDWARD G. SEIDENSTICKER FELLOWSHIP FUND

CAS is pleased to announce that we are close to reaching our goal of establishing an endowment in honor of Edward G. Seidensticker (1921-2007), mentor, teacher, and friend to many. The endowment will provide an annual fellowship for a graduate student in Professor Seidensticker's field of Japanese studies and will honor an important scholar with many ties to CU-Boulder.

Professor Seidensticker was born in Castle Rock, Colorado. He earned a B.A. in Political Science from CU in 1942. When the U.S. Navy's Japanese Language School moved to Boulder the year of his graduation, he volunteered with the Marines and studied Japanese in Boulder from 1942-43, later being sent with the occupation forces to Kyushu and then to Tokyo as a translator.

After a distinguished career as a translator and scholar, he was awarded an honorary degree from CU in 2001, and he agreed to donate his extensive personal archives and papers to the University Libraries. Most of these papers have arrived already and are available for the use of students and researchers of Japanese literature and the history of post-war Japanese studies.

We have already raised over \$21,000, but we need \$25,000 to finalize this endowed fellowship. If you would like to help, please make a contribution to the fund by completing the insert included in this mailing or visit cas.colorado.edu and click Make a Gift Online in the lower left-hand corner.

Alumni on the Move

CU boasts a long tradition of Asian studies education. Our alumni are active and spread all over the globe. Here are updates from a few of the many students who learned about Asia at CU over the years.

Lauren Collins (IAFS/CHIN 2005). I am currently pursuing my PhD in higher education, focusing on higher education internationalization, at the University of Denver. I also worked as the International Student Experience at the Daniels College of Business at the University of Denver.

Marilyn Cross (CHIN 1994). After graduating from CU-Boulder, I attended the IUP Program in Taipei for 2 years. I loved the experience of living in Asia and hope to return; I have also tried my best to continue practicing my language skills. I currently live in Sherborn, Massachusetts, with my husband Xavier.

I recently acquired my MBA from Yale and am interviewing with companies with operations in Asia, hoping for international assignments. I would love to get back in touch with other classmates and professors from my time at Boulder.

Juli Gittinger (RLST-MA 2008). Juli is currently working on her doctoral dissertation at McGill University in Montreal. Her research focus is on Hindu diasporic identity in the context of virtual communities and cyberspace, with particular regard to Hindu nationalist discourse. She has been working with the Tony Blair Faith Foundation's “Faith and Globalization Initiative” at McGill, leading a module on Conflict and Violence, and co-teaching a summer session on Human Rights and Religious Minorities.

Ben Grafström (EALJ-MA 2009). In June 2012, after serving as an ALT for the JET Programme in Rausu, Hokkaido, for three years, Ben became an Assistant Professor at Akita University. He is currently teaching first & second year English and a special, language intensive class in education methods for education majors. He may be reached at grafstro@gipc.akita-u.ac.jp.

Scott Herrman (JPNS/INBU 1992). After graduation, I ended up living and working overseas for fourteen years in Japan, Germany, Singapore, Hong Kong, Indonesia, and China, during which time I worked as an analyst with Deutsche Bank and Lehman Brothers. I also enjoyed meeting many people and learning Japanese, German, and some Mandarin.

Now, I am back in Boulder/Denver working as a Certified Financial Planner with a small team serving cross-border clients.

Wendy S. King (EALL 1973). I am living and teaching in North Carolina. I teach middle and high school ESL.

After my senior year in Kyoto with the late Professor Judy Hurley, I returned to Japan and lived in Nagano-shi for one year. I continued my studies of Soto Zen at Antei-ji in Kyoto. I studied tea, calligraphy, and zen during the day and worked as a bar hostess at night. I then fulfilled my dream of studying in the Himalayas. I studied at His Holiness the Dalai Lama's school for westerners in the Tibetan Library of Works and Archives. I lived and studied in India for seven years. I was eventually ordained as a 36 precept novice nun and then went to Sri Lanka to study, but ran into the civil war, and returned home to Key West to get my MS Ed. in TESOL from Florida International University.

My years in Asia were extremely important to me professionally and personally. I was able to study with all the greatest lamas to have escaped Tibet, most of whom have now passed on. I cannot believe my good fortune! My academic training in Boulder was excellent and helped me very much in my Tibetan studies in India. Thanks to the Asian Studies Department!

I can never repay my debt of gratitude to Professor Hurley for being responsible for getting me accepted at Antei-ji as their first western woman student. I also have to thank Gary Snyder: I followed your footsteps, Gary. Thank you for setting them deep in the rock. We will find them for generations. Gassho!

Kevin Peters (ASIA/IAFS 2012). Following graduation, I took on a six-month temporary position as a study abroad advisor at CU-Boulder. When my temporary employment concluded, I decided to take a position in Urumqi, Xinjiang province in China, where I will be heading this week to teach English. Part of what influenced my decision was that I have always been inspired by that location in my studies and I felt I owed it to myself to experience Urumqi up close.

In addition to teaching English, I am planning on further developing my proficiency in Mandarin and also aspire to study Uyghur.

While I am nervous about being so far from home for a long duration of time, I am so thankful to have such a variety of

opportunities lying before me. I just need to remember to be brave and remain in pursuit of my dreams to the far corners of Asia.



Photo: Gwendoline Van Dooselaere (ANTH/ARTH 2003; Journalism-MA 2007)

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Asian Studies Faculty Share their Expertise

CAS is comprised of over 100 affiliated faculty members from across the CU-Boulder campus. Here is a brief overview of new publications and other recent faculty initiatives that expand our reach worldwide.

Loriliai Biernacki (RLST), Co-editor and author of two chapters in *God's Body: Panentheism Across the World's Religious Traditions*, Oxford University Press, forthcoming in 2013 (in press).

Steve Chan (PSCI), *Looking for Balance: China, the United States and Power Balancing in East Asia*. Stanford: Stanford University Press, 2012. *Enduring Rivalries in the Asia Pacific*. Cambridge: Cambridge University Press, 2013.

Carla Jones (ANTH), "Women in the Middle: Femininity, Virtue, and Excess in Indonesian Discourses of Middle-Classness." *The Middle Classes: Theorizing Through Ethnography*. Rachel Heiman, Carla Freeman, and Mark Liechty, eds. Santa Fe: School for Advanced Research Press, 2012: 145-167.

Miriam Kingsberg (HIST), "Methamphetamine Solution: Drugs and the Reconstruction of Nation in Postwar Japan." *Journal of Asian Studies* 76.1 (2013): 1-22. "Legitimizing Empire, Legitimizing Nation: The Scientific Study of Opium Addiction in Japanese Manchuria." *Journal of Japanese Studies* 38.2 (2012): 329-355.

Keller Kimbrough (ALC), "Battling Tengu, Battling Conceit: Visualizing Abstraction in The Tale of the Handcart Priest," *Japanese Journal of Religious Studies* 39.2 (Fall 2012): 275-305.

On February 20-22, 2013, **Paul Kroll** and the Department of Asian Languages and Civilizations hosted an international conference on "New Perspectives on Medieval Chinese Poetry," in celebration of the department's thirtieth anniversary, with support from the Center for Asian Studies.

The Chinese & Asian Studies Librarian, **Xiang Li**, received a CU Diversity & Excellence Grant for her proposal "Library on Video: Tutorial Hub for International Students." With the support of the grant and funding from the Libraries, Xiang and

her colleagues will design and create a series of videos in foreign languages to enhance international students' understanding of the library and library services. These videos will be in the native languages spoken by the majority of the CU international population, including Arabic, Chinese, Japanese and Korean.

Dennis McGilvray (ANTH) continued his project on post-tsunami, post-conflict Sri Lanka by conducting four weeks of fieldwork on contemporary Tamil Hindu and Muslim marriage patterns in the eastern region of the island (May-June 2012). He also gave presentations on his research at Univ. of Zurich and Univ. of Bern, as well as at the Madison South Asia Conference and the American Anthropological Association in San Francisco.

Antje Richter (ALC), "Empty Dreams and Other Omissions: Liu Xie's Wenxin diaolong Preface." *Asia Major* 25.1 (2012): 83-110. *Letters and Epistolary Culture in Early Medieval China*. Seattle: Univ. of Washington Press (forthcoming, Spring 2013).

Matthias L. Richter (ALC), *The Embodied Text — Establishing Textual Identity in Early Chinese Manuscripts*. (Studies in the History of Chinese Texts). Leiden: Brill, 2013.

Laurel Rasplia Rodd (ALC), "Poems from Midaregami by Yosano Akiko," *A Tokyo Anthology: Literature from Japan's Modern Capital, 1850-1915*, edited by Charles Inoue and Sumie Jones, University of Hawai'i Press (forthcoming).

Timothy Weston (CAS Associate Director; HIST) co-edited a volume, *China in and beyond the Headlines*, that was published in summer 2012 by Rowman and Littlefield Publishers and named an Editors' Pick in Choice Reviews Online in January 2013 (50.05).

Emily T. Yeh (GEOG), "Transnational environmentalism and entanglements of sovereignty: The tiger campaign across the Himalayas." *Political Geography* 31 (2012): 418-428. *Taming Tibet: Landscape Transformation and the Experience of Chinese Development*. Cornell University Press (forthcoming, 2013).

Alumni Updates

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Hisako Schibli (EALJ-MA 2010). I'm currently teaching Japanese language at two places: at Red Rocks Community College and at the Japanese Academy of the Rockies. I'm always thrilled to meet the students, spend time with them in the classroom, and see them making progress in learning Japanese!

Danielle Rocheleau Salaz (EALJ-MA 2000) and **Kunga Lama** (ANTH-MA 2007) are both CU alumni working for the Center for Asian Studies. Danielle has served as CAS Assistant Director since fall 2005, and from 1999 to 2005 she was the Assistant to the Consul General at the Consulate General of Japan in Denver. Kunga has been the CAS South, Southeast, and West Asia (SSEWA) Outreach Coordinator since 2008. Read more about the SSEWA program on page 7.

We want to hear from you! If you are a CU graduate who studied Asia during your time at CU, please send your updates to cas@colorado.edu to be included in a future issue.

CAS Directors & Staff

Tim Oakes, CAS Director; Professor of Geography

Tim Weston, CAS Associate Director; Associate Professor of History

Danielle Rocheleau Salaz, CAS Assistant Director; Newsletter Editor and Publisher

Lynn Parisi, Director, Program for Teaching East Asia (TEA)

Catherine Ishida, Senior Staff Associate, Japan and Korea Projects Coordinator, TEA

Julie Kang, East Asia Outreach Coordinator

Kunga Lama, SSEWA Outreach Coordinator

Joanne Sakaguchi, Assistant to the Directors for Grant Administration

Laurel Singleton, Staff Associate, TEA

Jon Zeljo, Senior Staff Associate, China and NCTA, TEA

Joanna Piacenza, Graduate Assistant for Data Collection and Communications



Tang Faculty-Led Courses in Asia

Providing scholarship support to students for annual summer courses in China

Visit to the Great Wall by the summer 2012 class

Summer 2012 Tang Endowment Course in Beijing

Last May, Timothy Weston, CAS Associate Director and Associate Professor of History, took 12 CU undergraduates to Beijing for a two-week on-site history course entitled, "Beijing: Window on Modern China." The course was made possible by the generous Tang Fund gift to CAS, enabling a diverse range of undergraduates to travel to and study in China each summer. The Tang gift pays the majority of the students' trip costs and is intended to encourage students who would otherwise be unlikely to have such an opportunity, either for financial reasons or because of their area of study, to participate.

Beijing (Peking) has served as the capital of China almost non-stop since the 15th century and is one of the most dynamic and historically rich urban centers in the country. Professor Weston designed the May 2012 course to make use of the wide variety of museums and historical sites in China's capital to explore Beijing's role in modern Chinese history and the subjects of modern and contemporary Chinese history as a whole. The goal was to both understand the basic content of that history and to talk about the way that history is being memorialized and represented. The students were encouraged to understand how events and themes from the past are being treated in the present, how history is framed in Beijing, who is determining how the representation takes place, the degree to which

meanings can or cannot be controlled, and what all of this says about the trajectory of modern Chinese history and contemporary China. The visits to historical sites, memorials and museums enabled us to gain a fine-grained and locally situated understanding of the subject matter that could not have been achieved in a standard classroom setting.

Highlights of the course included visits to the Jinshanling site on the Great Wall, the former foreign concession zone in the port city of Tianjin, Beijing University, Tiananmen Square and the Museum of the Revolution, and the Babaoshan Revolutionary Martyrs Cemetery.

In addition to being a wonderful opportunity for the students, it was a great chance for Professor Weston to get to know a group of CU students in a new context, and to spend quality time with them. He came away with a new understanding of today's generation of students, and a strong appreciation for the open-minded way that they view the world.

Leeds School of Business Offers New Faculty-Led Courses in China

"Doing Business in China" will provide an overview on the major topics related to operating a business in China. It will be offered in Spring 2013 through Leeds and the CU Study Abroad Program. The class is open to all CU students with sophomore standing or higher, and will meet once a week in April, covering essential background information about China, including cultural, ethical, operations, and financial considerations. During May, students will travel to Beijing and Shanghai for two full weeks. Activities in China will include business meetings with executives from a broad range of businesses, cultural excursions, and factory visits. Students will also have time to explore Beijing and Shanghai on their own.

A course on business operations is planned for Maymester 2014 in Hong Kong. "International

Operations" will be team taught by Leeds' faculty Steve Lawrence and Lori Seward and will cover topics such as supply chain management, manufacturing process design, and service operations. The course will allow students to experience real business operations in a global setting, with visits to manufacturing facilities in nearby Shenzhen, tours of Hong Kong's ports to get firsthand knowledge of the shipping industry, and observation of behind-the-scenes operations of a luxury hotel.



The Summer 2013 Tang course is "China thru TIME," taught by Professor Meg Moritz of Journalism and Mass Communication

Photo: Kevin Peters, China thru TIME participant, summer 2011

From Cherry Blossoms to Snow Gardens: The Floating World of Japanese Prints

CU Art Museum, University of Colorado Boulder
February 9 – March 23, 2013

FROM CHERRY BLOSSOMS TO SNOW GARDENS features woodblock prints by famed *ukiyo-e* masters of the 19th century including **Utagawa Hiroshige**, **Utagawa Kunisada**, **Utagawa Kuniyoshi**, and **Hokusai Katsushika**. These artists documented everyday life of Edo (present day Tokyo) through vibrant images of landscape, travel, commerce, and leisure. Among the many subjects represented in *FROM CHERRY BLOSSOMS TO SNOW GARDENS* are sumo wrestlers, logging and bamboo harvesting, images of the passing seasons, fireworks, and boating. Also included are selections from Hiroshige's series "Fifty-three Stations of the Tokaido," "One Hundred Views of Famous Places in Edo," and "Fashionable Genji."

The exhibition also features 20th century Japanese prints by artists including **Shiro Ikegawa**, **Hashiguchi Goyô**, **Kawano Kaoru**, and **Saitô Kiyoshi**. The 20th century works on view include examples of artists working in the more traditional *shin hanga* method and those who experiment with the *sosaku hanga* or "creative print" tradition in which artists controlled the entire printmaking process and rejected the ingrained

ukiyo-e tradition. Also on view are examples of popular 20th century Japanese print culture including selections of mid-century Chiyogami prints as well as prints that reflect both the evolution and continuity of Japanese visual narratives.

FROM CHERRY BLOSSOMS TO SNOW GARDENS: THE FLOATING WORLD OF JAPANESE PRINTS is generously supported in part by the HBB Foundation and the CU Art Museum benefactors and members, as well as by the CU Boulder Student Arts and Cultural Enrichment (ACE) fees, with additional support from the Center for Asian Studies.

For information about exhibitions and programs, or to request images for the press, contact: Lisa Tamiris Becker, Director, CU Art Museum, 303-492-8003, lisa.becker@colorado.edu, www.colorado.edu/cuartmuseum

Photo Credit:

Utagawa Ichiyusai Hiroshige, Japanese (1797-1858)

Kameyama, 1834

47, from the series "Fifty-three Stations of the Tokaido", published by Hoei-do woodcut

9 x 13 1/2 inches

Gift of Helen Baker Jones, in memory of her father, James H. Baker, former President of CU (1892-1914), CU Art Museum, University of Colorado Boulder 67.333.3

Photo: Jeff Wells / © CU Art Museum, University of Colorado Boulder

CAS Speaker Series Events Attract over 1200 in 2012

Below is a sampling of the events CAS hosted in 2012. For information about upcoming events, visit our website (<http://cas.colorado.edu>).

3/3/12 - CAS Symposium: Asia on Edge. The challenges confronting countries throughout Asia today are numerous, ranging from immediate crises of terrorism, natural disasters, and government crackdowns to long-term economic, social, and cultural changes in the lifestyles and identities of the people. Our first annual symposium addressed these themes, starting with Univ. of Michigan History Professor Juan Cole's keynote address, "Pakistan After Bin Laden: The Crisis of Governance," followed by a panel of CU faculty respondents with talks in the afternoon by CU faculty and graduate students.

4/13/12 - Aftershock: Japan One Year After the Tohoku Earthquake. A panel discussion addressing the aftermath of the Japanese triple disaster of March 11, 2011, and ongoing recovery efforts from a variety of perspectives. Presenters included Bruce Goldstein, Assoc. Professor of Planning and Design at CU-Denver; Roger Bilham, Professor of Geological Sciences at CU-Boulder; Greg Hanes, CAS Advisory Council Member and Asst. VP of International Marketing & Programs at the US Meat Export Federation; and Laurel Rodd, past CAS Director and CU Professor of Japanese.

9/30/12 - Min'yo: Japan's Music Roots. Japanese folk music and dance performance with artists Masahiro Takeda and Hiroko

Takeda from Japan and members of the CU Japanese Ensemble under the direction of Prof. Jay Keister and Mami Itasaka-Keister (Miko Bando), followed by a talk the next day by Keister and performances by the Takedas and Itasaka-Keister. For modern Japanese people Min'yo folk songs evoke nostalgia for a rural Japan that seems to be vanishing with migration away from the countryside and toward urban centers. The event introduced the sounds of Japanese folk songs, explained their historical significance and explored their hidden meanings.

10/4/12 - Affective Labor, Ethnic Migrant Youth and the Precariat in Neoliberal China. A public lecture featuring Professor Hai Ren, Assoc. Professor of East Asian Studies, Univ. of Arizona. Ren's talk focused on two cultural sites: the Chinese Ethnic Culture Park in Beijing and China Central Television's program "Eastern Time and Space." The lecture explored how these cultural sites shape the subjectivities of ethnic minority migrant youth in China, in order to align them with the state's project of neoliberal national development.

10/18/12 - Recent Developments in Women's Writing in Iran. A lecture by Nasrin Rahimieh, Maseeh Chair and Director, Dr. Samuel M. Jordan Center for Persian Studies and Culture, UC-Irvine. Rahimieh discussed recent developments in Iranian women's writing in the context of modern Persian literature. The burgeoning of women's writing in the wake of the 1979 revolution results from Iranian

discourses of modernity and debates about women's education and their role within the fabric of the nation. Drawing on recent literary works, Rahimieh demonstrated how themes of domesticity in novels and short stories lay bare the gendered construction of modern Iran.

10/25/12 - Japanese American Relations: A Personal Odyssey. Mariko Terasaki Miller is the daughter of Japanese diplomat Hidenari Terasaki and Tennessee-native Gwen Harold Terasaki. Born in Shanghai, Miller witnessed her father's involvement in desperate, last-minute efforts to avert war between Japan and America and spent the WWII years in Japan. In this talk, Miller shared her unique perspectives on US-Japan relations during and since World War II. Miller spoke of childhood experiences in China and the role her father played in diplomatic negotiations between Japan and the US. She concluded with lessons she has learned and their applicability in today's world.

10/29/12 - CHINA Town Hall. An annual event with partners across the US, designed to provide Americans with an opportunity to discuss issues related to US-China relations with experts in the field. The program opened with a webcast featuring Gary F. Locke, US Ambassador to the People's Republic of China, followed by CAS Director Tim Oakes on China's territoriality as it relates to its self-perception as well as how it is perceived from the outside, which led to a lively discussion about China's place in the world.

News from the CAS Outreach Programs

The Program for Teaching East Asia Receives New Grants

TEA, the K-12 East Asia outreach program at CAS, received new grants in 2012 to expand its online professional development programming on Japan for teachers around the country. With funding from the Japan Foundation Center for Global Partnership, TEA began the first year of "Japan-Online Professional Programs" (J-OPP), a three-year program. J-OPP programming includes the development and teaching of online courses on various topics in Japan studies appropriate for the elementary or secondary curriculum. More than 100 teachers applied for 30 spots in the first J-OPP course on Japanese history in fall 2012. During winter-spring 2013, 50 teachers are enrolled in "Teaching about Pre-modern Japan: Heian and Medieval Society and Culture." Each year the program is funded, TEA staff will develop and teach three new J-OPP courses, working with faculty at CU and other institutions. The J-OPP program is directed by TEA Director Lynn Parisi.

A one-year grant from the US-Japan Foundation supported the development and first-time offering of the online course, "Cultural Encounters: Japan's Diverse Past and Present," as well as the development of online programming for our U.S. Department of Education Fulbright-Hays Group Project Abroad. The US-Japan Foundation grant is directed by TEA Japan Project Coordinator Catherine Ishida.

TEA Conducts 18-Month Immersion in Japanese History for Secondary Teachers

Through matching funds to TEA from the U.S.-Japan Foundation, the U.S. Department of Education, and the Freeman Foundation, world history teachers from around the United States are taking part in an innovative professional development program that combines online coursework with a four-week study in Japan. "Cultural Encounters: Japan's Diverse Past and Present" began in September 2012 with a semester-long online course that explored Japanese history from the Nara period to the present through the lens of international and intercultural relations. The program is coordinated at TEA by Catherine Ishida, who serves as online course instructor and will lead the study program in Japan.

Over the course of seven instructional modules that included video lectures by CU-Boulder and other Japan specialists and webinars with CU-Boulder History Professor Marcia Yonemoto, participating teachers studied and discussed Japanese participation

in international conflicts, cultural borrowing, trade, diplomacy, and imperialism, as well as Japan's identity as a multiethnic nation.

In January 2013, 12 teachers who successfully completed the course were selected to participate in a four-week Fulbright-Hays Group Projects Abroad study tour in Japan, June 26-July 25. In Japan, the program will integrate formal and experiential study about Japanese culture, history, geography, literature, and education. Six Japanese cities (Fukuoka, Nagasaki, Nara, Kyoto, Yokohama, and Tokyo) and their surrounding areas will serve as classrooms in which participants will study themes regarding diversity in Japan and Japan's responses and approaches to historic and contemporary cultural encounters. Teachers will be responsible for developing and disseminating secondary-level, world history curricula that teach Japan in a comparative and global context.

2013 National Consortium for Teaching about Asia Expands Partnerships and Online Instruction

TEA is one of seven national coordinating sites for the long-running National Consortium for Teaching about Asia (NCTA), which has been funded since its inception in 1998 by the Freeman Foundation. As NCTA enters a landmark 15th year in 2013, NCTA programs offered through our Colorado coordinating center continue to explore innovations through online instruction, while maintaining traditional workshops and locally run seminars for teachers in collaboration with our national network of NCTA partners.

Among the highlights of our NCTA spring 2013 online offerings, TEA course instructor Jon Zeljo is joined by CAS Assoc. Director Tim Weston (History) and other specialists, including Jessica Teets and Orion Lewis (Middlebury College) and Jeffrey Wasserstrom (UC-Irvine), for a course on China's political system, designed for teachers of



AP Comparative Government. A new course under development for late spring will provide 20 hours of online instruction for teaching about contemporary Japan through visual culture.

This year, the NCTA program at TEA is partnering with Georgetown University's East Asia Center to offer a 30-hour NCTA seminar for K-12 teachers in the Washington, D.C., and Northern Virginia area. For the third year, we will support a 30-hour seminar on U.S.-China

relations for Southern California teachers, in collaboration with our NCTA partner at California State University at Fullerton. And for the 15th year, we will offer an intensive summer residential institute on East Asia. Twenty teachers from around the country will take part in "Re-Inventing Japan: Teaching about 21st-Century Issues and Trends," on July 9-17, 2013.

Over 2012, our NCTA site offered six online courses, three traditional classroom seminars, and a summer institute, reaching more than 200 teachers.

Teachers "Re-imagine" Japan at 2012 TEA Summer Institute

What are the challenges and opportunities facing Japan today? How do Japanese and the world perceive Japan in the context of two "lost decades" and the "triple tragedies" of March 2011? Why do these questions matter



to American educators and students? Twenty secondary teachers joined TEA staff and specialists from around the country to

consider these questions during a week-long summer institute on the CU-Boulder campus. The institute considered social, economic, political, and cultural dimensions of "Re-imagining Japan" in the 21st century. Course instructors included CU faculty members Marcia Yonemoto (HIST) and Laurel Rodd (ALC) as well as experts from other institutions, including William Tsutsui (Southern Methodist Univ.), Stephen Snyder and Linda White (Middlebury College), Sheila Smith (Council on Foreign Relations), Lucien Ellington (Univ. of Tennessee-Chattanooga), Kathleen Krauth (American School in Japan), Melanie King (Seattle Central Community College), and David Janes (US-Japan Foundation). The institute was directed by Lynn Parisi as part of TEA's NCTA programming.

Teachers attending the course were selected through a competitive national application process. They represented 14 states, from Massachusetts to Washington. Returning participant Lori Snyder, a high school teacher from Massachusetts, commented on her continuing participation in these courses, saying, "This year's program, like my previous experiences, has been a perfect

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balance of current East Asian scholarship; provocative discussions among the presenters, TEA outreach specialists, and attending teachers; and great resources and support.” Rebecca Hong, who teaches in San Francisco, noted that the institute provided useful content, but also, “a great model for me as a teacher. . . . I had very little about Japan in any of my courses. Japan showed up at WWII and as an example of ‘global economic growth.’ The institute has helped me imagine ways I will revise my teaching in all my classes.”

As a requirement of this program, teachers returned home to teach about Japan in their courses on world history, literature, global studies, geography, Asian studies, and art and shared their experience and resources with other educators. Some participants undertook ambitious plans to develop new units or elective courses on Japan. One teacher designed a six-week orientation for his students, who then took part in an exchange program in Japan this winter. The institute also provided a Japanese language teacher from Virginia with ideas and resources to teach contemporary culture through language instruction.

Funding for TEA’s annual summer institute for teachers is provided through a generous grant from the Freeman Foundation. Each year’s topic is determined during fall semester, and nationwide announcements of the opportunity go out in January. TEA receives approximately 60-100 applications each year, making the program highly competitive.

South, Southeast, and West Asia Outreach Program 2012 Highlights

In 2012, the SSEWA outreach program conducted a four-part K-12 teacher workshop series in collaboration with the Boulder-Nablus Sister City Project, with the goal of providing our workshop participants with a well-rounded understanding of Middle Eastern culture, geography, and issues of identity, in order to provide a strong basis for evaluating current events as they unfold and to provide useful teaching tools to educators who teach about the region. The workshops were designed for secondary school teachers and were open to the public as well.

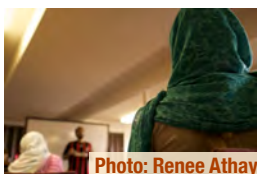


Photo: Renee Athay

The first workshop in February, entitled “A Taste of the Middle East: Perspectives on

Culture, Geography and Identity,” presented an overview of the region and approached issues of identity, religion, and current events from multiple perspectives. The next workshop in May, “The Middle East: Myths and Realities,” provided a historical overview of the Middle East and an understanding of how it came to be what it is today. The September workshop, “Arab Spring: The Middle East Awakens,” provided an in-depth look at the Arab Spring movement and the changes that it brought to places like Tunisia, Libya, Syria, and the Gulf States, and possibilities for the future. The final workshop in November, “Israel-Palestine: Two People, One Land,” examined political, humanitarian, and environmental aspects of the conflict, with special attention to the Jordan River Valley and the Dead Sea, the status of the region’s aquifers, and the rise of large-scale, export-oriented agriculture. In these workshops, presenters and participants explored a variety of perspectives through in-depth analysis and discussion. Middle East conflicts are often presented in binary terms, with two opposing sides. However, listening to voices on the ground renders the situation much more complex.

STARTALK Chinese Language Program Completes Third Year at CU-Boulder



In summer 2012, TEA conducted its third annual STARTALK grant program for Chinese language teachers. Working in collaboration with CU’s Anderson Language and Technology Center (ALTEC), TEA’s “The Middle Kingdom in Middle School” was designed to provide Chinese language teachers theoretical and practical knowledge on developing a sustainable Chinese language program at the middle school level. The program attracted teachers from around the country, including three from Colorado. Participants began with asynchronous online work and then arrived at CU for a week-long residential institute in July, during which instructors and speakers provided expertise on current trends in pedagogy and practices, learning technology, articulation issues, collaborative work across disciplines, and development of successful Chinese language-culture programs embedded in middle schools.

Jessica McCaulley, one of the Colorado participants and a recent graduate of CU-Boulder with a major in Chinese language, praised the program’s ability to pull teachers together in a field that tends to be solitary: “The institute is a wonderful opportunity to network and share resources. Chinese has enriched my life in so many ways that I want to share it with the next generation, and this program has further motivated me in my teaching goals.” The program was featured on the front page of the Boulder *Daily Camera* and inspired an article in *The Denver Post* on the growth of Chinese as the foreign language of choice among students.

SSEWA Wins STARTALK Grant, Offers 2012 Summer Program for Secondary Students

In June 2012, the SSEWA outreach program led its first STARTALK language program entitled “STARTALK: Jai Ho Hindi-Urdu Student Language Program,” in collaboration with ALC and ALTEC. The workshop was an intensive, five-week non-residential program for high school students. Three weeks of in-person sessions were held at CU, followed by two weeks of virtual immersion sessions conducted online. The curriculum was designed as an intensive introduction to Hindi and Urdu as well as the diverse and shared culture and history of India and Pakistan. Sixteen student participants came from various schools in cities such as Denver, Fort Collins, Lakewood, and Boulder.

According to the program’s external reviewers, Dr. Gabriela Ilieva and Ms. Gautami Shah, SSEWA’s program was “exemplary in its effort to prepare high school students for real life communication and to provide students with virtual immersion opportunities to interact with native speakers.” The workshop was made possible by a generous grant from STARTALK, a federal program and a component of the National Security Language Initiative (NSLI), which seeks to expand and improve the teaching and learning of strategically important world languages. With STARTALK funding for 2013, SSEWA plans a second year of summer program providing varied levels of instruction to accommodate both beginners and more advanced students, including those who will be returning to the program.



Photo: Renee Athay



"Beijing: Window on Modern China" students visit Tiananmen Square (see page 4 for more information)

Student Awards and Recognition

Thousands of students on the CU campus recognize the importance of understanding Asia to their future careers. Here are some of their activities.

Foreign Language and Area Studies Fellowship



FLAS Fellowships are awarded to CU graduate students studying Asian languages over the academic year or in intensive summer language programs. Funding for these fellowships comes from the U.S. Department of Education.

Summer 2012

Ed Black (HIST) – Chinese, Peking University, China

Fletcher Coleman (ALC) – Japanese – Middlebury

Dan DuBois (HIST) – Chinese, CU-Boulder

Barbara Grossman-Thompson (SOCY) – Nepali, Cornell University

Christopher Lewis (ALC) – Japanese, Inter-University Center for Japanese Language Studies, Japan



Ryan Lopez DeVinaspre (ALC) – Japanese, Hokkaido International Foundation, Japan

Casey Martin (ALC) – Japanese, Inter-University Center for Japanese Language Studies, Japan

2012-13 Academic Year at CU

David Ford (ALC) – Japanese

Maureen Kelly (RLST) – Arabic

Christopher Lewis (ALC) – Chinese

Elise Pizzi (PSCI) – Chinese

Aaron Stamper (RLST) – Arabic

Congratulations to all of you and keep up the good work!

Asian Studies Graduates 14 Students in 2012



CAS coordinates the undergraduate major in Asian Studies, an interdisciplinary program that allows students to learn about the astonishing diversity of the Asian region. Information about the major is available on the Academics tab of our website.

Asian Studies graduates for 2012 include the following:

Spring/Summer

Ryan Butler (ASIA / PSCI)
Sonia Gilbertson (ASIA, Business minor)

Patricia Helfenbein (ASIA / HIST / CHIN, with Honors)

James Hendren (ASIA / CHIN, Philosophy minor)
Colleen Kintzley (ASIA / HIST)

Christine Larsen (ASIA / Journalism)

Rachel Newsham (ASIA, CHIN)



Kevin Peters (ASIA / IAFS)

Gabriel Picinini (ASIA / IAFS / JPNS)

Daniel Ryan (ASIA / CHIN, History minor)

Fall

Jonathan Campbell (ASIA / JPNS / ECON)

Elizabeth Chavez (ASIA / JPNS)

Mark Christopher Wiebers (ASIA / ANTH)

Rachel Young (ASIA / Business Administration)

Japanese Studies Fellowship



A generous endowment bequest from an anonymous donor allows us to provide limited support to graduate students to recognize and encourage the study of Japanese history, literature, and language each year.

2012-13 Recipients

Ryan Lopez DeVinaspre (ALC)

Andre Martinez (ALC)

Colorado Journal of Asian Studies

Each Asian Studies major is required to complete a thesis in order to graduate. CAS recently launched the *Colorado Journal of Asian Studies*, an online publication (available on the Academics tab on our website) that includes some of these outstanding theses. The inaugural issue contains articles from Helfenbein, Hendren, Peters, and Ryan. In addition to their academic quality, all four theses in the inaugural issue address CAS' 2011-12 themes of "Visualizing Asia" and "Asia on Edge."