

U.S. Department of Education  
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT  
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #    P015A140111    P015B140111

Columbia Univ in the City of New York

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**COLUMBIA UNIVERSITY  
EAST ASIAN NATIONAL RESOURCE CENTER AND FLAS GRANT  
PROPOSAL 2014-2018**

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## **Abstract—Columbia University East Asian NRC Application**

In 1960, Columbia University's East Asian National Resource Center was established with a mission to advance the quality and dissemination of knowledge about East Asia, to train experts on East Asia with the highest levels of language proficiency, to promote interdisciplinary collaborations on and with the region, and to provide local and national educational outreach. Today the Center's 95 full-time language and area faculty in over 27 schools and departments offer more than 410 disciplinary and language courses a year on the region. Students pursue undergraduate, masters and doctoral study in more than 10 disciplinary departments or a joint professional school/East Asian studies degree program. The Center offers classroom instruction through 5th-year Chinese, Japanese, and Korean, and advanced modern and classical Tibetan. Through our internship and summer training programs students can combine language training with work experience. The Center is a leader in the field of language pedagogy, offering a summer M.A. program in Japanese language pedagogy and a certificate program in Chinese language pedagogy. The Center's award-winning outreach program provides in-service training to 10 states. The Starr East Asian Library ranks as one of the world's most important dedicated East Asian collections. The Center's public programs provide a critical site for open debate and information about East Asia and the issues that affect us today. In addition to enhancing our existing programs the Columbia East Asian NRC has identified two key foci for the upcoming 2014-2018 cycle:

1. ***Engaging the Real World*** - we will increase the competitiveness of our graduates in the international job market by bringing together humanists and those in the social, biological, engineering and medical sciences, as well as business, media and law to create high quality teaching content to address real world problems. Specifically, we will develop two new overseas *Chinese Language & Internship Programs*, one for medical students and the second for engineering and science students to complement our existing Business Chinese & Internship Program. These programs will be accessible to students from other colleges; moreover, we will open our summer FLAS competition to meritorious students in Title III and V colleges to facilitate their global competitiveness. Our new *Inner Asia Curricular Development Workshop* and *Asia and the Environment, Asia and Modern Sciences*, and *Asia and Governance* projects will create new area and language teaching content to enable teachers, scholars, media, practitioners and business to more fully understand the East Asian region in its entirety, from the well-studied eastern seaboard across the less-studied western peripheries of the Chinese borderlands and Inner Asia, the latter an emerging area of strategic importance for resource extraction and delivery with a history of ethnic tensions.
2. ***Engaging Under-served Students*** – Our *INTERACT teaching collaborative* will partner with local faculty from CUNY and other Title III & V colleges to share expertise and best practices, develop East Asia syllabi, and hold educator workshops that address the unique challenges of teaching in Title III & V institutions whose students typically have little to no prior exposure to East Asia regional and global issues. We will also create a *One-Stop-Shop Teaching Resources web portal* through which these syllabi, as well as hundreds of multi-media teaching tools developed by the East Asia NRC and others, can be disseminated to Title III and Title V colleges and others whose East Asia teaching programs have insufficient faculty and resources to develop their own. Finally, we will utilize our K-12 Outreach Program network to create new internship placement opportunities in areas of greatest need for our Teaching Chinese as a Second Language (TCSOL) certificate program graduates.

## ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
AFE	Asia for Educators
APEC	Asia Pacific Economic Cooperation [Study Center]
CIEE	Council on International Educational Exchange
CLIO	Columbia Libraries Information Online
CUNY	City University of New York
EA	East Asia
ED	Education Department
EALAC	East Asian Languages and Cultures
ExEAS	Expanding East Asian Studies
GC	Global Center (Columbia Global Center in Beijing)
ILL	InterLibrary Loan
INTERACT	International Network to Expand Regional and Collaborative Teaching
IUC	Inter-University Center for Japanese Language Studies
K-12	Kindergarten through 12 <sup>th</sup> grade
LCTL	Less Commonly Taught Language
LRC	Language Resource Center
MARSEA	Master of Arts in Regional Studies - East Asia
NCTA	National Consortium for Teaching about Asia
NRC	National Resource Center
NYU	New York University
OCLC	Online Computer Library Center, Inc.
OCS	Office of Career Services
OPI	Oral Proficiency Interview
RLG	Research Library Group
Sciences Po	The Institute for Political Studies, Paris
SEA	Southeast Asia
SIPA	School of International and Public Affairs
TA	Teaching Assistant
TCSOL	Teaching Chinese to Speakers of Other Languages
TIN	Tibet Information Network
WEAI	Weatherhead East Asian Institute

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

(please see attached)

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

(please see attached)

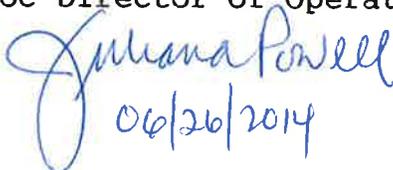
Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: **The Trustees of Columbia University in the City of New York; Weatherhead East Asian Inst**

Name/Title of Authorized Representative (Printed): **Juliana Powell**

Title: **Assoc Director of Operations, SPA** Telephone: **+1212 854 9490**

Signature:



E-mail: **ms-grants-office@columbia.edu**

Date:

**06/26/2014**

## **Information Requirement 1 – Diverse Perspectives**

The mission of the East Asia National Resource Center is to advance the quality and dissemination of knowledge about East Asia, and to train experts on East Asia with the highest levels of language proficiency. We do this through intellectual engagement with a wide range of individuals and groups, both within and outside of the University. Title VI funding is used in a number of ways to ensure that a diversity of views are engaged and open to scrutiny and debate.

In 2010-2014, students, faculty and the public were able to choose from among nearly 331 lectures, conferences, symposia and exhibits on every aspect of East Asian politics, economy, and society. We make special efforts to recruit speakers from US government agencies working in the region, whose broad based expertise and familiarity with the region enable them to present cogent yet nuanced evaluations of policies and politics. In 2010-2014, we hosted 4 lectures and major policy forums by U.S. government officials and representatives. 7% of all our events featured representatives from NGO's, and 4% featured leaders or representatives from foreign governments. We also hosted a foreign dissident, several leaders of UN and other international agencies, as well as 127 visiting scholars and professionals from the region representing a variety of cultural and occupational perspectives. Our public outreach extends to New York's financial, diplomatic, and East Asian heritage communities, as well as national and overseas constituencies. Our K-12 programs work with teachers in 10 states, including teachers from New York's inner city schools.

In awarding FLAS grants, we take care to ensure that students from all of Columbia's schools are invited to participate, that the selection committee comprises faculty members representing a broad range of intellectual and regional interests, and that an appropriate number of awards are made for study in Chinese, Japanese, and Korean according to the interests and relative size of the student body. In this new cycle, we will also open FLAS opportunities to selected Title III institutions in the New York Tri-State area.

Finally, our Executive Committee and our External Advisory Board are composed of individuals who represent a broad intellectual and cultural spectrum. Faculty members are appointed from different schools and departments within Columbia. Board members come from academia, finance, and government.

## **Information Requirement 2 – Areas of National Need**

All of the East Asia NRC's stated objectives for this cycle - Engaging the Real World and Engaging Under-served Populations – align with US Dept. of Ed and national priorities. Columbia has one of the largest East Asia teaching programs in the US. In 2010-2013, we trained 43 PhDs, 70% of whom went on to pursue jobs in academia, adding significantly to the national pool of experts. A further 194 students received East Asia related degrees at the masters level (a 52% increase from previous cycle), 89 at the bachelors level (8% increase from previous cycle), and 183 students in the School of International and Public Affairs pursued an East Asian regional specialization or certificate. In recent years, the East Asia NRC has deepened understanding of the core East Asian region by expanding teaching and research on less studied,

peripheral areas of national strategic importance to the U.S., such as Tibet, Mongolia and Inner Asia. Since its inception, our flagship modern Tibet Studies Program has received six grants from the US Dept. of State to carry out research on issues of cultural and environmental security and sustainability.

100% of languages taught by the Center are on the Dept. of Education's list of priority languages, and at least one or more appears on nearly every head of agency's list as a critical need language. The Center promotes advanced language proficiency by awarding FLAS grants only to those students pursuing intermediate or advanced study, and through other language enhancement activities that encourage participation by students from the sciences and the professional schools. These activities include language tables and language forums; the development of new language acquisition modalities for professional students addressing the need for expertise in legal Chinese, business Chinese, and media Chinese and in this cycle, we will create new curricula for engineering and medical Chinese. The development of language maintenance courses, one-on-one tutoring, and other flexible language learning options have enabled professional school students to more easily incorporate languages into their curricula. Students from the sciences, engineering, and professional schools account for approximately half of student enrollment in East Asian language programs.

Student advising, career counseling, fellowship funding, and funding for internships in East Asia, encourage undergraduate, doctoral and professional school students to incorporate East Asia knowledge in their studies, and at least 25% of FLAS fellowships are awarded to professional school students, including students in SIPA, whose graduates often enter government service. The Center also organizes career panels featuring representatives from industries that require East Asia knowledge, including education, finance, law, and the non-profit sectors, and Columbia's Center for Career Education provides extensive career counseling for students who wish to pursue government and public sector careers, including the hosting of an annual public sector career fair.

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY 2014-2017**

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input checked="" type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

Language	Eligible Now? Y/N
Chinese (Mand.)	Y
Japanese	Y
Korean	Y
Tibetan	Y

## UNIVERSITY COMMITMENT

East Asian Studies has been designated a “center of excellence” within the University and stands at the heart of the University’s internationalization drive. The Weatherhead East Asian Institute and the Provost’s East Asia Council work with the East Asia NRC to promote teaching, research and institutional development relating to East Asia across Columbia’s many academic units. This commitment is demonstrated by Columbia’s substantial financial investment in East Asia teaching and programming across the University (see Table 1). In the 2010-2014 grant cycle, the University hired new full-time faculty in Chinese and Japanese political science, Chinese and Japanese visual culture, early modern Korean history, Chinese poetry and Chinese religion, and new adjunct faculty in Korean politics and Japanese political economy. Among the initiatives paid for with Title VI funding during the last grant cycle and now paid for out of University funds are: a full-time position in Tibetan language, courses in modern Tibetan history, Mongolian history, Chinese economic development, and Chinese business. The C.V. Starr East Asian Library is one of the world’s great dedicated regional studies libraries [p22]. In 2009, Columbia established its East Asia Global Center in Beijing to facilitate research and teaching for Columbia faculty and students overseas and to expand links with institutions in East Asia. In this past cycle, major fundraising efforts for East Asian studies yielded new endowment monies totaling \$1,618,465 for the study of Chinese international business, Japan-US relations, and Korean studies, further augmenting the considerable resources of over \$40 million in endowment funds that is dedicated to the study of East Asia and which is used to support fellowships for students of East Asian studies, research, outreach programs, and to enhance teaching and extracurricular opportunities such as student summer internships and study abroad.

**Table 1 – Columbia Financial Commitment to East Asian Center (in dollars) 2013-2014**

	<b>Title VI</b>	<b>Columbia</b>
Center Operations*	\$ 148,106	\$ 2,896,477
Faculty Salaries	\$ 81,432	\$ 8,567,196
Total Library	\$ 0	\$ 2,719,197
Library Salaries		\$1,661,839
Linkages Abroad (incl. Global Center)	\$ 5,000	\$ 1,200,000
Outreach	\$ 35,100	\$ 580,892
Student Support/Fellowships	\$ 328,500	\$ 792,256

*\*includes staff salaries, equipment, supplies, phone/fax, website, special programs, internally funded research, travel and special student programs*

## QUALITY OF CURRICULUM DESIGN

**The undergraduate program.** Undergraduate instruction on East Asia has been incorporated in structured degree programs within Columbia College, the School of Engineering & Applied Sciences, Barnard College and the School of General Studies. Our freshman core programs in East Asian social science and East Asian humanities serve to introduce undergraduates to East Asia early in their careers and encourage further disciplinary and language study. Students can declare majors in East Asian Languages and Cultures [EALAC]; major in other disciplinary departments with an East Asian concentration; elect an East Asia course as their “Global Core” course – a course required of all Columbia College students as part of Columbia’s world-renowned core curriculum; and the School of Engineering and Applied Sciences (SEAS) students can minor in East Asia. In 2013-2014 there were 4,185 undergraduate enrollments in East Asian courses. Moreover, in this cycle, we will request seed funding to develop new study abroad programs combined with internship opportunities specifically designed for engineering, science and medical students [pp.8, 33] to allow for a more seamless integration of area expertise and technical knowledge acquisition.

**The course requirements for the East Asian undergraduate major** are: East Asian Humanities; two introductory East Asian Civilization courses (China, Korea, Japan, or Tibet);

three to four elective disciplinary or interdisciplinary thematic courses, including one methodology course in the student's chosen humanities or social science discipline; one senior seminar, and three years of Chinese, Japanese, Korean, or Tibetan. Students with a GPA of 3.6 or above may enroll in a senior seminar, in which each student writes a senior thesis applying the tools of his/her discipline. Students are encouraged to continue language learning above the advanced level and to pursue a second East Asian language. A wide range of courses (lectures and seminars) taught by full-time faculty are offered specifically for undergraduates. Similar programs exist within disciplinary departments with special advising provided by East Asia faculty for students wishing to concentrate on East Asia. **Graduate Programs.** Columbia provides a number of graduate degree options for students interested in East Asia. The *Graduate School of Arts & Sciences*. At present 98 students working towards graduate degrees in seven departments are pursuing a specialization in East Asian Studies. The largest concentration is in EALAC, followed by History, Political Science, and Anthropology. EALAC offers M.A., M.Phil, and Ph.D. programs in literature, philosophy and religion. History and EALAC offer a joint History-East Asia Ph.D. The M.A. degree requires advanced knowledge of the target East Asian language, and, in cases where this requirement has been met, further study of a second East Asian language, two methodology seminars; six content courses at the graduate level; and one M.A. thesis showing substantial research utilizing an East Asian language. To this the M.Phil. adds proficiency in a second East Asian language; at least two language courses in the major language at the fifth year level or above; four more seminars and colloquia, including one bibliography course and at least one course outside of the student's country of specialization; two additional research papers, one utilizing East Asian language sources and one outside the students' primary specialization; an oral examination in four fields; and passage of a proficiency

test in the major and minor languages, including a written examination in the classical language where appropriate. For the Ph.D., a dissertation and oral defense are required and students must also complete a three year teaching apprenticeship. EALAC's Language Pedagogy Program also enables its Ph.D. students to acquire language teaching skills to enhance their pedagogical abilities as teachers of language and literature, and their ability to contribute to their departments' efforts to improve language instruction once they are in professorial positions. Each of the other graduate departments also has its own disciplinary requirements. A representative example in the social sciences is the Department of Political Science which offers M.A., M.Phil., and Ph.D. degrees in the specialties of comparative politics and international relations. In each case, the student is required to demonstrate disciplinary proficiency in several subfields as well as advanced East Asian language skills and an interdisciplinary grounding in modern East Asia. The last is generally accomplished by completing the requirements for the East Asian Institute Certificate [p.5]. Comprehensive written and oral examinations; a dissertation; and an oral defense are required for the Ph.D.

**Masters in Regional Studies–East Asia (MARSEA).** The MARSEA program was created by the East Asia NRC to meet the demands for in-depth regional training of mid-career professionals, people pursuing joint degrees, government officials, and others. This degree requires advanced language proficiency; eight regional courses; two electives; and a master's thesis. Since its inception, approximately, 10% of those who graduated from the MARSEA program have gone on to pursue careers with the US government; 77% pursued careers in business, finance, media, law, and healthcare; 27% in education and non-profits, and 17% work for foreign governments.

**The Professional Schools.** This year over 60 students are participating in special programs relating to East Asia in the School of Law. In the School of International and Public Affairs, 72 students are pursuing regional specializations in East Asian studies or pursuing functional specializations with an East Asian focus; there is a regional knowledge requirement for all students. The Business School reports over 74 students with a special interest in the East Asian area. Teachers College has a special research and teaching program in Chinese education and continues to train teachers who specialize in East Asia in its program in social studies and international education. Students in all of these programs complete a core program and then select area-related activities, participate in internships, and receive career guidance from Center faculty. *The Weatherhead East Asian Institute [WEAI] Certificate Program* provides advanced interdisciplinary training in modern East Asian studies for students in all the professional and graduate schools. The Institute certificate requires that students pass the fourth year language proficiency examination and take at least seven non-language courses, two of which are in the histories of the region, and at least two of which deal with parts of the region other than the student's country of language specialization. *Joint Degree Programs with the Professional Schools* have been organized between the WEAI and the schools of Business, International and Public Affairs, Law, and Teachers College (Education). These programs enable a student in one of the Schools to integrate the interdisciplinary substantive and language course offerings of the East Asia NRC into his or her professional program so that he/she can obtain a WEAI Certificate simultaneously with the professional degree being sought. The joint programs have been particularly effective because the professional schools have established a number of East Asian courses in their own professional disciplines [Appendix C] and in several cases have organized centers of teaching, research, and public activity in which the NRC is directly engaged,

providing a professional East Asian focus for students. Such centers include: The Center for Japanese Legal Studies, the Center for Korean Legal Studies, and the Center for Chinese Legal Studies in the Law School; the Center on Japanese Economy & Business and the APEC Study Center in the School of Business; the Center for Korean Research in the Arts & Sciences; and the Center on Chinese Education at Teachers College. Non-traditional learning opportunities, such as language maintenance courses and a one-on-one tutoring program, which supplement our full array of intensive language courses, give professional school students the opportunity to tailor East Asian language study to their special curricula and proficiency needs.

**Table 2 – East Asia Programs: Graduation Statistics for AY 2013-2014**

East Asia graduation rates for AY 2013-2014:							
EALAC majors	EALAC Minors/ Concentrators	East Asia PhD's	East Asia M.Phil.'s	MARSEA	M.L.S.	E. Asia Certificates	Regional Concentrations
19	8	12	8	18	25	1	20

**Counseling.** Program, as well as career advising is provided for all students by departmental advisors. East Asian specialists and concentrators are assigned special advisors from among the faculty of the East Asia NRC. Members of the EALAC department provide counseling on language training and options for overseas study. Staff of the C.V. Starr East Asian Library provide training sessions on the use of its collections and on-line bibliographic resources. The East Asia NRC works with the Columbia College Career Center and the College Office of Global Programs to participate in Career Fairs and to develop a mentoring system that helps undergraduates identify the array of Asia-related work opportunities and connects them with graduate students who have worked or studied in fields or industries of interest. During registration, the East Asia NRC holds meetings for incoming professional school and graduate students to orient them on opportunities available in East Asian studies and to make professional

school students aware of East Asia elective and cross-registration options that are open to them within all of the Columbia schools. The East Asia NRC's Student Affairs Officer, a full-time professional counselor, works with the main university Office of Career Services (OCS) and the career services offices of all of the professional schools, to spear-head East Asia-specific career initiatives. She supervises the student-led Asia Pacific Affairs Council [APAC], which coordinates career panels, weekly email job postings, a newsletter, alumni and career networks, and internship/job recruitment. She also runs an Undergraduate Initiative with student representatives from all of the Columbia colleges, including the School of Engineering & Applied Sciences, who conduct similar East Asia outreach events targeted to the undergraduate community. The East Asia NRC funds extensive internship opportunities through its summer grants and student activities budget [see Table 1].

***Overseas Opportunities.*** Opportunities for study, work and research in East Asia and contacts with Asian scholars are an essential part of the university's programs at all levels. Columbia awards academic credit for more than 13 overseas academic year and summer programs in East Asia that have met the university's rigorous standards. The East Asia NRC awards more than \$400,000 annually in **student fellowship funds** that can be used for study or internships in East Asia, and Columbia College and Barnard College award travel fellowships for undergraduate summer research abroad. SIPA sponsors internships abroad for which the Center helps pay travel expenses, and graduate and professional students may use FLAS fellowships to attend approved summer Chinese, Japanese or Korean language programs, some of which are described below. Students of Chinese law may participate in summer internships in public interest law in the PRC. Students of Japanese or Korean legal studies may spend a year enrolled in the regular law programs at Tokyo, Kyoto or Seoul National University and can choose summer or year-long

internships with one of 30 Japanese and four Korean law firms. We also run joint executive training programs with Fudan University and the Government of Guangdong, China, and the Business School and SIPA have joint programs with the University of Hong Kong and the National University of Singapore. Columbia has developed its own specialized overseas immersion programs at top Chinese universities: an academic year and summer program at Tsinghua University in Beijing, and a business Chinese and internship program at Jiaotong University in Shanghai. In addition to language training, our Tsinghua program enables students to take math and science courses in Chinese, while our Jiaotong program provides students with an intensive six-week course focusing on law and business, followed by an internship with a multinational corporation in Shanghai. In this new cycle, the Columbia East Asia NRC is requesting seed monies to develop two new study abroad and technical internship programs adapted for the unique needs of science, engineering and medical students, including development of new syllabi and language textbooks that will ultimately be published and made available to the wider educational community [Budget pp. 1-2]. The East Asia NRC is also partnering with Waseda University on a new Japanese Film Studies Summer Program in Tokyo, which if successful will be expanded to Beijing and Seoul. Columbia also administers the Kyoto Consortium for Japanese Studies on behalf of 15 institutions, and offers programs at the University of Hong Kong and Waseda University through its Office of Global Programs. In 2013-2014, 71 Columbia students conducted study and research in East Asia or worked in internships at Taipei National Palace Museum, the World Health Development Centre in Japan and other organizations, and virtually all East Asia Ph.D. students in the Graduate School of Arts & Sciences engaged in overseas research.

In 2008, the University established an **East Asia Global Center** in Beijing to facilitate student and faculty research and learning overseas. The Global Center is one of seven Columbia centers spread across different world regions, through which Columbia extends its curricular, internship and study abroad opportunities and forms global partnerships with universities and research institutes abroad. In 2012, the Columbia East Asia NRC launched a new study abroad program designed to leverage the unique network and resources of these global centers. Known as the Columbia University **Global Scholars Program Summer Research Workshop (GSP Program)**, it offers Columbia undergraduates the opportunity to conduct comparative field research using social science methodologies under the supervision of Columbia faculty and in collaboration with local universities and local students in both East Asia and at least one other regional location. Students have the ability not only to observe how global phenomena play out in different locations, but also to meet the actors involved in shaping local responses to these phenomena in the “*real world*”. The cohort comprises a diverse body of students who each bring their own disciplinary or area knowledge to the program and at the same time acquire new perspectives and experiences during the course of the program as they interact with their overseas peers.

#### NON-LANGUAGE INSTRUCTIONAL PROGRAM

***Course Coverage and Accessibility.*** Columbia University offers 568 disciplinary and language courses on East Asia, including 393 disciplinary sections and 175 language sections [Appendix C]. Instruction is offered on Korea, Japan, China, Taiwan, Hong Kong, Tibet, Mongolia, and Southeast Asia. Courses are offered in the professional schools of Law, Business, International and Public Affairs, Architecture, Teachers College and in eleven disciplines with cross-

registration available to students. Nine schools and departments offer significant depth in the East Asian area. Interdisciplinary courses [Table 3] are offered for both undergraduate and graduate students. The East Asian Humanities core curriculum is an interdisciplinary approach to the region, combining literary, anthropological and historical methodologies. In this cycle, we are requesting funds to develop three new *Asia and the Environment*, *Asia and the Modern Sciences*, and *Asia and Governance* projects, which will bring together academics, practitioners, and policymakers in a series of six seminars per topic to develop new interdisciplinary content for three courses to be launched in Years 3 and 4 [Budget pp. 1-3].

**Table 3 – Depth and Breadth of Non-Language Course Offerings.**

Discipline or School	Undergraduate	Undergrad/Grad	Graduate	Total
Anthropology	14	3	5	22
Architecture	0	0	9	9
Art History	8	10	23	41
Business & Economics	0	3	7	10
History	0	33	32	65
Interdisciplinary	96	30	23	149
International Affairs	0	0	11	11
Law	0	0	11	11
Literature	3	3	4	10
Political Science	7	7	6	20
Religion	28	8	8	44
			TOTAL	392

In 2010-2014, WEAI sponsored visiting professorships in Chinese and Japanese political science, East Asian anthropology, Chinese Law, East Asian architecture, modern Tibetan history, and East Asian religion, which contributed to the development of 64 new courses. We are also requesting funds to add new adjunct lines to further expand our offerings in the areas of Asian film and Inner Asia [pp.8, 14; Budget p.1]. In 2010, the East Asia NRC launched the **International Network to Expand Regional and Collaborative Teaching [INTERACT]**, an international, cross-comparative, multi-disciplinary teaching collaborative of post-doctoral fellows drawn from different regional units across Columbia and who, under the guidance of

international and area faculty, create innovative global teaching modules that are piloted in the Columbia curriculum and made available online for national use in 2-4 year colleges, either as stand-alone courses or as modules to be incorporated within an existing course. In this new cycle, INTERACT will initially partner with faculty from Baruch College, City College, Hunter College, Lehman College, and York College at the City University of New York [CUNY], all Title III institutions, to jointly develop syllabi and course content as a way to augment resources and broaden sharing of area expertise for all partner institutions, but particularly to help meet the unique teaching challenges faced by Title III & V institutions whose students have little or no prior exposure to the region. Our long-term goal is to ultimately expand the INTERACT network to include representatives from all Title III & V colleges in the New York Tri-State area. The East Asia NRC is requesting Title VI funding to cover 50% of one post-doctoral fellow salary to participate in the collaborative [Budget p.1] which will also be comprised of area faculty and postdocs from Columbia's International, Latin America, Middle East and Russia and East European NRCs. Each participating NRC will contribute one post-doc for a core group of four. Additionally, we are requesting modest funding to support INTERACT educator workshops to facilitate engagement with our Title III & V partners, as well as funds for the launch and development of new INTERACT web modules that can be used by Title III and V colleges in undergraduate training programs across the country.

***Sufficiency of Faculty.*** We have 71 full-time professors who teach disciplinary courses in the East Asian program at Columbia. Of these, 90% devote between 75%-100% of their time to research and teaching about East Asia. Faculty qualifications and distribution by discipline can be seen in Appendix B [International Affairs faculty have joint appointments with disciplinary departments and appear under their disciplines in Appendices B and C]. Since 2010, the East

Asia NRC augmented its faculty in the following seven areas (see Page 1) and fundraising for positions in Japanese politics and Korean politics are a university priority. The Center's instructional program also benefits from special visiting professorships, such as Stephanie Balme, Professor of Comparative Law, Sciences Po, and Chinese anthropologist Jungjie Chen, who both taught in the previous cycle. Faculty from nearby Title III & V institutions teach in our program on an on-going basis, as well as non-East Asianists who have integrated East Asia into their disciplinary offerings. Finally, a large number of research associates conducting research at the Center and visiting scholars, many from the region, come to campus through the programs of the many centers associated with the East Asia NRC. These research associates and visitors often serve as guest lecturers in classes, speakers in the extracurricular brown bag seminars, and in language maintenance and student mentoring capacities.

***Training of Teaching Assistants.*** Undergraduate teaching in the East Asian program is undertaken by full-time professorial faculty. Teaching assistants are employed as discussion section leaders and team teach with senior faculty in the Asian Humanities program. Training sessions are held for T.A.'s at the beginning of the semester and weekly "debriefings" are conducted to assure uniformity of section content and to deal with pedagogical issues. Teaching in the Asian Humanities program is structured as an **apprenticeship program** giving young scholars the opportunity to work side-by-side with such exemplary teachers as W.T. de Bary and Carol Gluck. Columbia has for many years offered a pedagogy course developed specifically for graduate students to prepare them for future careers in teaching and academia, and EALAC offers a Language Pedagogy concentration for its Ph.D. students to enhance their pedagogical abilities as teachers of language and literature. EALAC's M.A. program has added a new Chinese language pedagogy concentration. We are requesting modest funding in this cycle to

develop and pilot two new courses on the topics of Chinese linguistics and acquisition of Chinese as a second language to expand our offerings within the concentrations [see Budget p.1]. Our INTERACT program [pp.10-11], a multi-NRC teaching collaborative that works in partnership with local Title III institutions, places emphasis on pedagogical training, and trains post-doctoral fellows to develop and test teach syllabi with multi-regional content that work in diverse classroom settings. As of this June, 10 postdoctoral fellows have been trained through INTERACT. Nine of them currently teach in higher education – half of them in Title III institutions or small liberal arts colleges with few area studies resources.

**Building for the future.** In addition to strengthening our country-specific and disciplinary coverage within the East Asian curriculum, during the previous cycle we significantly increased our interdisciplinary and border-crossing offerings in order to provide a global context for East Asia-specific study and better integrate East Asia into the larger Columbia curriculum at the graduate and undergraduate level [Appendix C]. For example, although it is of major importance to both East Asian history and contemporary East Asian affairs, at present no other institution in the US has a comprehensive program on modern Tibet. The few places that do, focus on the classical tradition. Using seed money from Title VI, Columbia built on our programs in Chinese and classical Tibetan studies to create a flagship teaching and research program on modern Tibet. Our program now has the first endowed chair of modern Tibetan studies in the US, supported by three levels of modern Tibetan language teaching, a Tibetan language instructor, and a part-time librarian. In 2007 Columbia purchased the Tibet Information Network [TIN] archive, an important source of teaching and research material for scholars of modern Tibet affairs. This past cycle we brought in visiting scholars from Tibet to work with faculty to develop research and teaching agendas, including defining international language teaching standards. NRC funds also

seeded a Tibet Studies Program Coordinator/Lecturer and this position is now entirely supported by University funds. In this new cycle, we intend to further expand the program to Inner Asia, a vast area that lies between central China, India and Central Asia, and the world's only junction where three nuclear powers face each other, by establishing an **Inner Asia Curricular Development Workshop** at Columbia that will develop materials for teaching and studying Inner Asia in a cross-regional and a global context. The Workshop members, drawn from faculty from Columbia's East Asia and other NRC's, such as the Harriman Institute for the Study of Russian, Eurasian and East European Studies and the Columbia South Asia NRC, as well as other NRC universities such as Yale University, will select and study readings and educational materials about important aspects of the region and will produce syllabi for courses on these topics. The workshop is part of a drive to emphasize the regional approach within area studies, encouraging geographic specialists to think in terms of larger contexts beyond political borders and to examine flows of people, ideas, resources, cultures, topography and trade that connect peoples to their neighbors and beyond. The findings of each workshop session and the final syllabi will be made available to the public through our new **Columbia One-Stop-Shop Web Portal** for teaching resources [p.32].

#### THE LANGUAGE PROGRAM

***Instruction in the Languages of the Region.*** In 2013-2014, Columbia offered 146 semester sections in Chinese, Japanese, and Korean, including specially developed sequences that meet the needs of heritage students, and 10 sections of Tibetan, as well as sections in Indonesian and Vietnamese on campus. Cantonese is available through a co-teaching arrangement with NYU. Specialized courses are also offered in classical Japanese and Chinese. Classical Korean is taught as part of the regular five year Korean curriculum and students of Korean and Japanese often

take classical Chinese. In this cycle, we are requesting funds to develop a new advanced document reading course in modern Chinese [Budget p.1] to train students in the use of new modalities for advanced research involving complex documents or other media. One of our key goals is to develop language acquisition modalities that address the increasing engagement with East Asia in the world of business, law, media and the arts, and to develop course content, while continuing emphasis on proficiency in the four areas of reading, writing, listening and speaking. EALAC has developed courses in business Chinese at the 3<sup>rd</sup> year level and business Japanese, legal Chinese and media Chinese for students at the 4<sup>th</sup> year level and above. [Please see Table 4 for a breakdown of language skills by year]. In the new cycle, the East Asia NRC will work with EALAC on creating a new language teaching tool for both Columbia language faculty and scholars from other institutions. Using content from our new *Asia and the Environment*, *Asia and the Modern Sciences*, and *Asia and Governance* projects [see pp. 10-15], we will develop a Language Expertise Website with modules containing thematic lessons on environmental issues in Korea and Japan that include real-world vocabulary and links to multi-media. The website will be hosted by the East Asia NRC and accessible through our new *One-Stop-Shop Resource Portal* [see p.32]. Columbia's Language Resource Center [LRC], which includes a language lab with state-of-the-art audio-visual and computer equipment, works closely with the Arts & Sciences and professional school faculty to evaluate language acquisition needs and provide innovative modalities for the acquisition of lesser taught languages. As a result, the LRC has developed special modules to supplement the regular language program in areas like business Chinese and Japanese for lawyers, and uses language maintenance courses to enable professional school students and non-East Asianists to incorporate East Asian language skills into their traditional programs of study. Building on these efforts, we established a new program to train native

speakers from professional, scientific and other backgrounds to tutor students in Chinese for the improvement and maintenance of language skills with the goal of providing a more efficient platform for the acquisition of specialized language skills for professional purposes. Tutors are trained in the use of language teaching techniques to ensure appropriate and high quality teaching and work under the supervision of the regular language teaching programs. Columbia also offers intermediate to advanced intensive Chinese and Japanese at its summer programs in Shanghai and Kyoto, and at its academic year program in Beijing, and students can enroll in intermediate to advanced programs through the Columbia administered Kyoto Consortium for Japanese Studies, and through the Inter-University Center and CIEE consortia, of which Columbia is a member. A number of advanced students pursue language work at Middlebury, Cornell, and other accredited US language programs, or choose to study overseas from a list 13 Columbia-approved programs throughout East Asia. ***Language Enrollment.*** The success of our language program is reflected in its high and ever-increasing enrollments [Appendix C]. In AY 2013-1014, 1,575 students took classes in Chinese, Japanese, Korean, and Tibetan on campus, while the East Asia NRC provided fellowships for 71 students to conduct language study and research abroad. To facilitate language acquisition, we have requested 9 summer FLAS to be awarded to students at the 3<sup>rd</sup> year level or above (unless the student is pursuing Tibetan or a second East Asian language), tenurable at the programs described above [Budget pp.4-5]. We will also work through our INTERACT teaching collaborative to open our summer FLAS competition to exceptional students at CUNY and other Title III centers for language study at Columbia's Chinese summer programs. Given the unique challenges faced by the Title III populations, including work/family commitments and financial constraints, the East Asia NRC faculty and staff will work with CUNY faculty to identify exceptional students early and provide

mentoring and advising to these students in order to facilitate their eventual travel overseas.

**Intensiveness.** Columbia's 5-credit language courses require 5 classroom contact hours per week and about 9 hours per week of homework. In addition, for every three hours of classroom work, students are required to spend one hour in conversation practice and an hour working in the language lab. Columbia offers 5 levels of Chinese, Japanese and Korean, and 3 levels of modern Tibetan, in addition to courses in the classical languages of China, Japan, and Tibet. A non-credit workshop for advanced modern Tibetan meets twice a week. Students can take 2 levels of Vietnamese and Indonesian. Finally, all of Columbia's overseas programs offer intermediate to advanced level instruction (see above). A table of skills required at each level can be found in Table 4 below.

**Table 4 - Standards of Language Instruction**

Level of Study	Expectations of Student Ability	Examples of Specific Skills
1st Year	Use limited memorized material; Rely heavily on context; Know basic courtesy expressions; read basic & highly contextualized texts	Maintain simple Q&A conversation; Use numbers and dates; Write personal letters and notes
2nd Year	Use recombination of learned materials; Use simple sentence structure; Handle simple survival situations in culture; Understand connected and non-complex material especially that relate to daily life; read fully non-complex texts	Make simple comparisons; Give instructions; Write simple reports; Perform greetings and introductions; Share personal information; Ask directions
3rd Year	Demonstrate a command of vocabulary; Narrate in all major time frames; Use connected discourse of paragraph length; Gather main ideas and most supporting details; Understand the abstract if in a familiar context; Fully understand main ideas of non-technical prose	Read short stories and essays; Deal with complex cultural situations; Write compositions related to work and school
4th Year	Communicate smoothly and with confidence; narrate fully in all time frames; understand both concrete and abstract topics; Engage in both familiar and unfamiliar material; Able to defend point of view and support hypotheses in writing	Use compound sentence structure; Understand main themes in television and film; Use and understand authentic materials
5th Year	Use abundant, comfortable, and substantive language; Listen and read with ease of comprehension; Use paraphrasing and elaboration; Participate in formal/informal exchanges; High level vocabulary	Good control of structure in writing; Comprehend novels, journals and articles; Write research papers
Advanced	Comprehend uncommon language variations such as Korean/Japanese/Chinese mixed script, older language forms, and dialects	Distinguish literary styles

***Teaching in the Language.*** Specialized performance-based 6<sup>th</sup> year tutorial courses provide opportunities for both disciplinary and professional school students to work in the primary and secondary sources specific to their specialties [Appendix C], while 25 advanced non-language/non-literature courses make use of East Asian languages in discussion, readings, and/or student research [Appendix C]. When there is sufficient mastery of thematic vocabulary among the student population, Columbia offers area courses taught entirely in the language, such as Politics in Contemporary China taught by Boshu Zhang. Students taking Columbia's academic year program in Beijing are able to study math and sciences in Chinese as part of the regular Tsinghua University curriculum. In addition to language instruction, the East Asia NRC offers numerous extracurricular opportunities to develop language proficiency. Language Tables and Language Forums provide training in the professional use of Chinese, Japanese, and Korean and are facilitated by academics and professionals from Japan, China and Korea and their heritage communities in New York. Students receive a vocabulary list of the topics that will be discussed at the Language Forum. Lunchtime lectures often feature visiting scholars and guests who lecture in their native tongues. Video materials for instructional use are available at EALAC and the LRC, and videos of East Asian feature films and documentaries are available at C.V. Starr East Asian Library. The latter supplement the East Asia NRC and Weatherhead East Asian Institute-sponsored film series in Chinese, Japanese, Korean and Tibetan, which are open to the public and accompanied by symposia including film-makers, critics, and scholars from the region. The East Asia NRC provides funding to allow faculty members the opportunity to use their summer hiatus from teaching to engage in overseas language refresher work and overseas research. ***Sufficiency of Faculty and Performance-based Pedagogy Training.*** Most East Asian language instruction takes place in the EALAC Department. This year, we have 24 full-time

language instructors. Despite one of the largest East Asian language programs in the nation, the median class size in language courses is 9.5. Language lecturers undergo a rigorous process of formal review at the 2<sup>nd</sup>, 5<sup>th</sup> and 8<sup>th</sup> year, with the possibility of promotion to senior lecturer with tenure at the end of the 8<sup>th</sup> year. The **Standing Committee on East Asian Language Instruction**, comprising the directors of the Korean, Japanese and Chinese Language Programs and three faculty members from the disciplines, meets monthly to provide constant oversight of the language program and assure that it continues to meet the needs of the various disciplinary and professional school programs. **Performance-based pedagogy training.** All of our senior full-time language faculty and many of our junior faculty have received training in ACTFL proficiency testing and performance-based instruction. Columbia lecturer Carol Schulz is the only qualified ACTFL trainer for Korean in the continental US. Our goal is to have every language instructor ACTFL-trained. Columbia has a mentoring program that pairs faculty of established language programs with junior faculty and those teaching less established languages, and the LRC hosts a regular language teaching workshop series (6 per semester), which is attended by a network of language faculty across the Columbia language programs, including the East Asia language instructors. In the 2010-2014 grant cycle, the Columbia East Asia NRC held a major international level workshop on Tibetan language to create new language teaching standards for Tibetan pedagogy. Columbia's **Masters Program in Japanese Language Pedagogy** has to date trained 129 language faculty for schools and universities across the country, as well as for its own Japanese language program. Columbia's international **Teaching Chinese to Speakers of Other Languages [TCSOL] Certificate Program**, pioneered by Teachers College, EALAC and our Asia for Educators Program, has provided accelerated state-of-the-art training in Chinese language pedagogy to 50 teachers, helping to mitigate a national

shortage of Chinese language teachers. EALAC's M.A. Program offers a concentration in Chinese language pedagogy. *Performance-based Instruction*. To ensure functional language acquisition, all Chinese, Japanese and Korean language classes are taught using performance-based instruction that conforms to established national standards [see Table 4]. All students, including students returning from overseas study, are currently required to take a placement test at the beginning of each year unless they completed the preceding year with a grade of B- or higher. Since the last cycle, EALAC faculty have implemented **universal pre- and post-testing** based on ACFTL OPI standards for all students. Our Chinese language program, the largest and most popular of our EA language programs, developed an online automated testing program to achieve our goal of universal testing and promote efficiency gains. FLAS students are administered an *additional* oral proficiency component. ACTFL methods are also used in Chinese, Japanese, and Korean proficiency tests during the "spoken language" portion of our M.A. and Ph.D. language qualifying examinations. In addition to training our language instructors in these pedagogies through in-house teacher training workshops, Columbia has been regularly producing performance-based texts and other innovative video, audio, print, and web-based language materials for its own students, as well as a national and international audience. These include: computer-aided teaching materials; new proficiency tests for 2<sup>nd</sup> through 4<sup>th</sup> year languages; innovative videos for non-verbal communication; online interactive listening and speaking activities; readings from literature and history; and CDs of language drills, etc. In 2010-2014, Columbia produced two new textbooks for Legal Chinese and Business Chinese, in addition to new textbooks on modern Tibetan language and Japanese reading and writing published last year. The LRC and the EALAC department make use of web technologies to create communities of shared interests and link students with native speakers via a process of

*point casting, narrowcasting and broadcasting.* For example, our Digital Story-telling Program works with heritage communities to create digital villages where stories are told by students about the lives and experiences of heritage community members. Students write out their stories in the relevant language, adding images and other enhancements to illustrate them. The stories are then put online and receive responses from both within the local community and from interested people in Asia. Students in the Japanese language program use weblogs in their classes as a form of digital journal. The students post personal stories and web posts on social consciousness issues in the language, and receive feedback from readers in Asia. The LRC also creates online repositories of language learning material by creating semantic database infrastructures to which electronic material (documents, photos, and videos) can then be mapped and retrieved for classroom teaching. The databases are populated by experienced language faculty both within Columbia and internationally.

**Table 5 – Language Proficiency Requirements for Degrees**

Degrees	Language Requirements
Bachelor of Arts (general)	Minimum of 2 years (20 points)
B.A. (with major in E. Asian studies)	Three years of Chinese, Japanese or Korean
Masters in East Asian Languages and Cultures, East Asia Regional Studies or International History	Advanced proficiency in one East Asian language (3 years) or intermediate proficiency in Tibetan (2 years); Intermediate proficiency in one European language (2 years)
Professional degree with E. Asian specialization	No language requirement
Ph.D. in East Asian Languages & Cultures or History	Advanced proficiency in one East Asian language (5th year or above); Reading knowledge of second East Asian language (usually accompanied by intermediate proficiency qualification (3rd year level); 1-2 years in one European language

Columbia has exacting standards of language proficiency for all of its East Asia-related programs. Our two year language requirement for non-East Asia majors is stricter than many of our peer universities who require only one year of language. East Asia majors must complete three years of an East Asian language [see Tables 5].

## STRENGTH OF THE LIBRARY

The C.V. Starr East Asian Library holds the third largest collection for the study of East Asia in North America, with more than 1.8 million items of Chinese, Japanese, Korean, Tibetan, Mongol, Manchu, and Western-language materials. Its repository of special collections increased by 10 in the previous grant cycle, including the Wango Weng Film Archive with more than 250 film reels produced and directed by Weng during the 1950s-1970s; the Theodore Conant Collection, which had never been opened to the public before, and materials related to the Korean War, Korean film history, and the history of modern Korea; the Makino Mamoru Collection, which contains over 80,000 items chronicling the history of Japanese and East Asian film; and the Tibet Information Network, an important archive for the teaching of modern Tibetan history in this country. In 2013-2014, Columbia provided \$2,719,197 in general support, of which \$1,057,358 was expended for acquisitions support and \$1,601,687 for library salaries (including salary for a new Tibetan Librarian, previously supported by Title VI funds), an increase of approximately 15% over the previous cycle.

**Table 6 – Holdings of the C.V. Starr East Asian Library**

Type	Number
Chinese Volumes	454,961
Japanese Volumes	324,766
Korean Volumes	111,318
Tibetan Volumes	11,246
Western Language Volumes in C.V.Starr	84,478
Western volumes about East Asia in Other Columbia Libraries	1,200 (estimated)
Current periodical and newspaper titles	8,713
Microfilm reels	44,982
Microfiche (pieces)	39,050
Video Cassettes/DVDs in East Asian Languages	7,662

**Widest Possible Use. On-site Access.** C.V. C.V. Starr East Asian Library is one of the most heavily used East Asian collections in North America. Columbia University Libraries and New York University Libraries have a reciprocal agreement allowing each other's students and faculty

direct access to their collections, making C.V. Starr the basic library support for NYU's East Asian Studies Program. Other institution's holdings are available to faculty and students through LibraryWeb, which provides direct access to a variety of local and national databases; including WorldCat; catalogs of other research libraries (New York Public, Princeton, etc.); periodical indexes with direct document capacity; encyclopedias; full-text books; and electronic journals. LibraryWeb users have access to many East Asian online databases, such as the *Academica Sinica* databases. New databases are added continuously. Formal agreements are also in place with local universities such as Bard and St. John's University, although anyone from the Tri-State area can use the library without any formal agreement. Additionally, C.V. Starr East Asian Library has signed 14 formal agreements with universities in Asia and the US and has informal agreements in place with 18 other institutions. C.V. Starr East Asian Library is a member of and/or participates in five national and overseas consortia that share resources for borrowing, acquisition, conservation and online cataloging activities. Online access through the Columbia LibraryWeb makes Columbia's holdings available from any computer with an internet connection. CLIO, the university's online local catalog system, and OCLC Connexion, the national database available to users as the WorldCat database, now include nearly 100% of C.V. Starr's print materials and 100% of its microform and digital resources. Non-print and non-book materials are being cataloged on an ongoing basis. On-site use of the collections and facilities of the C.V. Starr East Asian Library are available to any user free of charge. Borrowing privileges are available to all potential users for a nominal fee. C.V. Starr East Asian Library has 14 public terminals with multilingual internet access, as well as three CD-ROM dedicated workstations. In 2013-2014, the library alone processed 709 interlibrary lending and 1,024 borrowing requests. Unlike many libraries, C.V Starr lends microfilms. The library remains committed to expanding,

preserving and increasing access to its collections in varied formats for the Columbia community and for users throughout the world. In 2014-2018, C.V. Starr East Asian Library requests partial support for acquisitions to be used to purchase materials in new and growing fields, including minority border regions in China, Korean Buddhism and social sciences, and modern Tibetan studies. We also request travel funds for a bibliographer to travel overseas, as well as funds to support the ongoing digitization of special library collections [Budget pp.2-3].

#### QUALITY OF STAFF RESOURCES

We have 71 full-time disciplinary and 24 full-time language faculty members. Over 90% of Center courses are taught by full-time professorial faculty who devote 75%-100% of their time to East Asian teaching and research [Appendix B]. All have extensive academic and overseas experience in their countries of study and maintain a high level of proficiency in one or more East Asian languages. Many of our language lecturers have degrees in linguistics; all have attended in-house pedagogy and linguistics workshops; and 37% have undergone ACTFL training. Madeleine Zelin, our Center Director, is the former director of the Weatherhead East Asian Institute, a chaired full professor of Chinese History, and a leading member of the senior faculty at Columbia. Waichi Ho, our Executive Director, has over 16 years of management experience in higher education at universities such as Yale, the University of Hong Kong, and UCSF. She and the Finance Director, Elizabeth Demissie, have completed Columbia University's Certificate Program in Administration of Sponsored Projects. 75% of our program officers and 50% of our support staff have higher degrees in either East Asian or related fields. Our library staff has both area and library training, and as employees of a free-standing East Asia library, devote 100% of their time to Center activities. C.V. Starr East Asian Library has full-time reference librarians on call for Chinese, Japanese, Korean, and English language materials

and a part-time Tibetan librarian. Roberta Martin, our full-time Educational Outreach Director, is a Columbia East Asia Ph.D.

***Faculty and Staff Development.*** Columbia encourages faculty research in East Asia through sabbatical leaves and unsalaried research leaves. The University Council for the Social Sciences and Humanities provide summer travel and research grants, with priority given to junior faculty. All tenured faculty receive an annual grant equal to one ninth of their salary to be used for research or leaves in addition to the normal sabbatical program. Special programs such as the Weatherhead Fund and the Center for Korean Research, provide funds (approximately \$140,000 annually) for overseas East Asia research and faculty development. Most Center faculty members visit Asia at least once every two years and many go more frequently. The schools of Law, Business, International Affairs and Teachers College have established formal teaching programs with universities in Asia. All staff receive tuition benefits that allow them to pursue study in East Asian languages and disciplinary fields. Library staff regularly travel to the region to make contacts with publishers and academics and to attend conferences. EALAC provides funds to allow language lecturers to attend workshops and conferences relating to language pedagogy

***Student Teaching, Supervision and Advising.*** Center faculty teach two courses per semester and are each assigned student advisees at the beginning of each term. Center administrative staff divide their time between the Weatherhead East Asian Institute and the East Asia NRC and commit 30% to 50% of their time advising students on curricular and extra-curricular matters, fellowships, study abroad programs, summer language study, and assisting students in finding internships and jobs. We have a full-time program officer in charge of fellowships, the East Asia

fellows program and student advising, and we run an Undergraduate Initiative, which provides outreach and mentoring to undergraduates [p.7].

***Oversight.*** The East Asia NRC is supervised by the East Asia Council comprising the NRC Director, WEAI Director, EALAC Chair, C.V. Starr East Asian Library Director, East Asian Educational Outreach Director, and faculty from the Schools of Law, Business, International Affairs, Public Health, and the Arts & Sciences and representatives from engineering, public health, the medical school and the Earth Institute. As a unit of the Arts & Sciences, its programs and teaching comes under the purview of Columbia University's Policy & Planning Committee. The Center director and East Asian Institute directors are also members of the Interregional Council, a council of Columbia's NRC directors, which coordinates and initiates cross-regional programs, curricular innovations and events. For oversight of the language program see page 19. The Center director devotes 50% of her non-teaching time to Center business, aided by a full-time executive director, a full-time outreach coordinator, a staff associate, a finance director, a finance coordinator, three program officers and three administrative assistants who devote all of their time to public outreach, administration, and student advising for the East Asia NRC and the East Asian Institute. In addition, the Center has a program assistant, pursuing a regional specialization in East Asia, who helps to organize student events and activities and the Center employs between 14-16 student workers through the federal work-study program.

***Access in Hiring and Program Development.*** Under the guidance of Columbia's rigorous Affirmative Action Plans for the employment of women, minorities, and the handicapped, we seek to locate qualified female, minority, and handicapped persons. Among the steps we take are mailing of job listings to agencies specializing in affirmative action placement; notification of job openings to female and minority professional organizations; notices to colleges and

universities known to be concerned with the professional training of women and minorities; and letters directed to women and minority professors already established in the field. All hirings of instructional and administrative officers are also reviewed by and subject to the approval of a central affirmative action monitoring committee. 43% of faculty and 57% of staff are racial and/or ethnic minorities, while women represent 30% of faculty and 27% of staff. Columbia does not have a mandatory retirement policy and all of its buildings are wheelchair accessible. All faculty and staff must complete mandatory annual in-person affirmative action and sexual harassment training.

#### OUTREACH ACTIVITIES

(a) The East Asia NRC maintains a full-time outreach office under the leadership of Dr. Roberta Martin [Appendix B]. Our program for teachers, Asia for Educators (AFE), is a national leader in the field and is committed to bringing the expertise of faculty at Columbia and other major centers directly to teachers (Kindergarten-undergraduate level) and students, through in-service teacher training programs in 12 states, and multi-media curriculum materials. (b) Columbia faculty from the schools of Law, Business, International and Public Affairs and Teachers College actively contribute to all the Outreach Center's programs, and our Outreach program runs a joint TCSOL program with Teachers College and EALAC [p.19]. Over the past few years, our Outreach Center programs have significantly increased their reach through new web portals for communication, development of new multi-media, the use of live simulcasts, free downloadable digital teaching materials, and fostering and enabling partnerships between undergraduate institutions and secondary schools in states where there has previously been no professional development available for teachers on East Asia. Quantitative national and regional impact is included in Table 8.

*Elementary and Secondary Schools.* Columbia's Asia for Educators [AFE] Program continues its national outreach as an original co-founding coordinating site of the National Consortium for Teaching about Asia (NCTA), formed in 1998 with funding from the Freeman Foundation. In 2013-14 the Columbia National Coordinating site of NCTA in collaboration with 11 other institutions affiliated directly with Columbia, sponsored a total of 23 in-service seminars, on-line courses, and workshops and 12 national simulcast presentations, drawing on faculty from Columbia and other universities, reaching more than 700 school teachers and, in turn, approximately 50,000 students. This included outreach to poorer states such as Arkansas, Mississippi, South Carolina, Georgia and Tennessee, which are underserved in East Asia programming. NCTA also works locally with the New York Board of Education to provide courses for teachers in New York's inner city schools. Teachers who have completed 30 NCTA hours may apply to participate in our summer study tours of East Asia. From 2010-2014, Columbia sponsored seven study tours to China, Japan, and Korea, serving a total of 112 teachers over a four year period. The Asia for Educators website resources include on-line teaching modules, primary sources for students, and teachers' guides. Use of the site has grown with up to 18,000 visitors visiting the site monthly in 2013-14, and 8,000-10,000 of these returning to use multiple resources. The AFE website has been featured on numerous lists of highly recommended education sites, and its materials linked on other sites for teachers, including the National Endowment for the Humanities EDsitement. In this cycle, NCTA and Teachers College will work together on expanding internships in more K-12 schools for its Teaching Chinese to Speakers of Other Languages (TCSOL) program and will put in place a new job placement tracking architecture to monitor the progress and movements of its graduates [p.19; Budget 3].

*Post-Secondary Institutions.* Columbia serves as a research center for scholars whose institutions have less varied resources. Six interdisciplinary University Seminars (Modern China, Modern Japan, Modern Korea, Southeast Asia, Traditional China, and Neo-Confucian) meet monthly throughout the academic year bringing together Columbia's East Asian faculty, Faculty who have research leaves from their colleges are invited to the Center as visiting scholars and granted access to the libraries. The WEAI offers adjunct research appointments and office space to East Asia faculty with appointments at local Title III and V and other educational institutions in the New York Tri-State area. In the new cycle, our INTERACT teaching collaborative will launch a new partnership, initially with faculty at CUNY, but eventually expanding to more Title III & V school in the Tri-State area, to encourage greater resource and knowledge sharing [pp.10-11, 42]. In 2012, Columbia, in collaboration with Berkeley, Cornell, Duke, Indiana, Minnesota, Michigan State, Wisconsin and Washington universities among others, launched NRConnect.com, a website and blog for all NRCs, as well as Title III and V schools throughout the country, to post regularly on events, funding opportunities, curriculum materials and training programs with the goal of promoting East Asia and global dialog through discussion, collaboration and online peer dialogue. Columbia's professional schools host seminars and executive programs for practitioners in the region and professional alumni. From 2002-2007, our **ExEAS Program** developed curricula for college faculty introducing courses on East Asia and global issues, holding workshops with a diverse group of faculty from 2- and 4-year colleges to test new courses, develop teaching units, and providing pedagogical training for post-doctoral fellows. The program created 68 downloadable teaching units that are available for free on the web and trained more than 18 postdoctoral fellows, who have gone on to pursue teaching careers at institutions across the country. We are requesting funds to fully revise and update these

existing teaching units, which are still in use by faculty across the country, as well as funds to add new global units through our INTERACT teaching collaborative [p.10-11; Budget pp.1, 3]. Modeled in part on the ExEAS program, INTERACT is a more globally focused teaching collaborative that coordinates with other regional NRCs to create East Asia content in global, comparative contexts. *Business, Media and the General Public*. The **Lunchtime Lecture Series** of the WEAI is a major source of information about Asia in New York City. Open to the public and advertised in print, email, internet, and social media, the series provides an opportunity to discuss major issues in the fields of business, law, government, politics, the arts and humanities with leading figures from the US and the region. We are requesting partial support for our Asia Pacific Lecture Series [Budget p.3]. Our East Asian Centers mount **special seminars and conferences** that bring members of the business, diplomatic, legal and NGO communities to campus. The Center for Japanese Economy & Business, the Toyota Research Program, the APEC Study Center, and the Center for Korean Research examine contemporary economic and business issues across the region. The Gordon Wu Distinguished Lecture Series brings Chinese business leaders to the School of Business to share perspectives with school alumni and the scholarly and business communities. The Centers for Chinese, Japanese and Korean Legal Studies sponsor regular lectures for professionals in the legal community. The Modern Tibet Studies Program brings in business practitioners, NGOs, and heritage community members to discuss issues of sustainable business investment, cultural preservation, human rights and democracy in Tibet. Our **Policy Forums** are open to the public and bring important US and Asian policy makers to Columbia to discuss issues of global importance. Previous Policy Forums have featured Jon Huntsman, then-United States Ambassador to China who contributed to a panel discussion on incorporating public health policy into healthcare management; Motohisa

Furukawa, Minister of National Policy, who spoke on Japan's role in managing the global economy; and a three-day conference on "China's Quest for Harmony, Balancing Regional Development, Social and Economic Policy, and Inter-Ethnic Relations," drew capacity audiences. Other notable guest speakers included H.E. Dr Marty M. Natalegawa, Minister of Foreign Affairs, Republic of Indonesia, who participated in a conversation on Indonesia and East Asia in fall 2013. Our Program on **Contemporary Culture & Art** in East Asia, open to the public, explores cultural production and influences in East Asia, and the role they play in shaping issues in US culture, through visual art, literature, and film, and invites featured artists, writers and filmmakers to participate in panels. Center faculty also actively address the public need for information concerning East Asia through lectures, consulting, board memberships, and media appearances. Our **Professional Fellows Program** provides training in regional affairs and the US policy toward Asia for mid-career government officials, business people, journalists, and legal specialists from the US and abroad. Most of our classes are open to the public through the School of Continuing Education. The East Asia NRC's media outreach is among the most active in the country. Members of our faculty made 920 media appearances in 2010-2014. Our faculty members are regular contributors to international publications, such as the *Tokyo Shimbun*, *The Korea Times*, and the *International New York Times*. We also serve as an important forum for New York's large East Asian heritage communities. The national and international impact of East Asian studies at Columbia is enhanced by several **publications programs** that are sources of path breaking scholarly works on East Asia. At present, 196 major monographs have been published as Studies of the Weatherhead East Asian Institute, 10 through *Asia Perspectives*, which deals with important Asian topics that cross the boundary between scholarly monographs and more encompassing general works, and 34 as *Weatherhead Books on Asia*, which publishes

high quality translations of works in Asian languages for students, scholars and the general reader.

Moreover, our new *One-Stop-Shop Web portal* will take our existing NRConnect website and blog and the various Columbia sites containing Kindergarten-college teaching resources and program outputs as described previously into one easily accessible web portal for use by Title VI, Title III and Title V educators, as well as other interested constituencies. In 2014-2018, we are requesting support for web design, technical design, content revision and modular conversion services and partial salary support for our Outreach Director, outreach program coordinator and outreach assistant to support our new and expanded outreach activities. We also request supplemental support to send speakers and provide materials for in-service teacher training sessions [Budget pp. 2-3].

#### PROGRAM PLANNING AND BUDGET

The National Resource Center plays a particularly important role at an institution with a long tradition and both broad and deep resource commitments to East Asia. It is on the foundation of a strong university commitment to East Asia that national goals can be achieved. Title VI funding is not a substitute for University funding. The majority of the Center's goals and activities are addressed through activities which receive funding from sources other than Title VI. Title VI provides leverage to ensure that in an arena of competing priorities, university goals coordinate with national goals and programs that fall outside the normal budgetary categories of departments can be implemented. See Table 1 for university commitment. Our chief goals in this cycle to advance the mission for which we seek funding are stated in the Abstract. Table 7 on the next page maps the relationship between our Center goals and NRC/FLAS priorities and GPRA measures, and lays out the timelines for project implementation. The specific relationship

between our goals and our Title VI budget may be gleaned from Appendix A. Projected specific measures and indicators of successful implementation can be found in the performance measure forms (PMFs) in Appendix D.

**Table 7 - Relationship between Center Goals and NRC and GPRA priorities**

<b>GOALS</b>	<b>Activities and Objectives for the 2014-2018 Cycle</b>	<b>Priority</b>
Engaging the Real World	<b>Develop Chinese Language &amp; Internship Study Abroad Program for Medical Students</b> – increase competitiveness in international job market Yr 1: site visits, create institutional partnerships and program planning, student mentoring Yr 2: develop and publish textbook, marketing, website Yr 3: student selection, launch program	Absolute GPRA 1 GPRA 2 GPRA 3 GPRA 5
	<b>Develop Chinese Language &amp; Internship Study Abroad Program for Engineering/Sciences students</b> - increase competitiveness in international job market Yr 1: site visits, create institutional partnerships and program planning, student mentoring Yr 2: develop and publish textbook Yr 3: student selection, launch program	Absolute GPRA 1 GPRA 2 GPRA 3 GPRA 5
	<b>Inner Asia Curricular Workshop</b> - develop new multidisciplinary teaching content on areas of importance to national security Yr 1: create institutional partnerships, monthly workshop, guest speaker series Yr 2: compile materials, create syllabi, teach courses Yr 3 & 4: increase # of syllabi, compile materials for public use	Absolute
	<b>Asia and the Environment, Asia and the Modern Sciences, Asia and Governance Projects</b> – develop multi-disciplinary teaching content on major global issues affecting the East and Southeast Asia region Yr 2: plan and hold six multi-speaker seminars, compile materials, write post-seminar reports, create syllabi Yr 3: teach course, create language modules & web outputs	Absolute NRC Inv
	<b>AY and Summer FLAS Program</b> – promoting advanced literacy in four priority languages; increasing functional literacy among non-specialists Yrs1-4: annual FLAS summer and academic year competitions	Absolute FLAS P1 FLAS P2
	<b>Expand Chinese Language Pedagogy concentration</b> – develop & pilot two new pedagogy courses to promote preparation for teaching Chinese language acquisition Yr 1: develop syllabi Yrs 2-4: teach courses to language pedagogy students.	Absolute NRC P2 GPRA 3 GPRA 4
	<b>Asia Pacific Lecture Series</b> –Increase US understanding of major issues relating to EA through outreach to academic, business, diplomatic communities, as well as media and public; disseminate academic knowledge for public use Yrs 1-4: - plan lectures & workshops on topical issues of emerging importance	Absolute
	<b>Develop Advanced Document Reading Course in Modern Chinese</b> – train students in the use of new modalities for advanced research Yrs 1-4: develop and teach new syllabus each year	Absolute GPRA 2 GPRA 3 GPRA 5
	<b>K-12 Online and In-service Teacher Training</b> to underserved populations across the nation Yrs 1-2:- create new online course; convert existing simulcasts into online courses; retool web apps to make them tablet friendly Yrs 1-4:- 2 study tours per year, in-service training	Absolute NRC P2
<b>INTERACT teaching collaborative</b> – partner with CUNY to design teaching	Absolute	

Engaging Under-served Populations	content specifically for Title III & V institutions Yr 1: appoint CUNY faculty to Center, set up web blog, program planning, retool existing teaching units, marketing /outreach to all Title III's in Tri-State area Yrs 2-4: meetings and group activities, create at least three new teaching units per year; expand participation through continuous outreach	NRC P1
	<b>Educator Workshops</b> – creating network of Title III & V East Asia experts in Tri-State area to synergize resources and create efficiency gains in East Asia/global teaching and research Yr 1: educator workshop on challenges of global teaching Yrs: 2-4: host annual educator workshop on themes/topics identified by Title III partners through the INTERACT collaborative	Absolute NRC P1
	<b>One-stop Shop Teaching Resources Web Portal</b> - put academic resources to public use by providing free and publicly accessible teaching and area content to Title III's, teachers, media and the public. Year 1: create portal, consolidate/compile materials and sites, module conversion Year 2: launch portal, outreach to all NRCs, Title III and V community, and public	Absolute NRC P1
	Make Columbia Chinese Study Abroad Programs accessible to Title III students by opening <b>FLAS opportunities to CUNY students</b> Yr 1: establish joint mechanism to identify meritorious students Yr 2-4: create online application process; run annual competition	Absolute NRC P1
	<b>Teaching Chinese as a Second Language (TCSOL) Program Internships in K-12 schools</b> in areas of need Yr 1: outreach to K-12 partners to identify internship opportunities; create weblog for information sharing, create TCSOL alum listserv Yrs 2-4: outreach to all TCSOL alums to monitor career placement and identify new internship/job placement opportunities	Absolute NRC P2 GPRA 1 GPRA 2 GPRA 3 GPRA 4 GPRA 5
	Increase size and accessibility of <b>East Asia Library collection</b> to all scholars through acquisitions and online digitization. Yrs 1-4: annual acquisition trips to Asia; continued online digitization of collection and increase # exchange agreements	Absolute NRC P1

As indicated by the timelines in Table 7, we hope to have increased functional literacy among students in medical, engineering and scientific fields by the end of the four year cycle. These students have had historically low rates of participation in regular language programs, in part because disciplinary requirements leave little time for language learning, but also because what they learn is rarely applicable to their chosen fields. By working with their schools and departments to create specialized language programs combined with the added attraction of internships, and by partnering with scientists and researchers to create syllabi with content of direct relevance to students' interests through programs such as our *Asia and the Environment* Project, we hope to increase the participation rates of students from scientific and engineering

fields by at least 10% in this cycle. We believe the long-term impact of more symbiotic relationships between the humanities and the hard sciences will result in better integration of scientific and cultural knowledge resulting in improved health and scientific outcomes, better policy making and linguistic skills to compete in the international job market. Our Advanced Document Reading Course in modern Chinese and the proposed expansion of our Chinese Language Pedagogy concentration by two new courses are all part of the Center's continuing efforts to promote advanced literacy in Chinese language and to prepare and credential specialists to meet increasing national demand for Chinese area and language instruction. Our Inner Asia Curricular Workshop will address the lack of resources in the US for study of and teaching on a region of increasing strategic importance as China implements its "New Silk Road" policies. The Center's proposed activities will develop much-needed curricular materials in the short-term, with a view to laying a basis for longer-term teaching about the region, involving participants working in the fields of history, political science, anthropology, humanities and economics and spanning East, Central and South Asia, with our NRC providing the East Asia component. Our K-12 Outreach online teacher training programs are designed to be universally accessible but by pairing our TCSOL internship program with our K-12 outreach network, we hope to combine practical training for our TCSOL grads with language learning opportunities for the most underserved populations. In our initial outreach to faculty at Baruch College, City College, Lehman College, and York College, we identified significant challenges faced by East Asia teaching faculty at Title III and V institutions, including a lack of institutional support for area research, lack of curricular resources, and a sense of isolation from other East Asia scholars. By partnering with CUNY faculty to expand our INTERACT teaching collaborative, we hope to create a strong outreach network involving all East Asia specialists in

the New York Tri-State area. The collaborative will combine their collective expertise to hold educator workshops on topics of interest to faculty in the Tri-State area, to create new curricular tools for use in Title III and V settings, and will train new cohorts of INTERACT postdoctoral scholars who will enter the national and international job market with proficiency in area and global teaching. We will also leverage CUNY's infrastructure across five campuses to provide opportunities for meritorious students at Title III and V colleges to receive FLAS fellowships for participation in Columbia's overseas Chinese language programs. Given the unique personal and financial challenges faced by Title III student populations, who often juggle part-time study with full-time work and family commitments, we predict the initial intake to be low; however, through early identification and systematic mentoring by INTERACT collaborative members we hope that by the end of the cycle, at least one or two CUNY students will successfully compete for FLAS fellowships each year. Finally, our One-Stop-Shop Web Portal will consolidate outputs from all of our above-referenced programs and beyond into a single, easily accessible site, that will be advertised to all NRCs, Title III's, the media and the general public to ensure that academic knowledge is put to public use. We hope by the end of this cycle to significantly increase awareness of these free and public resources and increase the number of users by at least 25%. The East Asia NRC focuses the efforts of more than 71 disciplinary and 24 language faculty, as well as 20 adjuncts and research scholars, from across the Columbia schools and departments to create a cohesive and comprehensive teaching program offering more than 567 disciplinary and interdisciplinary courses each year [Appendices B and C]. This critical mass of scholars not only ensures the depth and breadth of our teaching program, but it also allows the university to concentrate its resources in the areas of staffing, library support, and extra-curricular programming to maximize synergy and efficiency gains. The East Asia NRC also

draws upon the expertise of more than 14 East Asia-related institutes and centers, and five sister NRCs at Columbia to develop high quality programs examining global issues within a local, regional, and global context [pp.6, 30-31]. This cost effectiveness is reflected in our budget. Our new medical, engineering, and sciences Chinese Language and Internship programs should generate enough revenue to be self-sustaining by the end of the new cycle. Much of the funding we are requesting for our programs, such as the One-Stop-Shop Web Portal, INTERACT, and the TCSOL internship placement, will go towards seeding infrastructure, specifically building web portals; web design; creating new modules and converting old modules; but once the necessary architecture is in place, these programs will be administered by existing Center staff. Similarly, funds for our *Inner Asia Curriculum Workshop*, *Asia and the Environment*, *Asia and the Modern Sciences*, and *Asia and Governance Projects*, our Annual Educator workshops, the Chinese Language Pedagogy concentration and our Advanced Document Reading Course will be used for syllabus and content development, but once created, both the content and syllabi will continue to be used on an ongoing basis by Center faculty, as well as by faculty from Title III institutions as we make these outputs available through our new web portal. Long-term cost effectiveness may also be measured in the degree of university support that is garnered by the seeding role played by the Title VI support [see Table 1] and in the extent to which activities once paid for out of Title VI are now paid for with university funds [p.1]. The activities in which the Center engages have impacted, and will continue to impact, all Columbia students by incorporating East Asian content into the core curriculum and exposing undergraduates to East Asian studies early in their careers as demonstrated by increases in course enrollment and East Asia graduation rates [Tables 2 and 10; Appendix C]; by bringing specialized East Asia knowledge and a broad array of study options to those students who later choose to engage with

the region through careers in government, law, business, and the sciences [p.5]; and by training and nurturing future East Asian experts through the world-class East Asian teaching program.

Our new priorities for 2014-2018 will also impact and engage students in underserved populations beyond Columbia. Table 8 below shows the long-term community, national and international impact of the Center's activities on the community and on the graduate, undergraduate and professional training programs.

## IMPACT AND EVALUATION

The extent to which the Center's activities and training programs impact the university, community, the region, and the nation is shown in Table 8.

**Table 8 - National and Community Impact**

Activity	Impact	Indices
Training specialists in East Asian language and area studies	Increase national competitiveness through training of scholars, teachers, officials, lawyers, businesspeople, and others managing US relations with East Asia	Graduates 2010-2014: BA: 108      MA: 87 MIA/MPA: 160    JD/LLM: 8 MBA: 24      PhD: 55
Maintaining pool of highly qualified instructors and researchers	Increase stock of national knowledge by creating pool of area specialists to advise and consult government and private bodies; help educate public about East Asia; provide expertise for national and international media.	# FT faculty members in 2014: Disciplinary: 71    Language: 24 # faculty media appearances in 2013-2014: 241
Undergraduate Core Humanities and Social Science Courses	Increase EA functional literacy among non-specialists by exposing undergraduates to EA studies early in their careers	2013-2014: # enrollments EA core courses: 3,077
Graduate Student Conference	Expand the field of EA studies in the US by strengthening EA network among young scholars and training future EA experts from schools nationwide	2010-2014: # Columbia participants: 110 # non-Columbia participants: 250
Language textbook development <sup>1</sup>	Increase US capacity in foreign language teaching and acquisition by developing textbook resources for national market aimed at performance-based language acquisition	# texts/tools developed 2010-2014: 44
Summer intensive Overseas Chinese Programs for business, engineering sciences and medical sciences <sup>1</sup>	Internationalize US workforce by increasing access to language training for future scientists, businessmen, and other practitioners at Columbia and universities nationwide	Trained in 2010-2014: Professional Schools: 5 Humanities: 29 Social Science: 3
Develop new modalities for language learning <sup>1</sup>	Increase language learning among non-specialists through development of courses in legal, business and media Chinese, special sections for heritage speakers; promote	2014-2018 # enrollments in specialist courses: Legal: <i>tbd</i> Business: <i>tbd</i> New Media: <i>tbd</i>

	advanced literacy among specialists through document reading course in modern Chinese to facilitate advanced research in the language	Advanced Doc: <i>tbd</i>
Specialized courses	Internationalize US workforce by increasing access to language training for future scientists, businesspeople, and other practitioners through language mentoring; language maintenance courses; evening language sections targeted at professional school students and working students	2010-2014: # language maintenance courses: 18 # evening language sections offered: 29
Language Forums; language roundtables	Promote literacy in priority languages and engagement with EA scholars among student population	2010-2014: # forums/roundtables held: 9 # average participants: 12
Language Tutor Training Program	Create pool of native speaker tutors from sciences and professional schools trained in performance-based teaching;	2014-2018: # tutors trained: <i>tbd</i> # students tutored: <i>tbd</i>
FLAS Program <sup>1</sup>	Increase national pool of students graduating with advanced knowledge of a priority language; expand FLAS opportunities in Chinese to Title III populations through CUNY partnership	Title III: <u>Placement of FLAS Fellows:</u> Finishing Ph.Ds.: 25 International Organization: 2 NGO: 3 Government: 2 Unknown: 22
Fellowships Program (does not include FLAS)	Increase number of national pool of disciplinary and professional school students graduating with advanced knowledge of a priority language and overseas experience	2010-2014: Total \$ disbursed: \$1,464,693 # fellowships awarded: 276 # students who studied language: 40 # students who went overseas: 239
Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL) <sup>1</sup>	Increase national pool of Chinese language teachers equipped to provide performance-based teaching at other institutions to mitigate national shortage	# graduates from program 2006-2009: 50
M.A. program in Japanese Language Pedagogy	Increase national pool of teachers equipped to provide performance-based teaching at Columbia and other institutions	# graduates from program 2010-2014: 64
In-service teacher training <sup>1</sup>	Increase national early competency on EA by training K-12 teachers to integrate EA into curriculum and providing inner city, regional, and national reach through national web courses	2010-2014: # in-service seminars: 144 # teachers reached: 2,273 # students impacted: 160,000
Study Tours	Increase cultural competency in US population through in-country guided experiences for secondary level teachers across 12 states; increase level of international exchange with Asian secondary institutions	2010-2014: # teacher participants: 112 # states served: 10 # students reached: 8,300
AFE, NCTA website hosting <sup>1</sup>	Increase quality and reduce costs of EA instruction through unlimited universal no-cost access to teaching plans and materials to assist K-college teachers. Extend content material for classroom use to visual and spoken work through web library.	2010-2014: Up to 18,000 hits a month

INTERACT teaching collaborative <sup>1</sup>	Increase access to EA resources by underserved populations by creating adaptable teaching units; provide pedagogical training for teachers destined for Title III and V institutions; create synergy among scholars by creating national pedagogical network of area specialists on EA.	2014-2018: # new area courses created: <i>tbd</i> # postdocs trained: <i>tbd</i> # pedagogical workshops conducted: <i>tbd</i>
Annual Educator Workshops <sup>1</sup>	Create network of East Asia experts in Tri-State area to synergize resources and create efficiency gains in East Asia/global teaching and research; promote joint research and activities between NRCs and Title III and V colleges	2014-2018 #workshops held: <i>tbd</i> #participants: <i>tbd</i>
Inner Asia Curriculum Workshop <sup>1</sup>	Increase US knowledge of politically and strategically sensitive areas of the East Asia border regions; deepen understanding of core regions by understanding peripheries	2014-2018: # workshops: <i>tbd</i> #new courses created: <i>tbd</i>
Asia and the Environment, Asia and the Modern Sciences, Asia and Governance Projects <sup>1</sup>	Increase US understanding of global issues as they affect the EA region; increase regional literacy among US scientists & practitioners to improve design of scientific and policy interventions	2014-2018: # workshops: <i>tbd</i> # new courses: <i>tbd</i> #collaborations with non-regional units: <i>tbd</i>
Expand area course offerings in areas of need and filling in curriculum gaps <sup>1</sup>	Increase US understanding of new geopolitical landscape created by the rise of the Asian economies throughout different disciplines and areas	2010-2014: # graduate area courses offered: 332 # participating departments & schools: 13/9 YOY % increase in EA area course enrollments: +15%
Public Events and Programming (lectures, seminars, conferences) <sup>1</sup>	Forum for exchange of views among scholars and the government and business communities; increase public understanding of histories, societies, cultures and economies of East Asia region; dissemination of academic knowledge to wider public	2010-2014: # lectures held: 331 # participants: 14,946 # University seminars: 46
Global Center in Beijing and six other regional locations	Strengthen US ties to East Asian and global institutions by providing infrastructure support to faculty/ scholars to conduct work in global interdisciplinary contexts and facilitating overseas research and exchanges.	2010 -2014: # GC sponsored programs: 10 # faculty participants: 20 # student participants: 523
One-stop-shop Teaching Resources web portal <sup>1</sup>	Increase access by Title III and V institutions to EA resources developed by Columbia and other NRCs; promote East Asia throughout higher education nationally through discussion, collaboration and daily online peer dialogue	2014-2018: Average # web postings per month: <i>tbd</i> # curricula & other materials available for download: <i>tbd</i> Average monthly hits: <i>tbd</i>
Library acquisitions funding <sup>1</sup>	Expand research and EA scholarship nationwide by developing and increasing access to one of largest EA collections in the country	# library current holdings: 986,683 % collection digitized: 99%

Library Consortia participation and library online digitization <sup>1</sup>	Increasing US access to international library resources through consortia arrangements.	# active consortia memberships: 23 % collection digitized: 99% Inter-library loan requests in 2013-2014: Lending -508 Borrowing - 93
Hosting overseas visitors; visiting professorships	Filling in gaps in the curriculum in fields where academic specialists are in short supply; foster linkages with overseas institutions; foster collaborative research	2010-2014: # EA visiting professorships: 3 # EA visiting scholars: 62

Note: 1) *Activities for which we are requesting NRC funding in 2014-2018*

In 2010-2014, 13% of Columbia graduates who studied East Asia went onto graduate studies, 47% into for-profit, private sector and non-profit fields, and 8% into education. 17% of students matriculating from East Asia-related masters programs went onto graduate studies, a further 27% went into for-profit professional fields, and 5% into education. For the same period, 70% of Columbia East Asian PhDs are teaching or working higher education, 2% are working in International Organization fields and 9% in for-profit professional fields. Equal access and treatment of eligible students and other participants is guaranteed by Columbia's equal opportunity policies and all staff and faculty undergo mandatory annual training on these issues [p.26-27]. The Center also works with the university's ethnicity coding project, which gathers information for the federal government's IPEDS data collection program, to specifically monitor participation rates of minority students and students with disabilities in all East Asia-related programs. All of our facilities have wheelchair access and special accommodations have been made for students with disabilities to participate in our programs. Our in-service teacher training program works with teachers and teachers-in-training at Teachers College, all of whom are teaching in New York inner city schools. Our K-12 online programs brings East Asia programming to teachers who otherwise would have no access to it, and as a national coordinating site of the NCTA, we support outreach in five poorer southern states (Arkansas, Mississippi, South Carolina, Georgia, and Tennessee) that are underserved in East Asia

programming. Digitalization projects make content material generated by the East Asia NRC available to everyone free-of-charge on the internet and our plans to create a One-Stop-Shop Web Portal should greatly facilitate access. We already participate with faculty serving in Title III and V institutions in the New York Tri-State area through three University Seminars focusing on East Asian affairs, as well as a variety of joint and collaborative research projects; however, our proposal to expand our INTERACT teaching collaborative by partnering initially with CUNY, as well as with more Title III and V institutions in the Tri-State area over time, will formalize and further increase levels of participation within these communities.

The proposed evaluation of our programs is comprehensive, in that it is continuous and uses multiple evaluation methodologies and sources of data. Evaluation combines ongoing review by the Center's oversight organization, **the Provost's East Asia Council**, internal review under the supervision of the Executive Vice-President for Arts & Sciences, periodic outside review and ongoing work with an external evaluator. Financial oversight is provided by the university's budget office through internal controls and procedures, and through periodic internal audits and external audits by funding agencies. Oversight of the language program is maintained by the **Standing Committee on East Asian Language Instruction**, which monitors curriculum size and teacher performance. In 2010, the Center implemented **universal pre- and post-testing** of students in the Chinese, Japanese, and Korean language programs to measure proficiency gains, and to calculate the cost of these gains. Assessment of the quality of the curriculum in graduate and undergraduate areas is carried out by the university-wide **Academic Review Committees [ARC]**, which periodically review each school, department and institute. During 2005-2006, as part of its ARC process, the university conducted an intensive review of its seven regional institutes, which are the institutional homes of the Columbia NRCs. This entailed a self-study, a

360-degree review by an internal university committee, a review by an external committee of experts in international programs, and evaluation and recommendations by the ARC. In their assessment of the East Asia NRC's ability to meet its objectives in the areas of student development, education, outreach and research, both the internal and external review committees held our Center to be a model for regional centers at Columbia. The reviewers' recommendations to increase East Asia faculty numbers in the social sciences and to integrate more East Asian knowledge into the undergraduate general curriculum were addressed through faculty hires in sociology and political science and increased contribution of courses to the undergraduate "global core." ARC's review of EALAC in 2007 ranked the department among the top three in the university, and ARC's recommendations to hire more faculty in the areas of Japanese film and Korean religion were duly addressed. In 2009, the Department of Education's International Education Programs Service [IEPS] and the Program Oversight Staff [POS] of the Office of Postsecondary Education [OPE] conducted an on-site financial and programmatic review of the Columbia NRCs. They concluded that the East Asia NRC had achieved "impressive course development, instructional delivery, and outreach accomplishments that align with its mission to advance the quality and dissemination of knowledge about [East Asia] and train experts with the highest levels of language proficiency," and that it had forged "effective collaborations [with] international partners." Their suggestions to provide opportunities for Tibetan language instructors to collaborate with other US language programs and to increase the number of courses that focus on contemporary China, particularly China and the environment were addressed through our modern Tibetan Lesser Known Language Teaching Enhancement initiative, which held several multi-institutional meetings to establish Tibetan language teaching standards, and through the addition of new adjunct courses in the relevant areas. Our proposed

*Asia and the Environment, Asia and the Modern Sciences and Asia and Governance Projects* are a continued expansion of these efforts. Since 2006, the Center has compiled and uses more than 45 **indicators** on all aspects of its programming, including data on a) graduation rates b) courses and enrollments c) placement data d) financial data e) number and types of programs f) participation & attendance rates g) media contacts h) library activities i) consortia and other cooperative mechanisms j) faculty publications k) overseas travel l) accessibility of programs, etc. Examples of indicators can be found in Tables 7 and 8. All quantitative data is carefully aggregated into a “**Key Indicator Dashboard**,” a subset of key indices and data presented on a year-on-year basis and measured against national indices that can be easily viewed at any time to provide an instant snapshot of the general health of Columbia’s East Asia teaching program, allowing us to make timely adjustments to our programs and activities. The Dashboard is used in combination with direct user feedback from detailed course evaluations, post-event surveys, post-travel surveys, focus groups and general surveys of constituency groups, such as students, faculty, alumni, and the New York business, diplomatic, and heritage communities [see Table 9 for a list of data sources]. Longer-term national outcomes are also a part of our evaluation plan. FLAS fellowship recipients complete bi-annual surveys on placement and the extent to which they use East Asian languages and knowledge in their professional lives for at least 8 years. Additionally, since the last cycle, the Columbia East Asia NRC conducts similar long-term tracking and surveying for all of its non-FLAS fellowship recipients. Where response rates are low, the Center uses social media tools, such as LinkedIn and Facebook, to track the career trajectories and placements of its alumni. More specifically to the 2014-2018 cycle, the Center will work with **external evaluator**, Dr. Joydeep Roy, a consultant with expertise in the areas of economics of education and school financing and accountability, to review the Center operations.

Under his guidance, the Center has developed an evaluation logic model to re-focus our activities in order to achieve outcomes closely aligned with Title VI targets and priorities and efficiently utilize our available expertise and resources. In addition to a timeline and a plan for consistent measurement of key outputs against baseline data, we have designed three new impact surveys to measure the long-term efficacy of the Center's 1) public programming 2) M.A./Certificate programs, and 3) fellowship programs. The surveys request data that will ultimately help us define appropriate benchmarks, identify key gaps in programming, define short-term objectives and set long-term goals. The timeline can be seen in Table 7. A list of target outputs and performance measures for the activities for which we are requesting funding in this cycle can be found in the PMFs in Appendix D. Dr. Roy will produce a mid-cycle progress report in Year 2 and a final evaluation report at the end of Year 4, which will be uploaded into IRIS as part of our regular reporting. Frequent program **adjustments** will be made on the basis of evaluation data, consistent with past practice. For example, focus groups conducted in 2007 with undergraduates revealed a need among the undergraduate population for greater integration of East Asia course content into the larger curriculum (as opposed to more stand-alone East Asia courses), which spurred the East Asia NRC to create the INTERACT program [pp.10-11] and the Global Scholars Program Summer Research Workshop [GSP Program] [p. 9]. Course enrollment data, participation indices, and student evaluations from the 2010-2014 cycle were used to assess the impact of INTERACT and GSP program at the end of the current cycle and we are happy to report that the Columbia's Office of the President, based on initial findings, has just committed to continuing funding for GSP and will collaborate with the Center on a larger-scale rollout this summer. Close analysis of participation data has also helped EALAC to assess the language learning needs of its student constituencies, especially those of non-East Asia specialists, such as

engineering and professional school students. The results found there are over 29 evening language sections that enable students with less flexible curricula to incorporate language learning into their programs of study. Analysis of course evaluation data also informs the faculty tenure review process and adjunct hiring decisions and helps faculty to tailor course content to the needs of students.

**Table 9 – Monitoring and Evaluation Data Sources**

Program Activity	Data Sources	Timeline
Graduate and undergraduate curriculum	1. Various review committees	Annual
	2. Data monitoring on enrollments and participation	Annual
	a) number of graduates by field with EA specializations	
	b) course enrollments	
	c) placement data	
	3. Faculty self report on research, publications, advising, course development, Ph.D. supervision, and project development activities	Annual Annual Semesterly
4. Fellowship students self-report Course evaluation forms	Annual Annual/bi-annual	
WEAI EALAC	7. ARC Review; IEPS/OPE Audit	2005-2006; 2009
	8. ARC Review	2007-2008
Events & Lectures	9. Attendance monitoring	All events
	10. Post-event surveys, impact surveys	Sample small events, all large events
Programs Abroad	11. Post-travel surveys, impact surveys	All programs
Teacher Training program	12. Attendance monitoring of teacher training workshops	Continuous
	13. Program monitoring	Annual

Tables 10 and 11 below show the number of students studying East Asian languages and area courses, as well as the number who graduate as area specialists. Table 12 shows the current placement of FLAS students from 2010-2013, and Table 13 shows the overall placement of East Asian specialists in 2012-2013 within 2 months of graduation.

**Table 10 - Undergraduate Enrollments 2010-2013**

Indices	AY10-11	AY11-12	AY12-13	Total 2010-2014
<b>Participation Rates:</b>				
# Language course enrollments	1,194	1,115	1,144	4,325
# Area course enrollments	2,354	2,091	2,414	10,736
<b>Graduation Stats:</b>				
EALAC Majors	18	30	41	108
Minors/Concentrators	6	5	8	25

**Table 11 - Graduate Enrollments 2010 -2013**

Indices	AY10-11	AY11-12	AY12-13	Total 2010-2014
<b>Participation Rates:</b>				
# Language course enrollments	466	344	252	1,457
# Area course enrollments	1,073	907	1,013	4,106
<b>Graduation Stats:</b>				
East Asia Ph.D.'s	6	16	21	55
East Asia M.Phils.	9	12	10	39
MARSEA	9	23	20	70
MLS	8	14	15	62
East Asia Certificates	0	0	1	2
Regional Specializers	40	41	72	173

**Table 12 – FLAS Student Placements 2010-2013**

Placements 2010-2014	Bachelors	Masters	Doctorates	Total
Elementary/secondary education	0	0	0	0
Federal government	0	0	0	0
Foreign government	0	0	0	0
Graduate study	3	2	25	30
Higher education	0	2	2	4
International Organization (in US)	0	2	0	2
International Organization (outside US)	0	0	0	0
Private sector (for profit)	3	7	4	14
Private sector (non-profit)	1	1	1	3
State or local government	1	1	0	2
Unemployed or out of job market	0	4	1	5
Unknown	4	8	10	22
US Military	0	0	0	0
TOTAL	12	27	43	82

**Table 13 - Student Placement 2010-2013 – all East Asia students**

<b>Placements 2010-2013</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Doctorates</b>	<b>Total</b>
Elementary/secondary education	1	1	0	2
Federal government	0	18	0	18
Foreign government	0	17	0	17
Graduate study	17	58	0	75
Higher education	10	14	30	54
International Organization (in US)	0	23	0	23
International Organization (outside US)	0	10	1	11
Private sector (for profit)	56	63	0	119
Private sector (non-profit)	5	25	4	34
State or local government	0	1	0	1
Unemployed or out of job market	3	6	0	9
Unknown	37	105	8	150
US Military	0	0	0	0
<b>TOTAL</b>	<b>129</b>	<b>341</b>	<b>43</b>	<b>513</b>

*Note: Our placement data is based on students graduating with 15 credits or more in East Asian Studies.*

Columbia's East Asian teaching program has supplied many of the top specialists in the field for universities across the nation, including Harvard, Cornell, Princeton, Yale, Brown, Stanford and others with high quality East Asian programs. In 2010-2013, 45 Columbia Ph.D.'s found employment in higher education. Our pedagogical programs and curriculum tools have helped to encourage performance-based teaching and contributed to the setting of national standards. The Center plays an important role in generating and disseminating real world information on the region for members of the public, including New York's financial, business, diplomatic, educational and heritage communities. In 2010-2014, we held more than 331 lectures, seminars, symposia and other events on East Asia-related topics, reaching a total of 14,946 participants. Reports and multi-media clippings from many of these events are made available on the Center's website. Center-affiliated research programs, such as the Modern Tibet Studies Program, produce cutting-edge research on geo-politically sensitive areas and issues of national importance, which in turn is disseminated through outreach events, or through one of the Center's three publication programs. Our national, award-winning K-12 outreach program reaches more than 500 high school teachers and impacts more than 50,000 students annually. In

2010-2013, 159 (31%) of Columbia East Asia graduates found employment in the for-profit, private sector and non-profit fields, including fields that engage increasingly with East Asia such as business and law. 100% of our FLAS grants are awarded to students of languages that appear on the Department of Education's priority list. Students from Arts & Sciences and from all of Columbia's professional schools, including Teachers College, are eligible to apply, with 25% of our FLAS reserved for SIPA students, many of whom enter government service.

### FLAS SELECTION PROCEDURES

In alignment with **FLAS competitive preference priority 2**, FLAS fellowships are granted in Chinese, Korean, Japanese, and Tibetan (summer only), all less commonly taught (LCTLs) and priority languages on the Department of Education published list. In selecting recipients we consider only those students taking 3rd year level or above, with the exception of Tibetan for which we consider students at the 2<sup>nd</sup> year level or above, and in the case of students pursuing their second East Asian language. We never grant FLAS to students with the equivalent of native fluency. **Announcement** of the availability of FLAS fellowships is made by the Fellowship Office of the Graduate School of Arts & Sciences in November, as well as through the Center's website, listservs and social media. Email announcements are sent to all eligible students in the schools of Architecture, Law, Business, and International Affairs, Journalism, Public Health, Teachers College and the undergraduate colleges. Center staff hold fellowships workshops on Columbia's two main campuses to advise students on application procedures. In the 2014-2018 cycle, in order to open up the FLAS fellowship competition to enable meritorious students at Title III and V institutions to participate in Columbia's Chinese summer language programs in Beijing and Shanghai, our INTERACT teaching collaborative will work with key CUNY faculty members and the Study Abroad Offices at each of the CUNY campuses to

identify the strongest students and provide them with appropriate advising and mentoring.

**Applications** are submitted electronically through the Graduate School's website and consist of a detailed written form, transcripts, letters of recommendation, a short essay describing how the student will use the grant to further his/her development of language skills appropriate to his/her program, and a copy of the students' FAFSA to determine financial need. **Selection** is made in mid-April by an interdisciplinary committee chaired by the NRC director and comprised of two faculty from the professional schools, the associate dean of the School of International Affairs, and six faculty from the humanities and social science departments. **Criteria** for selection are academic achievement (a minimum GPA of 3.3, and more typically a score in the range of 3.7 and above), strength of recommendations, and determined necessity for language in the applicant's future career. Starting in 2015-2016, we will prioritize applications that have met the above academic criteria by financial need in alignment with **FLAS competitive preference priority 1**. Students with the lowest Expected Family Contribution (EFC) will receive the highest priority. In accordance with stated past priorities, we have awarded a minimum of 25% of FLAS to students pursuing professional degrees, particularly Master of International Affairs students, many of whom enter government service. Recipients of FLAS have also included applicants from Teachers College and the Schools of Public Health and Social Work.

Applications are due in mid-March and the Committee meets in mid-April. Students are notified immediately as soon as the ED notifies us of receipt of the coming year's grant. Given the large demand for FLAS support, we are requesting 9 academic year FLAS and 9 summer FLAS per year. Two of each category will be reserved for undergraduates [Budget pp.4-5] and beginning this cycle, we will open up our summer FLAS competition to Title III students at CUNY to facilitate their participation in Columbia's Chinese language summer programs.



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

The Trustees of Columbia University in the City of New York

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	112,990	122,990	122,990	122,990		481,960
2. Fringe Benefits	33,897	36,897	36,897	36,897		144,588
3. Travel	8,500	5,000	5,000	5,000		23,500
4. Equipment	0	0	0	0		0
5. Supplies	37,000	37,000	37,000	37,000		148,000
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	48,400	53,400	46,400	53,400		201,600
9. Total Direct Costs (lines 1-8)	240,787	255,287	248,287	255,287		999,648
10. Indirect Costs*	19,263	20,423	19,863	20,423		79,972
11. Training Stipends	328,500	328,500	328,500	328,500		1,314,000
12. Total Costs (lines 9-11)	588,500	604,210	596,650	604,210		2,393,620

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No  
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2014 To:      until amended      (mm/dd/yyyy)  
 Approving Federal agency:      DHHS      Other (please specify):      The Indirect Cost Rate is 31%
- (2) If yes, please provide the following information:
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:       
     Is included in your approved Indirect Cost Rate Agreement? or      Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is      %

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

**SECTION C – BUDGET NARRATIVE (see instructions)**

# Instructions for ED 524

## General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

**You must consult with your Business Office prior to submitting this form.**

## Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

**Indirect Cost Information:** If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.  
If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

- (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
- (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.  
(2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.
- (3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

## Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

## Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
  - a. The specific costs or contributions by budget category;
  - b. The source of the costs or contributions; and
  - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

**COLUMBIA UNIVERSITY  
EAST ASIA NATIONAL RESOURCE CENTER**

**COLUMBIA UNIVERSITY EAST ASIA NRC**

**Priorities**  
NRC      GPRA  
**Narrative**  
Page #

2014-2015    2015-2016    2016-2017    2017-2018    **Total**

*A=Absolute Priority  
P1=Competitive Preference Priority 1  
P2=Competitive Preference Priority 2  
IP=Invitational Priority*

**I. National Resource Center**

1 Personnel

a. Administrative

Madeleine Zelin, NRC Director  
*(25% time @ 0% center contribution)*  
Executive Director (Ho)  
*(40% time @5% FY15, 4.9% FY16, 4.7% FY17, 4.6% FY18 )*  
Program Coordinator (Mack)  
*(40% time @15% FY15, 14.6% FY16, 14.1% FY17, 13.7% FY18)*

\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,516	\$ 5,516	\$ 5,516	\$ 5,516	\$ 22,064
\$ 8,512	\$ 8,512	\$ 8,512	\$ 8,512	\$ 34,048
<hr/>				\$ 56,112

**Subtotal**

b. Language Instruction

Advanced Document Reading Course in Modern Chinese  
*(100% adjunct course, instructor TBD)*  
Language Pedagogy Concentration Expansion - Chinese Linguistics  
*(50% adjunct course, instructor TBD)*  
Language Pedagogy Concentration Expansion -Acquisition of Chin. as Sec Lang  
*(50% adjunct course, instructor TBD)*  
Chinese Lang & Internship Program for Medical Students  
*(Yr1: syllabus development, Yr3-4 100% adjunct course, instructor TBD)*  
Chinese Lang & Internship Program for Engineering/Sciences Students  
*(Yr1: syllabus development, Yr3-4 100% adjunct course, instructor TBD)*

\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
<hr/>				\$ 84,000

**Subtotal**

c. Area Curriculum Development

Japanese Film  
*(50% adjunct course, TBD)*  
Chinese Film  
*(50% adjunct course, instructor TBD)*  
Korean Film  
*(50% adjunct course, instructor TBD)*  
Asia & the Environment/the Modern Sciences/Governance Projects  
*(50% adjunct course, instructor TBD)*  
Inner Asia Curriculum Workshop  
*(50% @ 2 courses per year, instructor TBD)*  
INTERACT Teaching collaborative  
*(50% center contribution, fellow TBD)*

\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 90,000
<hr/>				\$ 154,000

**COLUMBIA UNIVERSITY EAST ASIA NRC**

**2014-2015    2015-2016    2016-2017    2017-2018    Total    NRC    GPRA    Page #**

**Subtotal**  
 \$ 32,500    \$ 42,500    \$ 42,500    \$ 42,500    \$ 160,000

d. Outreach Personnel  
 Outreach Director (Martin)  
*(50% time @12% FY15, 11.7% FY16, 11.3% FY17, 11% FY18)*    \$ 22,921    \$ 22,921    \$ 22,921    \$ **91,684**    A,P2    pp.27-29  
 Outreach Assistant (TBD)  
*(40% time @10% FY15, 9.7% FY16, 9.4% FY17, 9.2% FY18)*    \$ 4,541    \$ 4,541    \$ 4,541    \$ **18,164**    A,P2    pp.27-29  
 Web Portal assistant (TBD)  
*(Approx 200 hrs @ \$15/hr)*    \$ 3,000    \$ 3,000    \$ 3,000    \$ **12,000**    A,P1,P2    p.32

**Subtotal**  
 \$ 30,462    \$ 30,462    \$ 30,462    \$ 30,462    \$ 121,848

**Total Salaries**  
 \$ 112,990    \$ 122,990    \$ 122,990    \$ 122,990    \$ 481,960

2. Fringe Benefits  
 FY15@30%  
 \$ 33,897    \$ 36,897    \$ 36,897    \$ 36,897    \$ 144,588

3. Travel

a. Domestic Travel

Professional Meetings

*(NRC Director travel to Technical Meetings: Train \$300, Hotel \$500)*  
 K-12 Outreach Staff Travel to NCTA seminars  
*(Travel to seminars & meetings: \$1000 train, taxi, subway)*

\$ 800    \$ 800    \$ 800    \$ 800    \$ **3,200**    A    pp.27-29  
 \$ 2,000    \$ 2,000    \$ 2,000    \$ 2,000    \$ **8,000**    A,P2    pp.27-29,32

**Subtotal**  
 \$ 2,800    \$ 2,800    \$ 2,800    \$ 2,800    \$ 11,200

b. Foreign Travel

Chinese Lang & Internship Program for Medical Sciences

*(Beijing Site Visits: \$1700 airfare r.t., \$250 hotel x 2 dys)*

Chinese Lang & Internship Program for Engineering/Sciences

*(Shanghai Site Visits: \$500 BJ-SH airfare, \$250 hotel x 2 dys)*

East Asian Bibliographers

*(Travel to Asia: \$1700 airfare r.t., \$250 hotel x 2dys)*

\$ 2,600    \$ 2,600    \$ 2,600    \$ 2,600    \$ **8,800**    A    pp.8, 34, 35  
 \$ 900    \$ 900    \$ 900    \$ 900    \$ **3,600**    A    pp.8, 34, 35

**Subtotal**  
 \$ 5,700    \$ 2,200    \$ 2,200    \$ 2,200    \$ 12,300

4. Equipment - N/A



**COLUMBIA UNIVERSITY EAST ASIA NRC**

**2014-2015    2015-2016    2016-2017    2017-2018    Total    NRC    GPRA    Page #**

9. Total Direct Costs	\$ 240,787	\$ 255,287	\$ 248,287	\$ 255,287	\$ 999,648			
10. Indirect Costs (8%)	\$ 19,263	\$ 20,423	\$ 19,863	\$ 20,423	\$ 79,972			
Total Budget Request, National Resource Center	\$ 260,051	\$ 275,711	\$ 268,151	\$ 275,711	\$ 1,079,624			

**II. FLAS FELLOWSHIPS**

11. Training Stipends

a. Graduate Academic Year Fellowships

Institutional Payment (Graduate Students)	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 72,000			
Subsistence Allowance	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000			
Total Academic Year FLAS Fellowship (Graduate students)	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 132,000			
Number of graduate fellowships requested	7	7	7	7	28			
	\$ 231,000	\$ 231,000	\$ 231,000	\$ 231,000	\$ 924,000			

b. Undergraduate Academic Year Fellowships

Institutional Payment (Undergraduate Students)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000			
Subsistence Allowance	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000			
Total Academic Year FLAS Fellowship (Undergraduate students)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000			
Number of graduate fellowships requested	2	2	2	2	8			
	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000			

**Total Cost of Academic Year FLAS**

	\$ 261,000	\$ 261,000	\$ 261,000	\$ 261,000	\$ 1,044,000			
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pp.7,16,36,  
49-51

A, P1, P2 1, 2, 5

c. Graduate Summer Fellowships

Institutional Payment (Graduate Students)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000			
Subsistence Allowance	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000			
Total Summer FLAS Fellowship (Graduate students)	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000			
Number of graduate fellowships requested	7	7	7	7	28			

**COLUMBIA UNIVERSITY EAST ASIA NRC**

Page #

GPR

NRC

Total

2017-2018

2016-2017

2015-2016

2014-2015

d. Undergraduate Summer Fellowships

Institutional Payment (Undergraduate Students)  
 Subsistence Allowance  
 Total Summer FLAS Fellowship (Undergraduate students)  
 Number of graduate fellowships requested

\$ 52,500	\$ 52,500	\$ 52,500	\$ 52,500	\$ 210,000
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
2	2	2	2	8
\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000

**Total Cost of Summer FLAS**

\$ 67,500	\$ 67,500	\$ 67,500	\$ 67,500	\$ 270,000
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pp. 7,16,36,  
49-51

A,P,I,P2 1,2,5

12. Total Costs

<u>Total FLAS Budget Request</u>	\$ 328,500	\$ 328,500	\$ 328,500	\$ 1,314,000
<u>Total NRC Budget Request</u>	\$ 260,051	\$ 275,711	\$ 268,151	\$ 1,079,624
<u>Total NRC/FLAS Budget Request</u>	\$ 588,551	\$ 604,211	\$ 596,651	\$ 2,393,624

**APPENDIX B:  
PROJECT-RELATED PERSONNEL**

**ANTHROPOLOGY**

**JUNJIE CHEN**, ACLS Teaching Fellow and Lecturer in Anthropology  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2012, Untenured  
**EDUCATION:** Doctorate, Anthropology, University of Illinois at Urbana-Champaign (2011)  
**OVERSEAS EXPERIENCE:** China (Summer 2012)  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Chinese Society and Culture; Chinese Science and Medicine in East Asia and Beyond; Postsocialist China: State, Society and Globalization; The Politics of Reproduction  
**RESEARCH/TEACHING SPECIALIZATIONS:** Population Studies, Gender, Reproductive Politics, Ethnography, China  
**RECENT PUBLICATIONS:** Dissertation: "While the State Claims the Intimate: Population Control Policy and the Makings of Chinese Modernity"  
**DISTINCTIONS:** N/A

**MYRON COHEN**, Department of Anthropology, Professor.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1966, Tenured.  
**EDUCATION:** Columbia College, BA, 1958; Columbia University, MA, 1963, Ph.D. 1967.  
**ACADEMIC EXPERIENCE:** Columbia University, Lecturer, 1966-68; Assistant Professor 1968-73, Associate Professor, 1973-77, Professor, 1977 to present  
**OVERSEAS EXPERIENCE:** Taiwan, 1963-65, 1971-2, 1983, 1990-2002; China, 1975, 1986-87, 1990, 2002; Annual trips to China, Hong Kong or Taiwan for the last 30 years; symposium and conference participation in Singapore and Indonesia, 2012-2013  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (4); Hakka Chinese (Spoken 3)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Ethnographic China; Seminar on Late Imperial China; Chinese Society; Popular Religion in East Asia; Seminar on Modern Taiwan; Religion in Chinese Society.  
**RESEARCH/TEACHING SPECIALIZATIONS:** Family; Social Relations; Political Relations; Economic Culture; Religion; Modernity and Social Change; China; East Asia; Chinese kinship; popular religion; community organization; economic culture; the interconnections between local society and state organization and ideology; the cultural foundations of modern Chinese nationalism: social stratification.  
**RECENT PUBLICATIONS:** "Many Groups with One Surname: The Liu as a Case Study of Organizational Exuberance in the Minong Area of South Taiwan During Qing" (June 2013).  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 11 Ph.D. dissertations, 1 Master thesis. **DISTINCTIONS:** Invited for special lectures, College de France, 1998, London School of Economics, 1999, Oxford University, 1999.

**JUE GUO**, Assistant Professor, Asian and Middle Eastern Cultures (AMEC), Barnard/East Asian Languages and Cultures (EALAC), Columbia

**YEAR OF APPOINTMENT/TENURE STATUS:** 2013, untenured

**EDUCATION:** B.A., Beijing University (2001), M.A. University of Wisconsin-Madison (2003), Ph.D., University of Wisconsin-Madison (2008)

**ACADEMIC EXPERIENCE:** Assistant Professor of Chinese Religions, Western Michigan University (2008 – 2012); visiting research fellow, Cluster of Asia and Europe at Universität Heidelberg, Germany (2012 – 2013)

**OVERSEAS EXPERIENCE:** Beijing University from 1997 to 2001, Universität Heidelberg, Germany, from 2012 to 2013

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese, German

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Archaeology of Everyday Lifeworld in Early China; Introduction to East Asian Civilizations: China; Colloquium on Major Texts: East Asia; The Dead and Their Lives After in Ancient China: Conceptions and Practices

**RESEARCH/TEACHING SPECIALIZATIONS:** Early China, especially from the Warring States period to Han times (i.e., 5th century B.C.E.-2nd century C.E.); ritual practices, and social and cultural history of early societies; divination and healing, death rituals, funerary and burial practices, and everyday life in China; excavated manuscripts

**RECENT PUBLICATIONS:** "Qin Han chutu wenxian zhong de 'zhishi' yu 'shisi': yige jiyu 'xingcheng kuangjia' de shi fenxi ji fangfalun shang de sikao" ["Knowing Death" and "Serving the Dead" in Qin and Han Excavated Texts: A Preliminary Analysis Based on "Framekworks" and a Methodological Discussion], *Jianbo* [Bamboo and Silk Manuscripts], vol.8 (2013): 49-67;

**MARILYN IVY**, Department of Anthropology, Associate Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** January 1997, Tenured.

**EDUCATION:** Ph.D., 1988, Cornell University, Anthropology; M.A., 1982, Cornell University, Anthropology; M.A. 1979, University of Hawaii, History; B.A., 1975, University of Oklahoma, Asian Studies.

**ACADEMIC EXPERIENCE:** Assistant Professor in Anthropology and the College, The University of Chicago, July 1989--July 1992; Assistant Professor of Anthropology, The University of Washington, July 1992--January 1996; Associate Professor of Anthropology, The University of Washington, January 1996--January 1997; Associate Professor of Anthropology, Columbia University, January 1997--present.

**OVERSEAS EXPERIENCE:** Research in Japan on postwar crime, summer 1996; research in Japan on mass culture and politics, Autumn 1990; Research on contemporary cultural politics, folklore, ritual, mass media, 1982--1985.

**LANGUAGE PROFICIENCY**[5=near native competence; 1=beginner]: Japanese: reading (4); spoken (3)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Millennial Futures: Mass Culture and Japan, Beyond Sublime: Affects and Aesthetics in Late Modernity, Ghosts of Modernity, The Anime Effect: Media and Technoculture in Japan, Ecocriticism, The Political Unconscious: Psychoanalytic Criticism Today, Virtualities: Alternative Realities from the Lotus Sutra to Second

**RESEARCH/TEACHING SPECIALIZATIONS:** Crime and criminality; mass media; postwar aesthetics; ritual and theater; modernity, with particular emphasis on Japan.

**RECENT PUBLICATIONS** "The InterCommunication Project: Theorizing Media in Japan's Lost Decades," in *Media Theory in Japan*, edited by Marc Steinberg and Alex Zahlten (Duke University Press), forthcoming.

**DISTINCTIONS:** 1996 Hiromi Arisawa Memorial Award

**LAUREL KENDALL**, Adjunct Professor, Department of Anthropology

**YEAR OF APPOINTMENT/TENURE STATUS:** Not Tenured

**EDUCATION:** Ph.D., Columbia University, 1979

**ACADEMIC EXPERIENCE:** Curator, American Museum of Natural History, Adjunct Professor, Department of Anthropology, Columbia University; Doctoral Faculty, Program in Anthropology, CUNY

**OVERSEAS EXPERIENCE:**

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 75%

**EAST ASIAN COURSES TAUGHT:** Exhibition Culture: Politics and Practices of Museum Exhibitions; Popular Religion in East Asia

**RESEARCH/TEACHING SPECIALIZATIONS:** how changes in the shamans' world keep pace with the social and economic transformation of South Korean society, points of similarity and contrast between Korean shamans and spirit mediums of Vietnam's Mother Goddess Religion, transformations in popular religion, issues of tradition, modernity, and cultural revival; how gender plays against all of the above.

**RECENT PUBLICATIONS:** (2013) Exorcism Death in Virginia: On the Misrepresentation of Korean Shamans. In *Shamanism and Violence: Power, Repression and Suffering in Indigenous Religious Conflicts*, D. Riboli and D. Torri, eds. Series on the Vitality of Indigenous Religions. Burlington, VT: Ashgate Press. Pp. 89-101, (2013). With Vũ Thị Hà, Vũ Thị Thanh Tâm, Nguyễn Văn Huy, and Nguyễn Thị Hiền. Is it a Sin to Sell a Statue? Catholic Statues and the traffic in antiquities in Vietnam. *Museum Anthropology* 36 (1): 66-82., (2012) With Vũ Thị Thanh Tâm, Nguyễn Thị Thu Hương, and Nguyễn Văn Huy. Icon, Iconoclasm, Art Commodity: Are Objects still Agents in Vietnam? In *New Directions in the Study of Material Religion in Southeast Asia*, J. Bautista, ed. Ithaca, NY: Cornell University Press. Pp. 11-26.

**DISTINCTIONS:** Curator, Division of Anthropology, the American Museum of Natural History, Friendship Medal awarded by the Government of Vietnam, 2004.

**ROSALIND C. MORRIS**, Professor, Department of Anthropology

**EDUCATION:** Ph.D., University of Chicago, 1994.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Thai (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** The Ethnographic Imagination, Questions and Problems in Anthropological Theory, Questions and Problems in Anthropological Theory II, Archives, Secrets, Legacies, Testimonies, Anthropology in Theory, Mass Mediated Cultures, Accusation

**RESEARCH/TEACHING SPECIALIZATIONS:** History of Modernity in Thailand; Theorization of Ritual and Performance; Transformation of Vision and Visuality Through Technologies of Mass Reproduction; the history of modernity in Southeast Asia and the place of the mass media in its development, the relationships between value and violence, the sexualization of power and desire, the theorization of gender, and the history of anthropological thought and social theory; representation, writing, and the aesthetic.

**RECENT PUBLICATIONS:** An Undivided Subject: or, Why the Medium is the Message,' in *Trance Mediums and New Media*, ed. Heike Behrend, Anja Dreschke and Martin Zillinger. New York: Fordham University Press (2014)

**DISTINCTIONS:** none.

**JOHN PEMBERTON**, Associate Professor, Department of Anthropology  
**YEAR OF APPOINTMENT/TENURE STATUS:** January 1997, Tenured.  
**EDUCATION:** B.A., Wesleyan University, Anthropology, 1970; M.A., Wesleyan University, Music, 1972; Ph.D., Cornell University, Anthropology, 1989.  
**ACADEMIC EXPERIENCE:** Wesleyan University, BA, 1970; Wesleyan University, MA, 1972; Cornell University, MA, 1981; Cornell University, PhD, 1989.  
**OVERSEAS EXPERIENCE:** Indonesia, 1971, 1975-77, 1982-84, 1996.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Indonesian (5); Javanese (5); Old Javanese (3).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 25%  
**EAST ASIAN COURSES TAUGHT:** History, Culture, Indonesia  
**RESEARCH/TEACHING SPECIALIZATIONS:** Indonesian History, Literature, Culture; Music; Anthropology; Colonial Studies.  
**RECENT PUBLICATIONS:** Text, Magic Performance; The Arts of Possession, Powers of Possession,  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 18 dissertations supervised.  
**DISTINCTIONS:** The 1989 Lauriston Sharp Prize for the outstanding dissertation in Southeast Asian studies at Cornell University.

## ARCHITECTURE

**LYNNE BRESLIN**, Adjunct Associate Professor, Graduate School of Architecture, Planning and Preservation  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1986  
**EDUCATION:** A.B. Harvard University, Magna Cum Laude, M. Arch, MA Princeton University  
**ACADEMIC EXPERIENCE:** Parson School of Design 81-83, Cooper Union 83-84, Institute for Architecture & Urban Planning, '82 - 84; Princeton University '86 - 90. Columbia GSAPP '86 – present  
**OVERSEAS EXPERIENCE:** Sorbonne '75; Luce Scholar Japan '78 – 79  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Russian 4; French 5, Spanish 4; Japanese 2.  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 25%  
**EAST ASIAN COURSES TAUGHT:** Japanese Architecture, Russian avant garde architecture, modern architecture, design studio  
**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Urbanism; Advanced Studio V: Memory, Memorial & Memorialization: 3/11 in Kesumumma  
**RECENT PUBLICATIONS:** own design work – architecture.  
**DISTINCTIONS:** Luce Scholar '78 , IREX '90, Asian Cultural Council Grant' 91.

**JEFFREY JOHNSON**, Adjunct Assistant Professor, Architecture; Director, China Megacities Lab

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**ACADEMIC EXPERIENCE:** Visiting Professor at Tongji University; founding director of China Megacities Lab, an experimental research unit at the Graduate School of Architecture, Planning and Preservation, at Columbia University

**OVERSEAS EXPERIENCE:** China (Summer 2013, 2014)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 75%

**EAST ASIAN COURSES TAUGHT:** The Contemporary Chinese City, Advanced Architecture Studio Tutorial; Advanced Studio VI - Tutorial

**RESEARCH/TEACHING SPECIALIZATIONS:** Research at China Megacities Lab focuses on contemporary issues related to the spatial and social transformation of China's urban landscape. Current projects include research on China's large-scale superblock development, which will be included as part of a book Johnson is co-editing on the subject provisionally entitled The China Lab Guide to Megablock Urbanisms, post-industrial urban transformation, and on the exportation and influence of Chinese urbanism and design through China's global expansion.

**RECENT PUBLICATIONS:** "Museumification of China." Essay in LEAP Magazine, China (December, 2012); Forthcoming Book: "China Lab Guide to Megablock Urbanisms" Actar Publishers (proposed publish date Fall 2014), Forthcoming Book: "Future of the Museum in China." Actar Publishers (proposed publish date Spring 2015)

**KUNIO KUDO**, Adjunct Associate Professor, Architecture, Planning and Preservation

**YEAR OF APPOINTMENT/TENURE STATUS:** 1985, Untenured.

**EDUCATION:** B.S., Architecture, Tokyo Institute of Technology, 1963; M.S., Architecture, 1965; Ph.D., Architecture, 1969; Master of Architecture in Urban Design, Harvard University, 1978.

**OVERSEAS EXPERIENCE:** Europe and former USSR, 1971, 1973; Lived in Japan until 1981; frequent trips to the region.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 75%

**EAST ASIAN COURSES TAUGHT:** Traditional Japanese Architecture, Post-war Japanese Architecture

**RESEARCH/TEACHING SPECIALIZATIONS:** Architectural Theory, Japan

**RECENT PUBLICATIONS:** Memorial Landscape, contributor, Tohoku University, (2013)

## ART HISTORY

**DAWN DELBANCO**, Adjunct Assistant Professor, Department of Art History & Archaeology.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1991, Untenured.

**EDUCATION:** Harvard University, A.B., 1973; Ph.D., 1981

**ACADEMIC EXPERIENCE:** John K. Fairbank Fellow, Harvard U., 1982-4; Adjunct Asst. Prof.,  
Columbia University since 1991.

**OVERSEAS EXPERIENCE:** none.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (3)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 50%

**EAST ASIAN COURSES TAUGHT:**

Arts of China, Japan and Korea; Masterpieces of Western Art

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Art.

**RECENT PUBLICATIONS:** "The Allure of Landscape Imagery," Journal of the International Chinese  
Snuff Bottle Society," Spring, 2006.

**DISTINCTIONS:** serves as a member of the National Council on the Humanities, the advisory board to  
the National Endowment for the Humanities

**ROBERT E. HARRIST, Jr.**, Jane and Leopold Swergold Professor of Chinese Art History,  
Department of Art History and Archaeology.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1997

**EDUCATION:** Columbia University, MIA, 1962; Ph.D. 1969.

**ACADEMIC EXPERIENCE:** Columbia University, 1997 to present; Oberlin College, 1987-1997;  
Visiting Professor, Princeton University, spring 2001; Visiting Professor, University of Michigan,  
spring 1993.

**OVERSEAS EXPERIENCE:** One year of language study in Taiwan, travel in China, Japan.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese speaking (3), reading  
(4).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Early Chinese Calligraphy; Seminar on Chinese Art at Columbia;  
Art Humanities; Painting of the Northern Song Dynasty; Seminar on Chinese Bird and Flower  
Painting; Chinese Art Under the Mongols; Chinese Art at Columbia

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Cultural History; Chinese painting,  
calligraphy, and gardens.

**RECENT PUBLICATIONS:** "The Tragic and the Transcendent in Landscape Painting by Zeng Fanzhi"  
Exhibition Catalogue, Gagosian Gallery (New York, 2012); "Reading Jessica Rawson"  
Orientations (January 2013):12-14; "Color and Time: Paintings by Roy Newell, 1956-2002",  
Exhibition catalogue, The Pollock-Krasner House and Study Center, Spring, (New York, 2014);  
"So Mysteriously Close: East Asian Art in the Early Writings of Bernard Berenson," Inventing  
Asia: American Perspectives Around AD 1900, ed. Noriko Murai and Alan Chong, pp. 17-37  
(Boston: Isabella Stewart Gardner Museum, 2014); "Mountain as Material: Landscape  
Inscriptions in China," Cultural Histories of the Material World, ed. Peter Miller, pp. 151-164.  
(Ann Arbor: University of Michigan Press, 2014).

**DISTINCTIONS:** named Slade Professor of Fine Arts at Cambridge University for 2006-07.

**MATTHEW McKELWAY**, Takeo and Itsuko Atsumi Associate Professor of Japanese Art, Director of Undergraduate Studies, Art History and Archaeology

**YEAR OF APPOINTMENT/TENURE STATUS:** Tenured

**EDUCATION:** Ph.D., Columbia University (1999)

**ACADEMIC EXPERIENCE:** Professor McKelway has been the Ishibashi Gastprofessur at the University of Heidelberg, and has also held visiting professorships at the Free University of Berlin and Waseda University.

**OVERSEAS EXPERIENCE:** Japan, Hong Kong, Israel, Spain (2012-2013)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** The Floating World, Japanese Narrative Scrolls, Arts of China, Korea and Japan, Edo Period Painting; Masterpieces of East Asian Art, Momoyama, Arts of Japan/Introduction to Japanese Painting, Yamato-e Traditions, Emaki

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Art

**RECENT PUBLICATIONS:** “Views of Lake Biwa,” *Orientations*, Volume 44—Number 10 (December, 2013); “Masterworks of Kano Workshop Screen Paintings in the Larry Ellison Collection of Japanese Art,” in *In the Moment: Japanese Art from the Larry Ellison Collection*, Asian Art Museum, ed. (San Francisco: Asian Art Museum, 2013); In Japanese: “Scenic Views of Early Nineteenth Century Kyoto: A Pair of Screens by Yamamoto Baiitsu” *Kokka* 1411 (May, 2013).

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 5 Ph.D. dissertations, 2 Master’s theses.

**JOHN RAJCHMAN**, Adjunct Professor, Art History

**EDUCATION:** B.A., Yale University, Ph.D., Columbia University, 1985

**ACADEMIC EXPERIENCE:** previously taught at Princeton University, Massachusetts Institute of Technology, Collège International de Philosophie in Paris, and The Cooper Union

**OVERSEAS EXPERIENCE:** Lectures in China, 2013-2014

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Post-war Critical Theory: Reinventions, Art and Theory in a Global Context, Modern and Contemporary in China, Foucault and the Arts

**RESEARCH/TEACHING SPECIALIZATIONS:** Theory and Criticism, 20th-century Art and Philosophy

**RECENT PUBLICATIONS:** “Mira Schendel’s Immanence” (catalogue, Tate Modern, 2013, Pinacoteca, Sao Paulo 2014); “Disjunctive Synthesis Korean Style”, Introduction to Korean Art Now, ed. Sook Kyung Lee (Thames and Hudson, 2013); “Tony Oursler: Into the Night” Crossed Circuits: Centre Pompidou Meets MAM (Catalogue, Museu de Arte Moderna, Sao Paulo), 2013 “Disjunctive Synthesis Korean Style” in *Korean Art: The Power of Now*, ed Hossein Amirsadeghi, Thames and Hudson (2013); “Shanghai Passageways” (catalogue essay), in Frank Repas Architect, Terminal Project (2014); “Preliminay Questions About Abstraction in China: Xiaobai Su’s Laquer” (catalogue essay, Pearl Lam Gallery, May 2014)

**JONATHAN REYNOLDS**, Professor, Art History

**EDUCATION:** Ph.D., Stanford University, 1991

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Methods and Theories of Art History, Arts of Japan, Modern Japanese Architecture, Seminar on Japanese Photography, Seminar on Tokyo, Modern Japanese Art

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Architecture and Visual Culture

**RECENT PUBLICATIONS:** "Hiroshi Hamaya's Snow Country: A Return to 'Japan'" In Judith Keller and Amanda Maddox, eds. *Japan's Modern Divide: The Photography of Hiroshi Hamaya and Kansuke Yamamoto* (Los Angeles: J. Paul Getty Museum, 2013), 17-29; "Can Architecture Be Both Modern and 'Japanese'?" *The Expression of Japanese Cultural Identity through Architectural Practice from 1850 to the Present.* In J. Thomas Rimer, ed. *Since Meiji: Perspectives on the Japanese Visual Arts, 1868-2000.* Honolulu: University of Hawai'i Press, 2012, 315-39; Review of the Tokyo 1955-1970 at MoMA, *Burlington Magazine* (February, 2013): 130-1; Introductions to essays by Tange Kenzō, Horiguchi Sutemi, and Kitazawa Noriaki in *Art in Translation* 4:4 (2012)

## ASIAN HUMANITIES

**JENNINGS MASON GENTZLER**, Senior Scholar and Adjunct Professor, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, untenured

**EDUCATION:** BA, Columbia College (1951), Ph.D., Department of East Asian Languages and Cultures, Columbia University (1966)

**ACADEMIC EXPERIENCE:** Sarah Lawrence College, Duke University, Columbia University 2002-present.

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to Major Topics in East Asian Civilizations

**RESEARCH/TEACHING SPECIALIZATIONS:** East Asian Religion and Spirituality

**KRISTY KELLY**, Adjunct Assistant Professor, Weatherhead East Asian Institute/School of International and Public Affairs

**YEAR OF APPOINTMENT/TENURE STATUS:**

**EDUCATION:** University of Wisconsin - Madison, PhD 2010

**ACADEMIC EXPERIENCE:** Dr. Kelly has written on higher education, HIV/AIDS, human rights, women and leadership, and the politics of gender, class and citizenship in post-socialist Vietnam.

**OVERSEAS EXPERIENCE:** Dr. Kelly has extensive experience working for the United Nations and development organizations in Vietnam, Hong Kong and the United States. She continues to consult on gender and development issues with multilateral and non-government organizations in Asia

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Mainstreaming Gender in Global Affairs, Gender and Development in Southeast Asia

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in sociology of gender and comparative/international education. Uses gender and education as critical lenses to examine social change in Southeast Asia. Also studies globalization and transnationalism, gender and development, the politics of knowledge, post-socialist transformation, social change policy, Vietnam, and Southeast Asia.

**RECENT PUBLICATIONS:** Forthcoming. "Tied up in knots? Gender equality training and expert-led development." In *The Politics of Feminist Knowledge Transfer: Exploring Gender Training and Gender Mainstreaming*, ed. María Bustelo, Lucy Ferguson and Maxime Forest. London: Palgrave's Gender and Politics Series, Forthcoming. "Consuming the Girl Child: Adolescence, Agency and the Bio-Politics of Development." In *Watering the Seeds: Educational Challenges, Opportunities and Implications for Young Adolescent Girls Around the Globe*, ed. Sandra Stacki and Supriya Baily. New York: Routledge Research.

**DISTINCTIONS:** 2010 Gail P. Kelly Award for Outstanding Dissertation in Comparative Education by the Comparative and International Education Society.

**TUO LI**, Adjunct Associate Research Scholar, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**OVERSEAS EXPERIENCE:** Chinese Native China 1939-1989

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Independent Studies

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese literature, cinema and art

**DISTINCTIONS:** Editor, *Jintian* (Today)

**ANNABELLA PITKIN**, Term Assistant Professor, Asian and Middle Eastern Cultures, Barnard  
**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured  
**EDUCATION:** B.A., Social Studies, Harvard (1990); Ph.D., Religion, Columbia (2009)  
**ACADEMIC EXPERIENCE:** Her interests include practices of history, biography, memory and social change in the Himalayan region and East Asia; interactions between Buddhism and modernity; and transregional dynamics linking the Himalayan region to other parts of Asia.  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Critical Approaches to East Asia in the Social Sciences, Buddhism and Islam in Tibet and China, Social Theory for the Study of East Asia, Tibetan Cultures and Societies, Transnational Identities in East / Inner Asia, Women Visionaries in Tibet and East Asia  
**RESEARCH/TEACHING SPECIALIZATIONS:** practices of history, biography, memory and social change in the Himalayan region and East Asia; interactions between Buddhism and modernity; and transregional dynamics linking the Himalayan region to other parts of Asia  
**RECENT PUBLICATIONS:** "Lineage, Authority and Innovation: The Biography of Khunu Lama Tenzin Gyaltzen," *Mapping the Modern in Tibet. International Institute for Tibetan and Buddhist Studies GmbH, Vol. 12*, (2012)

**MURRAY RUBINSTEIN**, Senior Research Scholar, Weatherhead East Asian Institute  
**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured  
**EDUCATION:** Ph.D. in East Asian History and Modern European History from NYU in 1976.  
**ACADEMIC EXPERIENCE:** Professor Rubinstein has taught East Asian History at Baruch College of the City University of New York for over 30 years. During the 2010-2011 academic year, he acted as a Visiting Professor at Columbia University teaching the History of Taiwan. Previously, he had a brief stay at Columbia as an Adjunct Professor teaching the History of Modern China in the Spring of 1985. He also is a Chair for both the Traditional China Seminar and Modern China Seminar at Columbia University.  
**EAST ASIAN COURSES TAUGHT:** Islam, secularism, and democracy in Southeast Asia, Nation, State, Ethnicity, and transnational communities in Southeast Asia  
**RESEARCH/TEACHING SPECIALIZATIONS:** China, Taiwan  
**RECENT PUBLICATIONS:** "Li Ang as Socio-Feminist Conscience of the Taiwanese" in Yenna Wu, editor, *Li Ang's Visionary Challenges to Gender, Sex and Politics*, (Lanham Maryland: Lexington Books, 2014) 25-37; "Introduction: The Dutch East India Company on Taiwan" and "Surveying the Dutch East India Company in Taiwan: Forms and Uses of its History" in Llyn Scott, editor, *Scenes From Dutch Formosa: Staging Taiwan's Colonial Past* (Portland, Maine: MerwinAsia, 2014) xi-xiii, 305-323.

**SASKIA SCHAFFER**, Adjunct Professor, Weatherhead East Asian Institute; Postdoctoral Fellow, Modern Southeast Asian Studies; Visiting Fellow at the Institute for Religion, Culture, and Public Life

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** Doctorate, Graduate School of Muslim Cultures and Societies, Freie Universität Berlin; MA, Southeast Asian Studies, Political Science, and Literature, Humboldt Universität Berlin

**ACADEMIC EXPERIENCE:** lecturer, Institute of Asian and African Studies at Humboldt Universität Berlin

**OVERSEAS EXPERIENCE:** Germany, Turkey, Canada (2013-2014)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: German (5) French (4) and Indonesian/Malay (4)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:**

**EAST ASIAN COURSES TAUGHT:** Islam, secularism, and democracy in Southeast Asia; Nation, State, Ethnicity, and transnational communities in Southeast Asia

**RESEARCH/TEACHING SPECIALIZATIONS:** contemporary public discourses on religious liberty, deviance, and factions within Indonesian and Malaysian Islam; Islam and politics in Indonesia and Malaysia, discourse and media analysis, religious and political authority, secularism, public morality, and Islamic feminism

**RECENT PUBLICATIONS:** "Expanding the Toolbox: Discourse Analysis and Area Studies1." *Social Dynamics 2.0: Researching Change in Times of Media Convergence: Case Studies from the Middle East and Asia* 8 (2011): 145.

**CONRAD SCHIROKAUER**, East Asian Languages and Cultures, Senior Scholar and Adjunct Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1991, Untenured.

**EDUCATION:** B.A., Yale University, 1950; M.A., Stanford University, 1952; Ph.D., 1960.

**ACADEMIC EXPERIENCE:** Swarthmore 1960-62, City University of NY 1962-91, Emeritus Professor 1991.

**OVERSEAS EXPERIENCE:** Kyoto 1967-69, 1971-72, many summers, fall 1990; Jinan Shandong 1983.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

Chinese (read 4, speak 2); Japanese (4); German (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Selected Topics in Asian Civilization & Asian Humanities.

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Intellectual History.

Song perceptions of and attitudes toward history, Zhu Xi and Hu Hong.

**RECENT PUBLICATIONS:** Review of Cohen, Paul A. *Speaking to history: the story of King Goujian in twentieth-century China*, by Paul A. Cohen with John R. Gillis. California, 2009. CHOICE, April 2009  
Review of Cotterell, Arthur. *The imperial capitals of China: a dynastic history of the celestial empire*. Overlook Press, 2008 CHOICE, May 2009; "East Asia in the Core Curriculum at Columbia" paper presented at the Conference on Liberal Education and Traditions, "Sun Moon lake," Taiwan Nov. 28-30.

**DISTINCTIONS:** Fulbright, ACLS, City University of New York grants

## BUSINESS & ECONOMICS

**MERIT JANOW**, School of International and Public Affairs and School of Law, Professor in the Practice of International Trade; Director, Program in International Economic Policy; Co-Director, APEC Study Center.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1994, untenured

**EDUCATION:** B.A., Asian Studies, University of Michigan, 1980; J.D., Columbia Law School, 1988.

**ACADEMIC EXPERIENCE:** Professor at Columbia since 1994.

**OVERSEAS EXPERIENCE:** Over 10 years of residency in Japan, extensive and frequent travel throughout North and Southeast Asia.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (3.5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 75%

**EAST ASIAN COURSES TAUGHT:**

**RESEARCH/TEACHING SPECIALIZATIONS:** International economic law and policy with particular focus on North East Asia.

**RECENT PUBLICATIONS:**

"The Role of the WTO Secretariat in Dispute Settlement" in *World Trade Forum*, Vol 4 (University of Michigan Press, 2003); a co-authored book, with Robert Staiger, *Review of Select WTO Agriculture, Subsidy, and Antidumping Cases* (Cambridge University Press, 2004; Others.

**DISTINCTIONS:** 2 major grants, appointed to 2 corporate boards, named chair of 2 university committees, served as judge in dispute between two nations at the WTO; member of the WTO Appellate Body: appointed for a four-year term and is the only North American representative on the prestigious seven-member body.

**HUGH PATRICK**, Adjunct Professor, Director, Center on Japanese Economy and Business (CJEB), Columbia Business School

**YEAR OF APPOINTMENT/TENURE STATUS:** 1984, Tenured.

**EDUCATION:** Yale University, BA, 1951; University of Michigan, MA in Japanese Studies, 1955, MA in economics, 1957, Ph.D., 1960.

**ACADEMIC EXPERIENCE:** Yale University, Asss't Prof., 1960-64, Assoc. Prof., 1964-68, Prof., 1968-84; University of Bombay, Visiting Prof., 1961-62; Hitotsubashi University, Visiting Research Prof., 1964-65; University of Tokyo, Visiting Prof., 1968-69; Columbia University, Prof., 1984 to present.

**OVERSEAS EXPERIENCE:** India, 1961-62; Japan, 1957-58, 1962, 1964-65, 1968-69, 1980; Australia 1979; China, Japan, Hong Kong (Fall 2013); Japan, Korea (Spring 2013)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (Spoken 4, reading 2).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Independent Study

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese economy; macroeconomic performance and policy; government-business relations; Japan-United States economic relations; Japan's banking and financial reform; Asian-Pacific economic relations and APEC; Asia's financial crisis, recovery, post-crisis development.

**RECENT PUBLICATIONS:** *How Finance is Shaping the Economics of China, Japan, and Korea* with Yung Chul Park, (Columbia University Press, 2013)

**DISTINCTIONS:** Guggenheim Fellow, 1964-65; Fulbright Research Professor, 1964-65; Fulbright-Hays NDEA Center Faculty Fellow, 1968-69; Ohira Masayoshi Prize for Pacific Basin Industries in Distress, 1992; Government of Japan, Order of the Sacred Treasure, Gold and Silver Star (Kunmit\* Zuih\*sh\*), 1994; Honorary Doctor of Social Science, Lingnan University, Hong Kong, 2000.

**CARL RISKIN**, Senior Research Scholar, Adjunct Professor of Economics; Distinguished Professor of Economics, Queens College, The City University of New York

**YEAR OF APPOINTMENT/TENURE STATUS:** 1974, Untenured.

**EDUCATION:** Harvard College, B.A., 1960; Ph.D. University of California, Berkeley, 1969.

**ACADEMIC EXPERIENCE:** Columbia University, Assistant Professor, 1967-1973; Queens College, CUNY, Associate Professor and Professor, 1974-2002; Distinguished Professor, 2003-present.

**OVERSEAS EXPERIENCE:** China, 1972, 1980, 1988, 1989, 1990, 1991, 1994, 1995, 1996, 1997, 1998, 2000, 2001, 2002, 2003, 2004; Latvia, 2000; Uzbekistan, 2000; Mongolia, 2002; Japan, 1980, Brazil, 2005; India, 1965, 2005.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (4), French (3)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Economic Organization and Development of China

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Economic Development, Economic History of China, Economics of Development, Environmental Economics, The complex and changing impact of economic development on people's lives/human development, income distribution and poverty in China.

**RECENT PUBLICATIONS:** "China: Development, Inequality, Imbalance," in *China-India: Pathways of Economic and Social Development*, eds. Delia Davin and Barbara Harriss-White, Proceedings of the British Academy 193, Oxford University Press for the British Academy, (2014); "Generosity and Participation: Variations in Urban China's Minimum Livelihood Guarantee Policy" (with Qin Gao) in *Law and Economics with Chinese Characteristics: Institutions for Promoting Development in the Twenty-First Century*, David Kennedy and Joseph E. Stiglitz, eds., Oxford and New York, Oxford University Press, (2013); "Harmony, Crisis and the Fading of the Lewis Model in China," in *Transformation and Development: The Political Economy of Transition in India and China*. eds. Amiya Kumar Bagchi and Anthony d'Costa, Oxford University Press, (2012).

**DISTINCTIONS:** none.

**DANIEL ROSEN**, Adjunct Associate Professor, School of International and Public Affairs

**YEAR OF APPOINTMENT/TENURE STATUS:** 2001, Untenured.

**EDUCATION:** BA, University of Texas, Austin, 1990; MS in Foreign Service, Georgetown University, 1992.

**ACADEMIC EXPERIENCE:** Columbia University, Adjunct Professor, 2001-present.

**OVERSEAS EXPERIENCE:** China, cumulatively 2.5 years from 1993-present.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

Chinese (3), French (2), Portuguese (1).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** China's New Marketplace, China and the Global Economy

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese economic development patterns, FDI in China; Information technology and the New Economy Paradigm.

**RECENT PUBLICATIONS:** "Deepening China-Taiwan Relations through the Economic Cooperation Framework Agreement." With Zhi Wang, (2010); *The Implications of China-Taiwan Economic Liberalization*. Vol. 93. With Zhi Wang, Peterson Institute, 2011; "The changing US-China investment relationship." With Thilo Hanemann. *China Economic Journal* 7, no. 1 (2014): 84-102.

**DISTINCTIONS:** Senior Advisor, White House National Economic Council, 2000-01; Member of the Council on Foreign Relations; Board Member of the National Committee on United States-China Relations; Visiting Fellow at the Peterson Institute for International Economics

**DAVID WEINSTEIN**, Department of Economics, Carl S. Shoup Professor of Japanese Economy.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1999, Tenured.

**EDUCATION:** B.A., Yale University, 1985; M.A., The University of Michigan, 1988; Ph.D., The University of Michigan, 1991.

**OVERSEAS EXPERIENCE:** 1995: visiting researcher at Japan's Ministry of Finance. 1992-1993: Abe Fellow visiting at the Faculty of Economics, University of Tokyo; Summers of 1987, 1988 and 1990: Research Fellow at the Ministry of International Trade and Industry.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (4).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 80%

**EAST ASIAN COURSES TAUGHT:** International Economics, Japanese Economy

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Economy, International Trade, Corporate Finance, Industrial Policy.

**RECENT PUBLICATIONS:** "Is New Economic Geography Right? Evidence from Price Data," with Jessie Handbury, conditionally accepted at *The Review of Economic Studies* (2011). Hamada, Koichi, Anil K. Kashyap, and David E. Weinstein eds., *Japan's Bubble, Deflation, and Long-Term Stagnation*, MIT Press (2010.) *Prices, Poverty, and Inequality*, with Christian Broda. Washington: AEI Press (2008.)

**DISTINCTIONS:** "A New Approach to Bilateral Trade Patterns and Balances," National Science Foundation Grant SES-0214378, with Donald Davis (2002-2005); "Why Do Countries Trade? Analytical and Empirical Inquiries," National Science Foundation Grant SBR-9810180, with Donald Davis (1998-2001); NTT Fellowship, 1997-1998; Nomura Kikin (Nomura Fund Fellowship), 1996; Nihon Shoken Kenkyu Shorai Zaidan (Japan Securities Research Promotion Foundation Fellowship), 1996; Social Science Research Council Japan Advanced Research Grant, 1995/6; Zengin Foundation for Finance and Economics Fellowship, 1993;

## FILM

**SHI-YAN CHAO**, INTERACT Postdoctoral Fellow 2013 - 2014 at the Weatherhead East Asian Institute

**YEAR OF APPOINTMENT/TENURE STATUS:** 2013, Untenured

**EDUCATION:** PhD, Cinema Studies, New York University; MA, Cinema Studies, NYU; BA, Economics, National Taiwan University

**ACADEMIC EXPERIENCE:** At NYU, Chao has taught courses on Asian horror and Taiwanese cinema and has lectured on mainland Chinese media. In addition to queer theory and media, Chinese-language film, and horror cinema, Chao's research interests include film histories, international film auteurs, transnational martial arts film, melodrama, and documentary film.

**OVERSEAS EXPERIENCE:** Taiwan

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Transnational Genre: Documentary Film; Unequal Geographies: Key Concepts in Conceiving the Global; History of Chinese Cinemas

**RESEARCH/TEACHING SPECIALIZATIONS:** *Queer theory and media, Chinese-language film, horror cinema, film histories, international film auteurs, transnational martial arts film, melodrama, and documentary film*

**RECENT PUBLICATIONS:** "Processing Tongzhi Imaginaries: Chinese Queer Representation in the Global Mediascape." PhD diss., New York University (2013); "Two Stage Sisters" *Routledge Encyclopedia of Films* (forthcoming); "Soundscape, Queer Affect, Camp Aesthetic: An Analysis of Taiwan Documentary Corner's" *Cinephile* (under review); *Processing Tongzhi Imaginaries: Chinese Queer Representation in the Global Mediascape* (book in progress); Translated article: "Coming Out of The Box, Marching as Dykes" (forthcoming)

**HIKARI HORI**, Assistant Professor, East Asian Languages and Cultures (EALAC)

**YEAR OF APPOINTMENT/TENURE STATUS:** Spring 2007, untenured

**EDUCATION:** Ph.D. in Philosophy Visual Culture and Gender Studies Program, Graduate School of Humanities, Gakushuin University, Tokyo, Japan (March 2004),

**ACADEMIC EXPERIENCE:** Adjunct Lecturer, Adjunct Assistant Professor, Asian and Middle Eastern Cultures, Barnard College, New York (2002-2003); Visiting Assistant Professor, International Christian University, Tokyo, Japan (Fall 2003); Visiting Assistant Professor, Konan University, Kobe, Japan (August 2004); Ford Associate, Women's Studies, University of Massachusetts, Amherst (Fall 2006)

**OVERSEAS EXPERIENCE:** Seoul, South Korea (2012)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese; English; basic reading skills in Italian

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Contemporary Japanese Cinema; Graduate Colloquium on Japanese Visual and Popular Culture; Major Texts in East Asia; Critical Approaches to East Asian Studies; Research in East Asian Studies

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Popular Culture

**RECENT PUBLICATIONS:** "Aging, Gender and Sexuality in Japanese Popular Culture: Female Pornographer Sachi Hamano and Her Rebellious Film "Lily Festival" (Yurisai)," in *Faces of Aging: The Lived Experience of the Elderly in Japan*. Yoshiko Matsumoto, ed., Stanford University Press, (2011) 109-134; "Introduction to Part III: Censorship of Popular Cultural Texts and Inter-Textuality," "Film Censorship and the Emperor: The Case of the Shōwa Emperor in Nippon News" in *Censorship, Media and Literary Culture in Japan* (bilingual edition), Suzuki, Toeda, Hori and Munakata, eds., Shiyōsha (2012), 153-160; "Views from Elsewhere: Female Shoguns in Yoshinaga Fumi's Ōoku and Their Precursors in Japanese Popular Culture," *Japanese Studies* Vol. 32, no. 1 (2012): 77-95; "Tezuka, shojo manga and Hagio Moto," *Mechademia* Vol. 8 (Fall 2013)

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 1 Master's thesis, 2 Undergraduate theses.

**SHANG-JIN WEI**, N. T. Wang Professor of Chinese Business and Economy and Professor of Finance and Economics, Columbia Business School

**YEAR OF APPOINTMENT/TENURE STATUS:** Fall, 2007, Tenured

**EDUCATION:** PhD in economics and MS in finance from the University of California, Berkeley

**ACADEMIC EXPERIENCE:** associate professor of public policy at Harvard University

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Future Growth Opportunities in China; The Chinese Economy; International Seminar on China; International Seminar on Hong Kong

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese economy, corruption, international finance and trade

**RECENT PUBLICATIONS:** "Estimating Domestic Content in Exports When Processing Trade is Pervasive," (with Robert Koopman and Zhi Wang), *Journal of Development Economics*, 2012, 99(1): 178-189; "From the Financial Crisis to the Real Economy: Using Firm-level Data to Identify Transmission Channels," with Stijn Claessens and Hui Tong, *Journal of International Economics*, 2012, 88 (2): 375-387; "Trade Liberalization and Embedded Institutional Reform: Evidence from Chinese Exporters," with Amit K. Khandelwal and Peter K. Schott, *American Economic Review*, (October 2013)

**DISTINCTIONS:** director of the Jerome A. Chazen Institute of International Business and director of the Working Group on the Chinese Economy and Research Associate at the National Bureau of Economic Research (U.S.), and Research Fellow at the Center for Economic Policy Research (Europe)

## HISTORY

**CHARLES K. ARMSTRONG**, Department of History, Associate Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1996, Tenured.

**EDUCATION:** Yale Univ., B.A., 1984; London School of Economics, M.S., 1988; Univ., of Chicago, Ph.D., 1994.

**ACADEMIC EXPERIENCE:** University of Washington, Visiting Lecture, 1993-94; Princeton University, Visiting Assistant Professor, 1995-96; Visiting Professor, Graduate School of International Studies, Seoul National University Columbia University (2008), Assistant Professor, 1996-2014.

**OVERSEAS EXPERIENCE:** Korea, 1984-6, 1991-2, 2000-2001; China, 1986-7; Britain, 1987-89; Canada, 1992-95; numerous short-term research trips to Japan, China, Germany, Hungary, Russia; South Korea, China and North Korea 2012-2013.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (5); Chinese (4); Japanese (3); German (3); Russian (2); French (1).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** History of Modern Korea; Colloquium on Modern Korean History; Introduction to Korean Civilization; Socialist and Post-Socialist Cities of Eurasia; History of the World 1450-present; Vietnam War: History, Media, Memory; Senior Thesis Seminar  
**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Korea; International History of East Asia and the Asia-Pacific; Comparative Communism; Historiography; Western and Asian Civilizations.

**RECENT PUBLICATIONS:** "The View from Pyongyang," *The New York Times* (August 15, 2012); "Ideological Introversion and Regime Survival: North Korean's 'Our-Style Socialism,'" in Martin Dmitrov, ed. *Why Communism Didn't Collapse: Understanding Regime Resilience in Asia and Europe* (Cambridge, UK: Cambridge University Press, 2013); "Can the Korean Princelings Make Progress?" *Current History* (September 2013); *Tyranny of the Weak: North Korea and the World, 1950-1992* (Cornell University Press, 2013); "Introduction: A Limited Peace," *Journal of Korean Studies* vol. 18, no. 2 (October 2013); *The Koreas* (Routledge, second edition, 2014); "One-Family Rule: North Korea's Hereditary Authoritarianism," *World Politics Review* (February 18, 2014); *A History of Modern East Asia, 1800 – present* (Wiley-Blackwell, 2015)

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 7 Ph. D. dissertations, 10 Master's theses

**DISTINCTIONS:** Award for Outstanding Conference Presentation. Teachers College, Columbia University, 1998; The United States Information Agency Travel Grant, 1997;

**LISBETH KIM BRANDT**, Assistant Professor, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** Fall 2005, Untenured

**ACADEMIC EXPERIENCE:** 1996-2005, Assistant Professor, Amherst College

**OVERSEAS EXPERIENCE:** Kyoto and Tokyo, Japan (Summer 2013)

**LANGUAGE PROFICIENCY** [5=near native competence; 1= beginner]: Japanese 5

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Directed Readings in Japanese; Independent Study; Japanese Civilization; Graduate Colloquium on Japanese Imperialism; Seminar on Postwar Japan; Survey of Modern Japanese History; MA History Workshop

**RESEARCH/TEACHING SPECIALIZATIONS:** twentieth-century Japanese history, with special attention to imperialism, consumerism, gender and the body; consumerism, imperialism, and transnational forms of cultural production

**RECENT PUBLICATIONS:** [Japan's Cultural Miracle: Rethinking the Rise of a World Power, 1945-1965](#) (Columbia University Press, June 2014)

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 7 Ph.D. dissertations, 8 Master's theses

**CAROL GLUCK**, Department of History, George Sansom Professor of History.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1975, Tenured.

**EDUCATION:** Ph.D. Columbia, 1977; M.A. Columbia 1971; B.A. Wellesley, 1962.

**ACADEMIC EXPERIENCE:** Columbia: Asst. Professor (1975-83); Associate Professor (1983-86); Professor (1986-88); George Sansom Professor (1988-present).

**OVERSEAS EXPERIENCE:** Visiting Research Associate, Faculty of Law, U. of Tokyo, 1978-79, 85-86, 89, 92; Visiting Prof., Institute of Social Science, Tokyo Univ., 1993; Visiting Prof., l'École des Hautes Études en Sciences Sociales, Paris, 1995, 98; Research Travel, Japan, 1980, 81, 83, 84, 89, annually since 1995. Traveled extensively internationally for research and conferences in recent years.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

Japanese=5, German=5, Spanish=4, French=4, Italian=3, Chinese=2

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to History and Literature; Narratives of World War II; Workshop in Research and Writing; Colloquium on Modern Japan

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Japanese history, international history, comparative historiography and public memory

**RECENT PUBLICATIONS:** co-edited with Anna Tsing, *Words in Motion* (Duke University Press, 2009) "Clearing Away the Mists," *Transactions of the Asiatic Society of Japan*, Fifth Series, Vol. 4 (2012); "Infinite Mischief? History and Literature Once Again," *Representations* (Fall 2013); "Kindai Nihon ni okeru "sekinin" no hen'i," [Changes in the Meaning of "Responsibility" in Modern Japan] in *Sengo Nihon no seishinshi: sono saikentō* [Reexamining Postwar Japanese Intellectual History (Iwanami shoten, 2014); *Thinking with the Past: Modern Japan and History* (University of California Press, 2014); "Year's Best Books" [in Japanese], *Misuzu* January 2014.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 6 Ph.D. dissertations, 2 Master theses, 1 Undergraduate thesis.

**DISTINCTIONS:** Association for Asian Studies, President, 1996-97; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1999-00; Japan- US Friendship Commission, appointed, 1994-01; Japan-US Fulbright 50th Anniversary Distinguished Scholar Award, 2002; Nominee, President-elect, American Historical Association, election, Spring 2014; Appointed Cleveringa Professor, Leiden University, The Netherlands, 2014-15; Faculty Mentoring Award, Graduate School of Arts and Sciences, Columbia University, May 2013.

**HARRY HAROOTUNIAN**, Adjunct Senior Research Professor, Weatherhead East Asian Institute (WEAI)/East Asian Languages and Cultures (EALC)

**EDUCATION:** B.A., Wayne State (1951), M.A., Far Eastern Studies, Michigan (1953)

Ph.D., History, Michigan (1958)

**ACADEMIC EXPERIENCE:** Max Palevsky Professor of History and Civilizations, University of Chicago; Dean of Humanities, University of California, Santa Cruz; Professor, East Asian Studies, New York University

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 50%

**EAST ASIAN COURSES TAUGHT:** **Seminar:** The Japanese Colonial Empire; Deprovincializing Marx: Marxism Beyond Euro-America

**RESEARCH/TEACHING SPECIALIZATIONS:** Japan; Fascism; Colonialism

**RECENT PUBLICATIONS:** "'Modernity' and the claims of untimeliness." *Postcolonial Studies* 13, no. 4 (2010): 367-382; "The Quest for the Lost Nation: Writing History in Germany and Japan in the American Century." (2012): 167-169; "Uneven Temporalities/ Untimely Pasts: Hayden White and the Question of Temporal Form," in Robert Doran, ed., *Philosophy of History After Hayden White* (Bloomsbury, 2013); Japanese translation of my book, *The Empire's New Clothes, Paradigm Lost and Regained*, with new Preface (Misuzu, 2014)

**ROBERT HYMES**, East Asian Languages and Cultures, H. Walpole Carpentier Professor of Chinese History

**YEAR OF APPOINTMENT/TENURE STATUS:** 1979, Tenured.

**EDUCATION:** B.A., Columbia University, Oriental Studies, 1972; M.A., University of Pennsylvania, History, 1975; Ph.D. 1979.

**OVERSEAS EXPERIENCE:** Japan 1976-78, China 1985, Taiwan 1985.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Mandarin Chinese (4); Classical Chinese (5); Japanese (3); German (4); French (4); Russian (4); Spanish (4); Dutch (4); Italian (4).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** The Family in Chinese History; Seminar – Sources of Chinese History;

**RESEARCH/TEACHING SPECIALIZATIONS:** Teaching: Chinese History and Culture; Research: Pre-modern Chinese history, Social and Cultural History of middle period and early modern China, Local History.

**GULNAR KENDIRBAI**, Adjunct Assistant Professor, History

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** Ph.D. Eotvos-Lorand University, Budapest 1987, University of Tuebingen, Germany 2003

**EAST ASIAN COURSES TAUGHT:** History and Culture of Nomadic Civilization; History and Culture of Nomadic Civilization: Nomads of the Eurasian Steppe; Central Asia: Imperial Legacy, New Image; Identity and Change: Muslim Europe

**RESEARCH/TEACHING SPECIALIZATIONS:** Eurasian and Central Asian intellectual history, involving the late Russian empire and the former Soviet Union; colonialism, nationalism, ethnicity, Islam, nomadism, and cultural anthropology.

**RECENT PUBLICATIONS:** Kendirbai, Gulnar. "Tsar, Cossacks, and Nomads. The Formation of a Borderland Culture in Northern Kazakhstan in the Eighteenth and Nineteenth Centuries (review)." *Ab Imperio* 2012.3 (2012): 428-434.

**DISTINCTIONS:** She has received fellowships from the Fulbright Commission, the American Councils (ACTR/ACCELS), the DAAD, and the Thyssen Foundation in Germany.

**JUNGWON KIM**, Assistant Professor, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** Ph.D. Harvard University 2007

**ACADEMIC EXPERIENCE:** taught at the University of Illinois at Urbana-Champaign, and was a member of the School of Historical Studies at the Institute for Advanced Study in Princeton, NJ (2012-13)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** The History of Korea to 1900, East Asian Civilization: Korea; Women and Gender in Korean History

**RESEARCH/TEACHING SPECIALIZATIONS:** family, and legal history of Chosŏn Korea (1392-1910). Her broad research interests include women's writings, ritual and expression of emotion, crime and punishment, and the use of legal archives.

**RECENT PUBLICATIONS:** A Good Wife and the Making of History: Re-reading Madam Cho's Diary in Seventeenth-Century Korea," The Review of Korean Studies Vol.17.1 (June, 2014) . "Deeper than the Death: Chaste Suicide, Emotions, and the Politics of Honour in Nineteenth-Century Korea," in Carolyn Strange, Christopher Forth, and Robert Cribb eds., Honour, Violence, and Emotions in History (London: Bloomsbury, 2014)  
Wrongful Death: Selected Inquest Records from Nineteenth Century Korea (with Sun Joo Kim at Harvard, University of Washington Press, 2013

**DOROTHY KO**, Professor, Department of History, Barnard College

**EDUCATION:** Stanford University, BA, 1978; Stanford University, MA, 1979, Stanford University, Ph.D., 1989.

**OVERSEAS EXPERIENCE:** Hong Kong, 1957-74; Japan, 1986-90; Taiwan and PRC, every summer, 1987-present.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:  
Chinese (5); Japanese (5); French (2).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Chinese Cultural History, Historical Approaches to Feminist Questions, Gender and Power in China, Visual and Material Cultures, Body Histories, Visual and Material Cultures.**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese cultural history; early modern China; history of women and gender in East Asia; fashion and material cultures.

**RECENT PUBLICATIONS:** "Gender and the History of Technology" (in Chinese). Chapter in A New Look at Chinese History through the Lens of Gender, ed. Clara Wing-Chung Lau. Beijing: Shehui kexue wenxian chubanshe, 2012. "R. H. Van Gulik, Mi Fu, and Connoisseurship of Chinese Art." Chinese Studies (Hanxue yanjiu) v. 30, no. 2 (June 2012): 265-296. "Gender." Chap. in A Concise Companion to History, ed. Ulinka Rublack. Oxford: Oxford University Press, 2011

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 14 Ph.D. dissertations, 4 Master's theses, 3 Undergraduate theses

**DISTINCTIONS:** Andrew W. Mellon Fellow, 2008; Guggenheim Fellowship, 2000; Member, Institute for Advanced Study, Princeton, 2000-2001

**EUGENIA LEAN**, East Asian Languages and Cultures, Assistant Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**EDUCATION:** Stanford University, B.A., 1990; University of California, Los Angeles, M.A., 1996; Ph.D. 2001.

**ACADEMIC EXPERIENCE:** University of North Carolina at Chapel Hill, Assistant Professor, 2001-02; Columbia University, Assistant Professor, 2002-present.

**OVERSEAS EXPERIENCE:** Taiwan 1994-95, Summer 1997, 1998; China, 1998-99, Summer 2002.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

Chinese (5), Japanese (Spoken 3, reading 4).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Colonization and De-colonization, Seminar in Modern Chinese History, History of Modern China, History of Modern China II, Modern China Colloquium, Science and Society on Modern China, Gender, Passions and Social Order in China Since 1500, Science, Technology and Medicine in Modern China

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Chinese history, Gender, Urban history and mass culture in modern China.

**RECENT PUBLICATIONS:** "Proofreading Science: Editing and Experimentation in Manuals by a 1930s' Industrialist." In *Science and Technology in Republican China*. Ed. Benjamin Elman and Jing Tsu. Leiden: Brill (2014), pp. 185-208., "Guifang li de huaxue gongye: Minguo chunian de jiating zhizao, zhishi yu xingbie" [Chemistry in the Inner Chambers: Household Production, Knowledge and Gender in the 1910s]. In *Jindai Zhongguo xin zhishi de jianguo* [The Production of New Knowledge in Modern China]. Eds. Chang Che-chia and Peter Zarrow, 271-293. Taipei: Institute of Modern History, 2013. Review of *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010*. By Carol Benedict. Berkeley and London: University of California Press, 2011. In *Journal of Asian Studies* 71.3 (2012): 761-763.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 6 Ph.D., 10 Master's theses, 2 Undergraduate theses.

**DISTINCTIONS:** UNC Faculty Partners Funds, Research Grant, 2001-2003. (Declined 2002-2003 awards).

**FENG LI**, Professor of Early Chinese History and Archaeology, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2001, Tenured

**EDUCATION:** Northwestern University (China), BA, 1983; Graduate School, Chinese Academy of Social Sciences, MA, 1986; University of Chicago, Ph.D. 2000.

**ACADEMIC EXPERIENCE:** Institute of Archaeology, Chinese Academy of Social Sciences, Assistant Research Fellow (=Assistant Professor), 1986-1990; Arkansas State University, Assistant Professor, 2000-2001; Columbia University, Assistant Professor, 2001-present.

**OVERSEAS EXPERIENCE:** China, 1962-1990; Japan, 1990-1992; China, May-June 2013;

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5), Japanese (5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Bronzes and Bronze Inscriptions of Ancient China, History of Ancient China to the End of Han 220, Chinese Bibliography, Introduction to East Asian Civilizations: China, Introduction to Classical Chinese II, Selected Reading in Early China Texts

**RESEARCH/TEACHING SPECIALIZATIONS:** Bronze Age China, Western Zhou period (especially bronze inscriptions)

**RECENT PUBLICATIONS:** *Guicheng: A Study of the Formation of States on the Jiaodong Peninsula in Late Bronze-Age China, 1000-500 BCE* (bilingual archaeological monograph). Forthcoming, 2014., *A Catalog and a Study of Bronze Vessels Originating from Daijiawan, Baoji, Shaanxi Province, China*. Co-authored with Chen Chao-jung and Zhang Maorong. Academia Sinica, forthcoming 2014

**DISTINCTIONS:** None.

**GREG PFLUGFELDER**, Associate Professor, East Asian Languages and Cultures/History  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1996, Untenured.  
**EDUCATION:** Harvard University, BA, 1981; Waseda University, MA, 1986; Stanford University, Ph.D., 1996.  
**ACADEMIC EXPERIENCE:** Columbia University, Assistant Prof., 1996-2001, Assoc. Prof., 2001 to present.  
**OVERSEAS EXPERIENCE:** Japan, 1981-1988, 1993-1994, 1998-1999.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Introduction to Japanese Civilization; Who Is the Samurai?; Cultural History of Japanese Monsters; Edo Colloquium; East Asian Historiography; MA Workshop in East Asian History  
**RESEARCH/TEACHING SPECIALIZATIONS:** History of Gender and Sexuality; Early-Modern Japanese History; Modern Japanese History; Queer Studies, the historical construction of masculinities, the history of the body, and representations of monstrosity.  
**RECENT PUBLICATIONS:** "The Nation-State, the Age/Gender System, and the Reconstitution of Erotic Desire in Nineteenth-Century Japan." *Journal of Asian Studies* 71.4 (Nov. 2012): 963-974.  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations  
**DISTINCTIONS:** Yamakawa Kikue Prize, 1986; John Boswell Prize (Honorable Mention), 2000.

**MORRIS ROSSABI**, Adjunct Professor, Department of History  
**EDUCATION:** B.A., History, New York University, 1961; M.A., Columbia University, 1964; Ph.D., 1970.  
**OVERSEAS EXPERIENCE:** China, Tibet, Mongolia, Japan, Russia, frequent trips 1985-96 Mongolia, (former) U.S.S.R. (research) 1978.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Arabic (5); Chinese (5); French (5); German (5); Italian (3); Japanese (5); Manchu (3); Mongol (3); Persian (3); Russian (3).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** History of the Mongols  
**RESEARCH/TEACHING SPECIALIZATIONS:** East and Central Asian History.  
**RECENT PUBLICATIONS:** Eurasian Influences on Yuan China. Vol. 15. Institute of Southeast Asian Studies, (2013); "Life in China under Mongol Rule: Legal Codes." (2013); Rossabi, Morris. "Khubilai Khan in China." (2013). *A history of China*. (John Wiley & Sons, 2013).

**MADELEINE ZELIN**, East Asia NRC Project Director; Dean Lung Professor of Chinese Studies; Professor of History, Department of East Asian Languages and Cultures and Department of History

**YEAR OF APPOINTMENT/TENURE STATUS:** 1979, Tenured.

**EDUCATION:** Cornell University, BA, 1970; University of California at Berkeley, Ph.D., 1979.

**ACADEMIC EXPERIENCE:** Lecturer, UC Berkeley, 1978-79; Assistant, Associate, Full Professor, Columbia University 1979-present.

**OVERSEAS EXPERIENCE:** Taiwan, 1971-73, 1976-77, '97, '99; Japan, 1977-78; China, 1981, '83, '84, '85, '92, '95, 99; Thailand, 1997; Indonesia, 1997.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5), Japanese (reading 4, spoken 3); Tibetan (reading 3, spoken 2).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** History of Modern China I, East Asian Historiography, Law in Chinese History, Economic History of Modern China, Industrial Revolutions, Merchants, Markets, and the State

**RESEARCH/TEACHING SPECIALIZATIONS:** Qing Chinese institutional history, Chinese legal and economic history; comparative legal history.

**RECENT PUBLICATIONS:** So, Billy KL, and Madeleine Zelin. *New Narratives of Urban Space in Republican Chinese Cities: Emerging Social, Legal and Governance Orders*. (Brill, 2013); "Chinese Business Practice in the Late Imperial Period." *Enterprise and Society* (2013)

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 9 Ph.D. dissertations, 4 Master's theses, 1 Undergraduate thesis

**DISTINCTIONS:** Lilienthal Prize (1985); *The Merchants of Zigong: Industrial Enterprise in Early Modern China* (Columbia University Press, 2005), awarded the 2006 Allan Sharlin Memorial Prize of the Social Science History Association, the 2006 Fairbank Prize of the Association for Asian Studies and the 2007 Humanities Book Prize of the International Convention on Asian Studies.

## LANGUAGE

**DAVID BRANNER**, Adjunct Associate Professor, East Asian Languages and Cultures, Linguistics

**YEAR OF APPOINTMENT/TENURE STATUS:** 2007-present, Untenured

**EDUCATION:** Ph.D., Department of Asian Languages and Literature, University of Washington, Seattle, (1997); M.A., Department of Asian Languages and Literature, University of Washington, Seattle (1990); B.A., Department of East Asian Languages and Cultures, Columbia University, New York (1984).

**ACADEMIC EXPERIENCE:** Associate Professor, Department of Asian and East European Languages and Cultures, School of Languages, Literatures and Cultures, University of Maryland (2004–2008); Core faculty member, Program on Second Language Acquisition and Application, University of Maryland (2000–2008)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to Classical Chinese II; Linguistics

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese lexicography and historical linguistics of Chinese; Computer Engineering

**RECENT PUBLICATIONS:** "Portmanteau Characters in Chinese." *Journal of the American Oriental Society* (2011): 73-82; assisted on *Comprehensive Manchu-English Dictionary – Harvard Yenching Institute Monograph Series*, Jerry Norman and Keith Dede (Cambridge, Massachusetts and London, 2013); "Curious Lexicographic Relic of the Cultural Revolution." With Yuanyuan Meng, *Journal of the Royal Asiatic Society (Third Series)* 23, no. 04 (2013): 551-582.

**DISTINCTIONS:** Elected Fellow, Royal Asiatic Society of Great Britain and Ireland (2003); Barwis-Holliday Prize of the Royal Asiatic Society, for 2001 (awarded 2002)

**MEI-I CHIANG**, Exchange Lecturer of Chinese Language in the Department of East Asian Languages and Culture

**YEAR OF APPOINTMENT/TENURE STATUS:** 2013, Untenured.

**EDUCATION:** B.A., Japanese Language and Literature, National Taiwan University; M.A., Teaching Chinese as a Second Language, National Taiwan Normal University

**ACADEMIC EXPERIENCE:** instructor of Chinese language in the International Chinese Language Program (ICLP) at National Taiwan University; Elementary Chinese Instructor, Warsaw University (2008-2009)

**OVERSEAS EXPERIENCE:** Taiwanese National; Poland (2008-2009).

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (native); Japanese

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introductory Chinese, Elementary Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Language

**SHIGERU EGUCHI**, Senior Lecturer in Japanese, East Asian Languages and Cultures.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1994, Untenured.

**EDUCATION:** Ibaraki University, Japan, BA, 1989; The University of Iowa, MA, 1994

**ACADEMIC EXPERIENCE:** Hokkaido International Foundation, Lecturer and Program Coordinator, 1995-2000 (summer); Middlebury College Summer Language School, Lecturer, 2001- 2002 (summer); Columbia University, Lecturer, 1994 to present; Administrative Director of the Summer MA Program in Japanese Pedagogy, 2006 to present.

**OVERSEAS EXPERIENCE:** Japan

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** First Year Japanese I; First Year Japanese II; Third Year Japanese I; Third Year Japanese II

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Language.

**RECENT PUBLICATIONS:** Hiyaku: an intermediate Japanese course. With Fumiko Nazikian, Mihara Nittono, Keiko Okamoto, and Jisuk Park. Routledge, 2011.

**LINGJUN HU**, Lecturer in Chinese, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2006, Untenured.

**EDUCATION:** M.A., Language Pedagogy, Ohio State University (2003)

**ACADEMIC EXPERIENCE:** Started teaching Chinese in 2000, joined Columbia faculty in 2006, and has taught Chinese at all levels; teaches for Columbia and Princeton summer programs in Beijing.

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Chinese, Advanced Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** Second language acquisition and Chinese language pedagogy

**RECENT PUBLICATIONS:** collaborator of *3C Business Chinese*

**MATSUKO ENDO HUDSON**, Adjunct Associate Professor, Master's Program in Japanese Language Pedagogy.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1991, Untenured

**EDUCATION:** Ph.D. in Linguistics (syntax), University of Michigan; M.A. in Linguistics (theoretical linguistics), University of Michigan; B.A. in Japanese (Teaching of Japanese as a Foreign Language), International Christian University, Tokyo, Japan

**ACADEMIC EXPERIENCE:** Associate Professor (1996-) /Assistant Professor (1989-1996) of Japanese and Linguistics and Director of the Japanese Program, Michigan State University; Adjunct Associate Professor (1996-) /Assistant Professor (1991-95), Master's Program in Japanese Language Pedagogy, Columbia University.

**OVERSEAS EXPERIENCE:** Japan

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to Advanced Japanese Language Pedagogy

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese language and pedagogy.

**RECENT PUBLICATIONS:** Proceedings of the 21st Central Association of Teachers of Japanese Conference, ed. (CATJ 21) (2009); "Student honorifics usage in conversations with professors." *Journal of Pragmatics* 43, no. 15 (2011): 3689-3706;. *Modern Japanese Grammar Workbook*. With McGloin, Naomi, Fumiko Nazikian, and Tomomi Kakegawa (Routledge, 2014)

**DISTINCTIONS:** Japanese Foreign Minister's Certificate of Commendation (2004); Finalist for the Paul Varg Alumni Award for Faculty Excellence in Teaching, College of Arts and Letters, MSU (2010)

**JAMES T. LAP**, Lecturer of Vietnamese, East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2004-2005, 2005-2006, Untenured.  
**EDUCATION:** BA, New York University; MS, Columbia University.  
**ACADEMIC EXPERIENCE:** Lecturer in Vietnamese: 1982-1986 - Pace University; 1987-present - NYC College of Technology/CUNY; 1997-present – NYU; 2004-present – Columbia.  
**OVERSEAS EXPERIENCE:** Attended international conferences in Russia, China, India, Chile, Switzerland  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Vietnamese (native).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 80%  
**EAST ASIAN COURSES TAUGHT:** Basic Vietnamese Part I, Basic Vietnamese Part II, Elementary Vietnamese I, Elementary Vietnamese II, Intermediate Vietnamese I, Intermediate Vietnamese II  
**RESEARCH/TEACHING SPECIALIZATIONS:** Conception, birth and growth of Romanized Vietnamese script.  
**RECENT PUBLICATIONS:** Translation of Vietnamese essay into English for LOST KINGDOM – Hindu-Buddhist Sculpture of Early Southeast Asia – Metropolitan Museum of Art, NYC (October 2013); Vietnamese language: the 100th Issue Celebration - Singaporean Geographic – Singapore (October 2013)  
**DISTINCTIONS:** was an Advisory Board member for the Vietnam exhibition and simultaneous interpreter for the international conference on Vietnam in the 21st century in 2003 at the American Museum of Natural History, the first exhibition of this kind in the U.S.

**BEOM LEE**, Lecturer of Korean Language, East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2005, Untenured.  
**EDUCATION:** B.A. (1988) and M.A. (1990) in sociology from Hanyang University, Seoul, Korea, and earned an M.A. (2002) and Ed.M. (2005) in Instructional Technology and Media, specialized in second language learning with multimedia, from Teachers Collage, Columbia University.  
**ACADEMIC EXPERIENCE:** In Korea, he taught philosophy, history, and culture of Korea and English in the Republic of Korea Army as a military officer in education and psychological warfare. Instructor in multimedia software programs at Teachers College as a technology assistant, and taught non-heritage students Chinese characters and Korean as an associate at Korean Language Program, Columbia University (2001-2005)  
**OVERSEAS EXPERIENCE:** U.S.A, Military officer in Republic of Korea  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (native)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary Korean I, Elementary Korean II, Elementary Korean A, Modern Korean I, Modern Korean II, Independent Study, Modern/Fifth-year Korean I, Modern/Fifth-year Korean II  
**RESEARCH/TEACHING SPECIALIZATIONS:** Korean Language.

**LENING LIU**, Professor and Director of Chinese Language Program, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 1995, Tenured.

**EDUCATION:** Shaanxi Normal University, China, BA, 1982; Shaanxi Normal University, China, MA, 1985; University of Florida, Ph.D. 1996.

**ACADEMIC EXPERIENCE:** Shaanxi Normal University, China, Lecturer, 1985-89; Columbia University, Lecturer, 1995-2001; Columbia University, Senior Lecturer, 2002 to present.

**OVERSEAS EXPERIENCE:** China, every summer, as Director of Columbia Language Program in Beijing; Germany, 1993-95.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5); German (Spoken 1, Reading 2).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to Classical Chinese I, Introduction to Classical Chinese II, Advanced Readings in Modern Chinese I, Advanced Readings in Modern Chinese II, Educational Chinese Linguistics, Chinese Linguistics and Language Pedagogy

**RESEARCH/TEACHING SPECIALIZATIONS:** History of Chinese Language; Classical Chinese; Syntax; Phonology; Discourse Grammar.

**RECENT PUBLICATIONS:** Textbook: *Experiencing China* (Peking University Press, Beijing and San Francisco, 2013); Article: "Discourse Consideration in Teaching Chinese Grammar", *Journal of International Education of Chinese*, Vol. 1, (2013)

**KYOKO MATSUI LOETSCHER**, Lecturer of Japanese, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2010, Untenured

**EDUCATION:** M.A., Second Language Acquisition, Ohio State University; B.A., Aoyama Gakuin University, Tokyo.

**ACADEMIC EXPERIENCE:** Taught at Princeton University for 8 years including Princeton Summer Program in Ishikawa

**OVERSEAS EXPERIENCE:** Japan

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** First Year Japanese I, First Year Japanese II, Fourth Year Business Japanese

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Language Acquisition and Pedagogy

**RECENT PUBLICATIONS:** "Critical content-based language instruction: Japanese orthography project." With Sato, Shinji, In 18th Princeton Japanese Pedagogy Forum Proceedings, pp. 37-52, (2011)

**YUE MAO**, East Asian Languages and Cultures

**EDUCATION:** B.A., Teaching Chinese as a Second Language East China Normal University, China (1990); M.A. Chinese Linguistics, (2003); and Ph.D., Linguistics and Applied Linguistics, Beijing Language and Culture University, China (2010)

**ACADEMIC EXPERIENCE:** 20 years, Intensive Chinese Studies department, Beijing Language and Culture University

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Chinese N, Advanced Chinese N, Advanced Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** intensive Chinese teaching models and teaching methods

**RECENT PUBLICATIONS:** various textbooks and workbooks for the study of Chinese, such as *New Oral Chinese Parts 1-3* and *New Target Chinese Spoken Language Parts 1-5*

**YUAN-YUAN MENG**, Senior Lecturer in Chinese, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 1993, Untenured.

**EDUCATION:** Teachers College, Columbia University, MA, 1992.

**ACADEMIC EXPERIENCE:** Columbia University, Lecturer in Chinese, 1993-2002.

**OVERSEAS EXPERIENCE:** Taiwan, every summer.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

Mandarin Chinese (5), Taiwanese (5), English (5), Japanese (2), German (1)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Readings in Modern Chinese, Media Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese syntax, lexicology, and language pedagogy

**RECENT PUBLICATIONS:** *Developing Chinese fluency: An introductory course*. Stamford, Connecticut: Cengage Learning. (Wrote a reading program and developed two sets of diagnostic quizzes for this introductory Chinese text.), (2013); "Written Corrective Feedback: A Review of Studies Since Truscott 1996" Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics. 13(2), 69-84 (2013); "A curious lexicographic relic of the Cultural Revolution" with D. P. Branner, *The Journal of the Royal Asiatic Society*, 23(4), 551-582 (2013).

**DISTINCTIONS:** Selected for inclusion in the seventh edition of *Who's Who Among America's Teachers*, 2002; Certified tester of the Chinese Oral Proficiency Interview with the American Council on the Teaching of Foreign Languages

**TENZIN NORBU NANGSAL**, Lecturer in Modern Tibetan Language, Weatherhead East Asian Institute

**YEAR OF APPOINTMENT/TENURE STATUS:** 1999, Untenured.

**EDUCATION:** University of Tibet, Lhasa, B.A,1990; Lhasa Middle School, Tibet, Teaching Training Practice, 1988-90; Rockland Community College, SUNY, English Language study, 1996-1997.

**ACADEMIC EXPERIENCE:** Lhuntse Middle School, Tibet, teacher, 1990 – 1991; Lhasa Middle School, Tibet, 1991-93; Tibetan exile administration, Environmental Department, Researcher and Training Course Tutor, India 1993-6; Columbia University, Language teacher, 1999-present.

**OVERSEAS EXPERIENCE:** Tibet 1968-1993; India 1993-1996; China and Mongolia, trips in 2012-2013

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Tibetan 5; Chinese 5; English 5

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Modern Tibetan language: Elementary, Intermediate I, Intermediate II, Advanced.

**RESEARCH/TEACHING SPECIALIZATIONS:** Elementary Modern Colloquial Tibetan I, Elementary Modern Colloquial Tibetan II, Intermediate Modern Colloquial Tibetan I, Intermediate Modern Colloquial Tibetan II, Advanced Modern Colloquial Tibetan I, Advanced Modern Colloquial Tibetan II

**RECENT PUBLICATIONS:** "Thoughts on the Teaching of Natural Science in Tibetan." *Minority Language in Today's Global Society* 1 (2012): 107.

**DISTINCTIONS:** Assistant librarian at the Latse - Contemporary Tibetan Cultural Library in New York; Member of the board of directors for Tibetan Arts and Literature Initiative (TALI), a non-profit organization based in the United States

**FUMIKO NAZIKIAN**, Senior Lecturer/ Director of Japanese Language Program, East Asian Languages and Cultures.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2004, Untenured.

**EDUCATION:** University of Sydney, Doctor of Philosophy, Japanese Linguistics; Australian National University, Master of Arts, Japanese Linguistics and Pedagogy; *Tokyo Gakugei University*, Master of Arts, Linguistics and English as a Second Language; Iwate University, Iwate Japan, Bachelor of Arts, Linguistics and English as a Second Language.

**ACADEMIC EXPERIENCE:** Senior Lecturer, Columbia University, July 2004 – present; Senior Lecturer, Princeton University; Sept. 1988 – June 2004.

**OVERSEAS EXPERIENCE:** Australia

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Third Year Japanese I, Fourth Year Japanese I, Fourth Year Japanese II, Elementary Japanese Language Pedagogy, Intermediate/Advanced Japanese Language Pedagogy

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Linguistics (pragmatics) and language pedagogy.

**RECENT PUBLICATIONS:** *Modern Grammar WorkBook*, With M. E. Hudson, N. McGloin and T. Kakegawa (London: Routledge Press, 2014); Book Chapter: Cultural Literacy and Its Assessment in Language Education. In *Nihongo Kyoiku no Chihei o Hiraku*, ed. By Michio Tsutsui et al. Tokyo: Hitsuji Shobo; "The Role of Style Shifting in the Functions and Purposes of Storytelling: Detective Stories in Anime." *Telling Stories: Language, Narrative, and Social Life* (2010): 209.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 1 Ph.D. Dissertation

**DISTINCTIONS:** Planning Committee Member of the International Conference on Japanese Language Education, 2004 – present; SAT II Japanese Committee Members 1996 – 2001

**MIHARU NITTONO**, Lecturer in Japanese, East Asian Languages and Cultures.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1993, Untenured.

**EDUCATION:** Waseda University, Tokyo, Japan, BA, 1980; Waseda University Graduate School, Tokyo, Japan, MA, 1987; Teachers College, Columbia University, MA, 1999; Teachers College, Columbia University, M.Ed, 2001; Teachers College, Columbia University, Ed. D. (2003)

**ACADEMIC EXPERIENCE:** Rutgers University, NJ, Part-time Lecturer in Japanese, 1992-1993; Columbia University, Full-time Lecturer in Japanese, 1993 to present.

**OVERSEAS EXPERIENCE:** Taught intensive summer courses at Sophia University, Tokyo, Japan, 1993-2000 (invited lecturer).

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Second Year Japanese I, Second Year Japanese II, Fifth Year Japanese I, Fifth Year Japanese II

**RESEARCH/TEACHING SPECIALIZATIONS:** Applied Linguistics (Specialization: Sociolinguistics/Pragmatics/Discourse Analysis with an emphasis on Japanese); Japanese Pedagogy.

**RECENT PUBLICATIONS:** "We're doing traditional rakugo!: Striving towards acquiring the 'five' skills through performing rakugo." *Princeton Japanese Pedagogy Forum* (2009); *Hiyaku: An Intermediate Japanese Course* with Shigeru Eguchi, Fumiko Nazikian, Jisuk Park, and Keiko Okamoto (Routledge, 2011)

**DISTINCTIONS:** Professional Development Incentive Award, Teachers College, Columbia Univ., 1989-1991; KAPPA DELTA PI: An International Honor Society in Education, 1995.

**KEIKO OKAMOTO**, Lecturer of Japanese Language, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**EDUCATION:** International Christian University, Japan, BA, 1970; Columbia University, MA, 1999.

**ACADEMIC EXPERIENCE:** New York University, Instructor, 1994-1997; New School University, Instructor, 1999-2002; Princeton University, 2000-2002, Lecturer; Columbia University, Lecturer, 2002 to present.

**OVERSEAS EXPERIENCE:** China, 1927-49, 1980, 1992; Taiwan, 1971, 1982; Japan, 1971, 1982.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Second Year Japanese I, Second Year Japanese II, Third Year Japanese I, Third Year Japanese II

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Language.

**RECENT PUBLICATIONS:** *Hiyaku*, with others (Routledge, June, 2011).

**JISUK PARK**, East Asian Languages and Cultures, Lecturer in Japanese Language.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**ACADEMIC EXPERIENCE:** University of Wisconsin-Madison, Teaching Assistant; 2000-2002;  
Columbia University, Lecturer, Aug 2002 to present.

**OVERSEAS EXPERIENCE:** Japan.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native); Korean (2)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** First Year Japanese I, First Year Japanese II, Fourth Year Japanese I, Fourth Year Japanese II, Independent Study

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Language.

**RECENT PUBLICATIONS:** Hiyaku, with others, (Routledge, June, 2011)

**SHAOYAN QI**, Chinese Lecturer, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** Fall 2004, untenured

**EDUCATION:** BA, Linguistic and Sociocultural Anthropology, State University of New York at Binghamton; M.A., Education, Villanova University

**ACADEMIC EXPERIENCE:** Bryn Mawr, Princeton, and Middlebury

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introductory Chinese, Intermediate Chinese, Teaching Chinese as a Second Language

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Language and Pedagogy

**RECENT PUBLICATIONS:** Discover China III, Macmillan HK (2013)

**CAROL H. SCHULZ**, Director of Korean Language Department, Senior Lecturer, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 1973

**EDUCATION:** B.A., Ewha Women's University, Seoul, Korea (1963); M.S., Columbia University, (1973).

**OVERSEAS EXPERIENCE:** Lived in Korea 1960s; goes back every few years.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean 5

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Intermediate Korean I, Advanced Korean I, Intermediate Korean II, Advanced Korean II

**RESEARCH/TEACHING SPECIALIZATIONS:** Teaching Methodology, Speed Reading, Fossilization.

**RECENT PUBLICATIONS:** *Integrated Korean, Beginning 1 and 2, 2nd Edition*, co-authored with others, (University of Hawaii Press, 2012); *Integrated Korean, Intermediate 2, 2nd Edition*, co-authored with others, (University of Hawaii Press, 2013).

**DISTINCTIONS:** Conducted the ACTFL Korean Oral Proficiency Interviews for the students of California State University at Los Angeles, August 19-20, 2008

**ZHONGQI SHI**, Lecturer in Chinese, Department of East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2005, Untenured.

**EDUCATION:** B.A. (1998) and M.A. (2005) from Beijing Language and Culture University, China

**ACADEMIC EXPERIENCE:** Resident Director, Summer Business Chinese and Internship in Shanghai, Columbia University Global Programs

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Business Chinese I, Business Chinese II, Business Chinese III, Business Chinese IV, Advanced Chinese I, Advanced Chinese II

**RESEARCH/TEACHING SPECIALIZATIONS:** CAI and Corpus Linguistics

**RECENT PUBLICATIONS:** "Pragmatic development in a study-abroad setting: A comparison between heritage and non-heritage Chinese learners." With Xiao, F. Beijing: The Commercial Press. (in press); "An exploratory study on word recurrence of business Chinese textbooks." With An, N., In X. Q. Li, J. M. Zhang & J. Xu (Eds.), *Digitalized Chinese teaching* (pp. 350-358). Beijing: Tsinghua University Press. (2012); "Word selection ratio and core wordlist for Business Chinese textbooks." With An, N, *Applied Linguistics*, 82 (2), 122-130. (2012).

**CHIH-PING SOBELMAN**, Lecturer, East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1963, Tenured  
**EDUCATION:** M.A., Georgetown University, 1965.  
**ACADEMIC EXPERIENCE:** Seton Hall University  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Readings in modern Chinese (Advanced)  
**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Pedagogy

**SUNHEE SONG**, Lecturer in Korean in the Department of East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured  
**EDUCATION:** B.A. in Elementary Education from Busan National University of Education, M.A. in Teaching English to Speakers of Other Languages (TESOL) from San Francisco State University, and both Ed.M. and Ed.D (2009) in TESOL from Teachers College, Columbia University  
**ACADEMIC EXPERIENCE:** taught Korean at Princeton University  
**OVERSEAS EXPERIENCE:**  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary Korean I, Elementary Korean II, Intermediate Korean I, Intermediate Korean II  
**RESEARCH/TEACHING SPECIALIZATIONS:** Korean Language  
**RECENT PUBLICATIONS:** "Effects of Recasts on Different Morphosyntactic Features." With Eun Sun Park. Korean Journal of Language and Linguistics, 11, no. 2 (2011): 269-292.

**GOPAL SUKHU**, Adjunct Assistant Professor of East Asian Languages and Cultures

**EDUCATION:** Yale (B.A. '72) and Columbia ('93 PhD)

**ACADEMIC EXPERIENCE:** Associate Professor of Chinese, Coordinator and Advisor for East Asian Studies, Department Chair, 1999-2002; Taught at the Graduate Center, Hunter College, Ohio State; Taught at the Rubin Museum.

**OVERSEAS EXPERIENCE:** With a grant from the Committee for Scholarly Communication with the Peoples Republic of China he spent a year at Wuhan University studying the archaeology, history, and literature of Warring States and Han dynasty China. He also studied Chinese Buddhism with the Buddhist nun Xiaoyun Fashi from 1975-1977 in Taiwan.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Reading in Classical Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialty is the Chuci, but he also teaches and writes on Tang poetry, Chinese intellectual history, Chinese vernacular literature, Buddhism, and comparative poetics

**RECENT PUBLICATIONS:** The Shaman and the Heresiarch: A New Interpretation of the Li sao (SUNY 2012); The Unbridled Lust and Untimely Death of Prince Hailing (Henry Schwab 2012)

**QIUYU TAN**, Lecturer in Chinese in the Department of East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2008, Untenured

**EDUCATION:** M.A., Major in Chinese on the track of Chinese Linguistics, University of Wisconsin – Madison (2008); M.A., Major in Linguistics and Applied Linguistics on the track of Second Language Acquisition Studies, Beijing Language and Culture University, China (2006); B.A., Major in Teaching Chinese as a Second Language, Beijing Language and Culture University, China (2003)

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Chinese I, Intermediate Chinese I, Elementary Chinese II, Intermediate Chinese II

**RESEARCH/TEACHING SPECIALIZATIONS:** second language acquisition, especially the tonal acquisition of mandarin Chinese, the acquisition of Chinese syntax as well as the representation of learners' psychological lexicon

**RECENT PUBLICATIONS:** *Discover China - Student's Book Four*, co-author with Shaoyan Qi, in press, Macmillan Publishers Ltd, 2014; *Discover China - Workbook Four (with Online Assessment Tasks & Quizzes)*, in press, Macmillan Publishers Ltd, 2014

**NAOFUMI TATSUMI**, Lecturer in Japanese in the Department of East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** August 2012, Untenured

**EDUCATION:** Perdue University (2005-2011)

**ACADEMIC EXPERIENCE:** 5 years, including Purdue University (Indiana, USA), Beloit College (Wisconsin, USA) and University of Southern Mississippi (Mississippi, USA)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Japanese B , Elementary Japanese A , First Year Japanese I, First Year Japanese II

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Pedagogy

**RECENT PUBLICATIONS:** "Compliment responses: Comparing American learners of Japanese, native Japanese speakers, and American native English speakers." PhD diss., PURDUE UNIVERSITY, 2012.

**HAI-LONG WANG**, East Asian Languages and Cultures, Lecturer.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1997, Untenured.

**EDUCATION:** B.A., Xuzhou Teachers College, 1982; M.A., Shanghai Normal University, 1987; M.A., Columbia University, 1993.

**OVERSEAS EXPERIENCE:** Born in China.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Chinese I, Elementary Chinese II, Advanced Chinese I, Advanced Chinese II

**RESEARCH/TEACHING SPECIALIZATIONS:** study of Chinese syntax and pedagogy of teaching Chinese as a foreign language

**XIAODAN WANG**, Lecturer in Chinese, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2007, Untenured

**EDUCATION:** B.A. in Teaching Chinese as a Second Language from Beijing Language and Culture University, China (2003); M.A. in Chinese Linguistics from Capital Normal University, China (2006)

**ACADEMIC EXPERIENCE:** Columbia's Summer Language Program in Beijing (2007-present)

**OVERSEAS EXPERIENCE:** Born in China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Elementary Chinese I, Elementary Chinese II, Intermediate Chinese I, Intermediate Chinese II

**RESEARCH/TEACHING SPECIALIZATIONS:** second language acquisition and pedagogy, especially topics related to Chinese syntax and discourse analysis

**RECENT PUBLICATIONS:** *Experiencing China --Intermediate Chinese*, With Lening Liu and Yongping Zhu, (Peking University Press 2013)

**ZHIRONG WANG**, East Asian Languages and Cultures, Lecturer.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1996, Untenured.

**EDUCATION:** Peking University, BA, 1987; University of Wisconsin-Madison, MA, 1995.

**ACADEMIC EXPERIENCE:** Peking Language Institute, Lecturer, 1987-91; Columbia University, Lecturer, 1996 to present.

**OVERSEAS EXPERIENCE:** China, 1996-2000.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Advanced Chinese I, Advanced Chinese II, Advanced Chinese III, Advanced Chinese IV, History of Chinese Language

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Chinese Language; Historical Development of Chinese Language.

**RECENT PUBLICATIONS:** *A Primer for Advanced Beginners of Chinese, Simplified Characters : Volume 1*, With others, Columbia University Press, 2004 - Foreign Language Study - 278 pages

**DISTINCTIONS:** Vilas Grant, University of Wisconsin-Madison, 2001.

**YOSHIKO WATANABE**, Lecturer in Japanese in the Department of East Asian Language and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:**

**EDUCATION:** M.A. in Japanese language Pedagogy from Columbia University and also holds an M.A. and an Ed.M in TESOL from Teachers College, Columbia University

**ACADEMIC EXPERIENCE:** numerous universities and institutions including Chicago University, New York University, St. John's University, and Japan Society in New York

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Second Year Japanese I, Second Year Japanese II, Elementary Japanese A

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese Metaphors, i.e. conceptual metaphors that govern the Japanese concept of silence and linguistic forms based on those metaphors in Japanese culture

**CHEN WU**, Adjunct Professor, Lecturer in Chinese, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** Fall 2013, Untenured

**EDUCATION:** Received her B.A. in Chinese Language and Literature (2006) and M.A. in Chinese Classical Philology (2009) from Fudan University; Earned an M.A. in Pre-Modern Chinese Literature (2011) from the University of Wisconsin-Madison, where she is currently a Ph.D. candidate.

**ACADEMIC EXPERIENCE:** taught both classical and modern Chinese language and literature

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Intermediate Chinese II, Advanced Chinese II

**RESEARCH/TEACHING SPECIALIZATIONS:** space, city, and their interrelation with language and literature

**HANYU XIAO**, Lecturer in Chinese in the Department of East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2011, Untenured  
**EDUCATION:** B.A. in Chinese Language and Literature (2006) and M.A. in Chinese Classical Philology (2009) from Fudan University; M.A. in Pre-Modern Chinese Literature (2011) from the University of Wisconsin-Madison, where she is currently a Ph.D. candidate  
**OVERSEAS EXPERIENCE:** China  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Intermediate Chinese , Advanced Chinese , Elementary Chinese  
**RESEARCH/TEACHING SPECIALIZATIONS:** assessment in second language acquisition and syntax

**JIA XU**, Lecturer in Chinese in the Department of East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2012, Untenured  
**EDUCATION:** B.A. in Teaching Chinese as a Second Language with a minor in Finance (2005) and her M.A. in Curriculum and Methodology of Teaching Chinese as a Second Language (2009) from Beijing Language and Culture University  
**ACADEMIC EXPERIENCE:** Beijing Language and Culture University, the foreign diplomats program at the Confucius Institute Headquarters, Columbia University's Summer Program in Beijing, and Bentley School in California  
**OVERSEAS EXPERIENCE:** China  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary Chinese I, Intermediate Chinese I, Elementary Chinese II, Intermediate Chinese II Advanced Chinese II  
**RESEARCH/TEACHING SPECIALIZATIONS:** second language acquisition and teacher education

**LING YAN**, Lecturer in Chinese Language, East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2004  
**EDUCATION:** M.A in Applied Linguistics in Northwestern Polytechnical University (1996); Ph.D. in Linguistics from the University of Kansas (2005)  
**ACADEMIC EXPERIENCE:** Lecturer in Chinese language, Columbia University, 2004-present.  
**OVERSEAS EXPERIENCE:** N/A  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Native speaker of Chinese.  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary Chinese I, Elementary Chinese II, Readings in Modern Chinese I, Readings in Modern Chinese II  
**RESEARCH/TEACHING SPECIALIZATIONS:** Linguistics/Chinese teaching pedagogy.  
**RECENT PUBLICATIONS:** Yuti (Register-Stylistic ) Grammar and Textbook Compiling (Co-author) published by Journal of the Chinese Language Teachers Association PP1-28, Volume 48: (February 2013)

**HYUNKYU YI**, Lecturer in Korean, East Asian Languages and Cultures.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1996, Untenured.  
**EDUCATION:** Yonsei University, BA, 1982; Yonsei University, MA, 1987.  
**ACADEMIC EXPERIENCE:** Korean Language Institute, Yonsei University, Instructor, 1988-1996; Columbia University, Lecturer, 1996 to present.  
**OVERSEAS EXPERIENCE:** U.S.A., I Corps Foreign Language Center, Fort Lewis, Tacoma, 1995.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (native); Japanese (Spoken 3, Reading 4); Chinese (Spoken 2, Reading 3); Germany (1).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary Korean B , Elementary Korean A , Fourth Year Korean I, Fourth Year Korean II  
**RESEARCH/TEACHING SPECIALIZATIONS:** Korean Language.

**YUAN YUAN ZHANG**, Lecturer, Chinese, East Asian Languages and Cultures

**EDUCATION:** B.A. in Teaching Chinese as a Second Language (2003) and M.A. in Curriculum and Methodology of Teaching Chinese as a Second Language (2006) from Beijing Language and Culture University, China

**ACADEMIC EXPERIENCE:** Intensive Chinese Studies department of Beijing Language and Culture University in 2006

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Intermediate Chinese

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese teaching models and teaching methods

**RECENT PUBLICATIONS:** coauthored various textbooks

## LAW

**BENJAMIN LIEBMAN**, Robert L. Lieff Professor of Law; Director of the Center for Chinese Legal Studies

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**ACADEMIC EXPERIENCE:** Columbia Law School, July 2002 to present.

**OVERSEAS EXPERIENCE:** Approximately four years total time in China/Taiwan since 1986; UK 1991-03 and 2000-02. Traveled extensively from China to the U.S. in recent years.

**LANGUAGE PROFICIENCY:** [5=near native competence; 1=beginner]: Chinese (5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 60%

**EAST ASIAN COURSES TAUGHT:** Law and Legal Institutions of China, Torts, Reading Group on Chinese Law, South China and India.

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese law; popular access to the courts; legal profession; legal institutions; law and the media; environmental law; torts.

**RECENT PUBLICATIONS:** Assessing China's Legal Reforms, PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON THIRTY YEARS OF REFORM AND OPENING-UP, CHINESE ACADEMY OF SOCIAL SCIENCES (2008); Changing Media, Changing Courts? in CHANGING MEDIA, CHANGING CHINA (Susan Shirk ed., 2009)

**CURTIS MILHAUPT**, Parker Professor of Comparative Corporate Law; Fuyo Professor of Japanese Law; Director, Center for Japanese Legal Studies, Columbia Law School

**YEAR OF APPOINTMENT/TENURE STATUS:** 1999, Tenured.

**EDUCATION:** University of Notre Dame, B.A., 1984; Columbia Law School, J.D. 1989.

**ACADEMIC EXPERIENCE:** Washington University in St. Louis, Assoc. Prof. 1994-1998, Prof. 1998-99; Columbia Law School, Prof. 1999 to present.

**OVERSEAS EXPERIENCE:** Japan, 1981-82: 1984-86; 1992-94; 1998; 2001.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (Spoken 4, reading 5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 33%.

**EAST ASIAN COURSES TAUGHT:** Japanese Law and Legal Institutions, Corporations.

**RESEARCH/TEACHING SPECIALIZATIONS:** Corporate law, Japanese law, Comparative corporate governance, law and economics

**RECENT PUBLICATIONS:** We are the (National) Champions: Understanding the Mechanisms of State Capitalism in China, Stanford Law Review (2013)

**DISTINCTIONS:** Recipient of Abe Fellowship, Japan Foundation Fellowship, Grant from Center for International Political Economy, Harlan Fiske Stone Scholar, Editor, Columbia Law Review, Phi Beta Kappa.

**JEONG-HO ROH**, Lecturer-in-Law, Director, Center for Korean Legal Studies

**YEAR OF APPOINTMENT/TENURE STATUS:** 1999, Untenured.

**EDUCATION:** Seoul National University, BA, 1985; Columbia University School of Law, JD, 1988.

**ACADEMIC EXPERIENCE:** Columbia University School of Law, Lecturer-in-Law, 1994-present; Director, Center for Korean Legal Studies, 1999-present.

**OVERSEAS EXPERIENCE:** Korea (1990-4).

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** S. Geopolitics/Law/Conflict/Korean Peninsula, South Korean Legal System in Global Economics

**RESEARCH/TEACHING SPECIALIZATIONS:** Constitutionalism and democracy in South Korea, Legal systems of South and North Korea; nuclear liability law.

## LIBRARY

**LAURAN HARTLEY**, Tibetan Studies Librarian, C. V. Starr East Asian Library  
**EDUCATION:** Ph.D., Tibetan Studies, Indiana University (2003)  
**ACADEMIC EXPERIENCE:** taught courses on Tibetan literature and religion at Indiana University, Rutgers University, and Columbia University  
**OVERSEAS EXPERIENCE:** Mongolia and China to attend the 13th Seminar of the International Association for Tibetan Studies and to collect Tibetan Studies acquisitions for library (July 2012)  
**RESEARCH/TEACHING SPECIALIZATIONS:** Tibetan literature and religion  
**RECENT PUBLICATIONS:** “Dokharwa Tsering Wanggyel’s Autobiography: A Life of Government Service” and “Culture and Rulership Under the Kings of Dergé.” in *Sources of Tibetan Tradition*, ed. by K. Schaeffer, M. Kapstein, and G. Tuttle, (Columbia University Press, 2013); “The Kingdom of Dergé” Chap. 29 in *The Tibetan History Reader*, ed. by G. Tuttle and K. Schaeffer. (Columbia University Press, 2013).

## LITERATURE

**PAUL ANDERER**, East Asian Languages and Cultures, Mack Professor of Humanities and Professor of Japanese Literature, Professor of Asian Humanities.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1980, Tenured.  
**EDUCATION:** BA Michigan, 1971; MA Chicago 1972; Ph.D. Yale, 1979.  
**ACADEMIC EXPERIENCE:** Notre Dame, Lecturer and Asst. Professor, 1976-80; Columbia, Asst Prof. 1980-86; Assoc. Prof., 1986-89; Professor, 1989-present.  
**OVERSEAS EXPERIENCE:** Japan, 1968-69; 1974-75 (eighteen months); 1986-87 (and numerous summer research visits to Japan and to Taiwan); Tsunoda Fellow, Waseda University, Japan, Fall 2012; Visiting Scholar, La Sapienza, Rome, Spring 2013; Mellon Initiative, Waseda University, Japan, Summer 2014.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5), French (3).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Asian Humanities; Japanese Fiction and Film; Kurosawa Seminar; Graduate Seminar in Modern Japanese Literature.  
**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Japanese literature, film, and cultural criticism; narrative topography; city cultures; modern tragedy.  
**RECENT PUBLICATIONS:** "Memories of Miss Miwa Kai." With Keene, Donald, Barbara Ruch, Ted Bestor, Noritada Otaki, *Journal of East Asian Libraries* 154, no. 1 (2012): 5-10.  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 1 Ph. D. dissertation.  
**DISTINCTIONS:** Waseda University, Tsunoda Fellow (Fall 2012)

**RICHARD F. CALICHMAN**, Adjunct Associate Research Scholar, Weatherhead East Asian Institute

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** BA in English, Colby College, 1988; MA, Cornell University, 1994; PhD, Cornell University, 2001.

**ACADEMIC EXPERIENCE:** Department Chair, Foreign Languages and Literature Department, CCNY

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]:

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Japanese I, Japanese II

**RESEARCH/TEACHING SPECIALIZATIONS:** modern Japanese literature, philosophy, and intellectual history

**RECENT PUBLICATIONS:** *Philosophy and the Political in Wartime Japan 1931-1945* (2009); *The Politics of Culture: Around the Work of Naoki Sakai* (Routledge, 2010); In Japanese: "War Memory and Race in Abe Kōbō's *Face of Another*", *Quadrante* (March 2012), 14:175-183; "Review of Karen Thornber, *Empire of Texts in Motion: Chinese, Korean, and Taiwanese Transculturations of Japanese Literature*" (Harvard-Yenching Institute Monographs, 2009). *Journal of Japanese Studies* (2012), 38:1:156-160; *The Frontier Within: Selected Writings of Abe Kōbō* (Duke University Press, 2013); "Takeuchi Yoshimi: displacing the west" *The Contemporary Pacific* 26.1 (2014).

**CHRISTOPHER L. HILL**, Adjunct Associate Research Scholar, Weatherhead East Asian Institute

**YEAR OF APPOINTMENT/TENURE STATUS:** 2012, untenured

**EDUCATION:** Ph.D., Comparative Literature, Columbia University (1999)

**ACADEMIC EXPERIENCE:** Taught at Columbia in 2010-11, rejoining the university in the spring of 2012; also taught at Yale, Harvard, and the University of California, Berkeley

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** The Culture of Postwar Japan

**RESEARCH/TEACHING SPECIALIZATIONS:** Realism and modernism in Japanese fiction; the novel in comparative perspective; history of social thought; transnational intellectual exchange; nationalism

**RECENT PUBLICATIONS:** "Nana in the World: Novel, Gender, and Transnational Form," *Modern Language Quarterly* 72:1 (Mar. 2011); "Conceptual Universalization in the Transnational Nineteenth Century," *Global Intellectual History*, ed. Samuel Moyn and Andrew Sartori (Columbia University Press, 2013); "Crossed Geographies: Endō and Fanon in Lyon," accepted for publication in *Representations* (Jan. 2015).

**DISTINCTIONS:** N/A

**THEODORE HUGHES**, Assistant Professor of Korean Literature, Dept. of East Asian Languages and Cultures.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2004, Non-tenured.

**EDUCATION:** (2002) Ph.D. (East Asian Languages and Cultures), University of California, Los Angeles; (1997) M.A. (East Asian Languages and Cultures), University of California, Los Angeles; (1990) B.A., *magna cum laude*, Phi Beta Kappa (English and American Literature), University of California, San Diego.

**ACADEMIC EXPERIENCE:** (2004-Present) Assistant Professor (East Asian Languages and Cultures), Columbia University; (2002-2004) Assistant Professor (East Asian Languages and Cultures and Program in Comparative and World Literature), University of Illinois, Urbana-Champaign.

**OVERSEAS EXPERIENCE:** Six years in South Korea.

**LANGUAGE PROFICIENCY:** Fluent in Korean

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Korean Literature and Colonial Modernity, Colloquium on Modern East Asia, Senior Thesis, Cultures in Colonial Korea, Modern Korean Literature in Translation, Korean Literature and Film, Korean Film and the Making of Cold War Culture, Independent Study, Culture and Literature of Colonial Korea, Colonization/Decolonization, Virtuality and the Posthuman in Contemporary Korea

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Korean literature and cinema.

**RECENT PUBLICATIONS:** "Visualizing the Metropolis: Modôn Poi, Modôn Kôl and the Colonial/Postcolonial Narrative of Development" (accepted for forthcoming conference volume from Berkeley East Asia Series); "Producing Sovereign Space in the Cold War World Order: Immediate Postliberation Representations of 'North' and 'South'" (forthcoming in Fall 2005 issue of *Han'guk munhak yôn'gu*); Others.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 5 Ph.D. dissertations, 1 Master's thesis.

**LYDIA LIU**, Wun Tsun Lam Professor in the Humanities, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2006, Tenured.

**EDUCATION:** BA Northwestern Normal University, China, 1971; MA Shandong University, China 1983; MA Harvard University, 1987; PhD Harvard University.

**ACADEMIC EXPERIENCE:** Instructor, Harvard University, 1989-1990; Associate and Assistant Professor, UC Berkeley, 1990-2001; Professor, UC Berkeley, 2001-2002; Professor, University of Michigan, 2002 to present

**OVERSEAS EXPERIENCE:** Many years of study and teaching at the university level in China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Literary and Culture Theory, Lu Xun and Modern China, Language and Media in Contemporary China, Critical Translation Theories, The Digital in the Humanities, China in the Modern World and Society, Literary and Cultural Theory, East and West

**RESEARCH/TEACHING SPECIALIZATIONS:** comparative literature, Asian languages and cultures.

**RECENT PUBLICATIONS:** *The Freudian robot: digital media and the future of the unconscious.*

University of Chicago Press, 2010; "The Cybernetic Unconscious: Rethinking Lacan, Poe, and French Theory." *Critical Inquiry* 36, no. 2 (2010): 288-320; "Translingual Folklore and Folklorics in China." *Companion to Folklore, A* (2012): 190-210.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 10 Ph.D. dissertations, 4 Master's theses.

**DISTINCTIONS:** Invited Resident Fellow at the Wissenschaftskolleg zu Berlin, Germany; The Wielun Professor of the Humanities and Social Sciences, Tsinghua University, China; Keynote speaker at the Comparative Literature Colloquium, Rutgers University

**DAVID LURIE**, Associate Professor, Japanese History and Literature, East Asian Languages and Cultures.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**ACADEMIC EXPERIENCE:** Columbia University, Spring 2002 to present.

**OVERSEAS EXPERIENCE:** Research in Japan: 1993-94, 1998-2001.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: modern and classical Japanese (5); classical Chinese (reading 4); French (reading 2, speaking 1).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Introduction to Japanese Civilization, Asian Humanities Colloquium on Major Texts, History of Japan to 1600, Classical Japanese, Kanbun (classical Chinese in a Japanese context), Graduate Seminar on Motoori Norinaga; Graduate Seminar on Japanese Mythology (Legendary Emperors).

**RESEARCH/TEACHING SPECIALIZATIONS:** Research: history of Japanese writing systems; intellectual and cultural history of early Japan; development of reading systems and Japanese reception of Chinese texts. Teaching: history and literature of pre-modern Japan.

**RECENT PUBLICATIONS:** Schirokauer, Conrad, Miranda Brown, David Lurie, and Suzanne Gay. *A brief history of Chinese and Japanese civilizations*. (Cengage Learning, 2012); "Of Allochthons and Alibis: Otherworldly Ideologies in Seventh-and Eighth-Century Japan." *Monumenta Nipponica* 68, no. 1 (2013): 79-88.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations.

**DISTINCTIONS:** Fulbright Fellowship, 1993-94; Jacob K. Javits Fellowship, 1995-1998; Japan Foundation Fellowship, 1998-1999; Social Science Research Council International Dissertation Research Fellowship, 1999.

**WEI SHANG**, East Asian Languages and Cultures, Associate Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, Untenured.

**EDUCATION:** Beijing University (or Peking University), BA, 1982; MA, 1984; Harvard University, Ph.D, 1995.

**ACADEMIC EXPERIENCE:** Beijing University, Assistant Professor, 1984-88; Harvard University, Assistant Professor, 1995-97; Columbia University, Assistant Professor, 1997-2001; Columbia University, Untenured Associate Professor, 2002 to present.

**OVERSEAS EXPERIENCE:** Beijing, Yangzhou, Nanjing, Taipei (academic conferences)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5); Japanese (reading knowledge).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 70%

**EAST ASIAN COURSES TAUGHT** Teaching East Asian Texts, Studies of Chinese Vernacular Novel, Readings in classical Chinese, The Plume in the Golden Vase, East Asian Humanities

**RESEARCH/TEACHING SPECIALIZATIONS:** Chinese Literature (especially the narrative genres from the mid-Tang through the Qing periods); Chinese Cultural History (Print Culture and the discourses of the everyday life in literature and popular encyclopedias); Yuan Dynasty Drama; pre-modern Chinese culture and literature, especially fiction and drama of late imperial times

**RECENT PUBLICATIONS:** "Illusionism, Occidental Lens, and the Phantom of the Grand Prospect Garden", *The Transmissions and Interpretations of the Literary Canons—The Fourth International Conference on Chinese Studies*, Taipei: Academia Sinica (2013); "The Unofficial History of the Scholars and The Story of the Stone Constitute the Starting Point of the Modern Chinese Novel" (*The Shanghai Review of Books*), 2013, 7, 20.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 11 Ph.D. dissertations, 4 Master's theses.

**HARUO SHIRANE**, East Asian Languages and Cultures, Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1990, Tenured.

**EDUCATION:** Columbia University, Ph.D. in Japanese Literature, 1983; University of Michigan, M.A. in Japanese Literature, 1977; Columbia College, N.Y. B.A. in English Literature and Oriental Studies, 1974.

**ACADEMIC EXPERIENCE:** Shinchō Professor of Japanese Literature and Culture, Columbia U, 1996-present; Professor, East Asian Languages & Cultures, Columbia University, 1993-present; Associate Professor, Columbia University, 1989-93 (tenured 1990); Assistant Professor, Columbia University, 1987-89; Visiting Scholar, Dept. of Comp. Literature, University of Tokyo, 1987; Assistant Prof., East Asian Lang. & Cultures, U. of Southern Calif., 1982-86.

**OVERSEAS EXPERIENCE:** Visiting Scholar, Comparative Literature, University of Tokyo, 1987.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** On East Asian Humanities, Japanese literature, Japanese culture.

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese literature, culture, history.

**RECENT PUBLICATIONS:** *The Demon at Agi Bridge and Other Japanese Tales* (Columbia University Press, 2010), a collection of setsuwa (anecdotal literature); *Classical Japanese: a grammar*. Columbia University Press, 2013; *Early modern Japanese literature: an anthology, 1600-1900*. Columbia University Press, 2013.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 12 Ph.D. dissertations, 1 Master's thesis, 1 Undergraduate thesis.

**DISTINCTIONS:** Japan Foundation Research Fellowship, 2002; Haiku Society of America Merit Book Award (1998); The Itoh Scholarship Foundation, 1996-97, \$15,000 for Canon Conference; Shinchō Professor of Japanese Literature and Culture, 1996-present; Choice Outstanding Academic Titles of the Year (2012): *Japan and the Culture of the Four Seasons* (Columbia UP) Ueno Satsuki Memorial Prize on Japanese Culture (June 2010, for unique contribution to the field of Japanese cultural studies)

**TOMI SUZUKI**, East Asian Languages and Cultures, Associate Professor.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1996, Tenured.

**EDUCATION:** University of Tokyo, BA, 1974; University of Tokyo, MA, 1977; Yale University, M.Phil., 1980; Yale University, Ph.D. 1988.

**ACADEMIC EXPERIENCE:** Instructor of Japanese Language and Literature, UCLA, 1983-1986; Assistant Professor of Japanese & Comparative Literature, Queens College, CUNY, 1988-1995; Visiting Professor of Japanese Literature, Yale University, 1992; Tenured Associate Professor of Japanese & Comparative Literature, Queens College, CUNY, 1995-1996; Tenured Associate Professor of Japanese Literature, Columbia University, 1996-present.

**OVERSEAS EXPERIENCE:** Japan, -1977; 1980-82; 1987; 1993; 2002.

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (native); English (5); French (spoken 4, reading 5); Classical Chinese (reading 4); German (reading 2)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Asian Humanities (traditional and modern texts); Women in Japanese Literature; Heian Court Women's Diary Literature; Modern Japanese Cultural Criticism; Graduate Seminar in Modern Japanese Literature.

**RESEARCH/TEACHING SPECIALIZATIONS:** 19th and 20th-century Japanese fiction and criticism; literary and cultural theory, particularly theories of narrative, genre, gender, and modernity; canon formation and historiography.

**RECENT PUBLICATIONS:** "Theatrical and Cinematic Imagination and Masochistic Aesthetics: Allure of Gender-Crossing in Tanizaki Jun'ichiro's Early Works," in *Tanizaki Junichiro, ou l'écriture par-delà les frontières* (Tanizaki Junichiro: kyokai o koete, Tokyo: Kasama Shoin, March 2009), and "Transformations and Continuities: on Occupation-Period Criticism:," in *Occupation-period Literary Journals: 1946-1947* (Senryoki zasshi shiryō taikai: bungakuhēn, Vol.2, Tokyo: Iwanami Shoten, January 2010).

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 9 Ph.D. dissertations

**DISTINCTIONS:** Japan Foundation Research Fellowship, 2001-2002.

## MUSIC

**EHICHUNG "RACHEL" CHUNG**, Associate Director of Columbia University's Committee for Asia and the Middle East (UCAME); Lecturer in Asian Studies

**YEAR OF APPOINTMENT/TENURE STATUS:** 2002-present.

**EDUCATION:** Ph.D., Musicology, Columbia University, (2002); M.M. (1992) and B.M. (1990) Juilliard School.

**ACADEMIC EXPERIENCE:** Fellow, Columbia University, 2002-2003; Adjunct Professor, Columbia University, 2005-present; For past 3 1/2 years taught for both Music and EALAC departments; instructor for Music Humanities.

**OVERSEAS EXPERIENCE:** Brief visits to Asia and to Europe for conferences, research, etc.

**LANGUAGE PROFICIENCY:** Chinese 2, Korean 5, Japanese 2, French 3, German 3.

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Major Texts (E.Asian); Friendship in Asia/Western Civilization; Music and Ritual in East Asia.

**RESEARCH/TEACHING SPECIALIZATIONS:** Philosophy of East Asian Music; Neo-Confucian Thought, Curriculum Development, Globalization

**RECENT PUBLICATIONS:** "State of the Core Curriculum in South Korea", Proceedings of the First Annual International Conference on Classics for an Emerging World (2009)

**DISTINCTIONS:** Nominee for President's Award for Core Teaching 2003; Fang Tu Post-Doctoral Fellowship; Wm. Theodore de Bary Post-Doctoral Fellowship.

## POLITICAL SCIENCE

**GERALD CURTIS**, Adjunct Professor, Political Science, Burgess Professor of Political Science.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1968, Tenured.

**EDUCATION:** B.A., University of New Mexico, 1962; M.A., Columbia University, 1964; Ph.D., 1969.

**ACADEMIC EXPERIENCE:** Lecturer, Department of Political Science, University of Illinois, 1968; Lecturer, Department of Political Science, Columbia University, 1968-69; Assistant Professor, 1969-74; Associate Professor 1974-76; Full Professor 1976--; Burgess Professor 1998-present.

**OVERSEAS EXPERIENCE:** Visiting Professor, Keio University 1973, 1978; Visiting Professor, University of Tokyo, 1976-77; Visiting Professor, Graduate Research Institute for Policy Studies, 2000 ---; Visiting Professor, College de France, 2001; trips to Japan, Korea, Vietnam, Singapore, Indonesia and China (2013-2014).

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5); French (3)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Japanese Political System; US-East Asian Relations.

**RESEARCH/TEACHING SPECIALIZATIONS:** Japanese politics, East Asian international relations, political parties, interest groups, comparative politics, US policy in East Asia, policymaking.

**RECENT PUBLICATIONS:** "Stop Blaming Fukushima on Japanese Culture, Financial Times (July 10, 2012); "Tokyo Drift," Wall Street Journal (May 30,2012); "Japan's Changing Party Politics," Mainichi Shimbun (December 18, 2012) "Japan's Cautious Hawks," Foreign Affairs (March/April 2013); "Japanese foreign policy in a changing East Asia, Nihon no Gaiko, volume 6, Iwanami, pp. 11-36 (2014); "Challenges and Prospects for the Abe Administration", Kobe Shimbun (May 10,2013);' "Why talk about [history] issues that only invite criticism," Asahi Shimbun (April 27, 2013); "Obama foreign policy and Japan," SMBC Management (June 2013).

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations, 1 Undergraduate thesis.

**DISTINCTIONS:** Made an honorary citizen of Beppu, Japan; Joined the Board of Directors of the Japan Society of New York; Appointed as Councillor to the US-Japan Council; Recipient of first Marshall Green Award of the Japan-America Society of Washington, D.C. 2011; Recipient of the Eagle on the World Award of the New York Japan Chamber of Commerce and Industry 2012; Other awards received: Masayoshi Ohira Prize, Chunichi Shimbun Special Achievement Award, Japan Foundation Prize, Order of the Rising Sun, Gold and Silver Star

**SHIGEO HIRANO**, Associate Professor of Political Science  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2005  
**EDUCATION:** A.B. Harvard University, PhD Harvard University 2003 .  
**ACADEMIC EXPERIENCE:** Visiting Researcher at the University of Tokyo, Visiting Research Fellow Princeton University Center for the Study of Democratic Politics, Instructor Massachusetts Institute of Technology Political Science Department, Assistant Professor New York University Department of Politics; Russell Sage Foundation Visiting Scholars Program (2013-2014)  
**OVERSEAS EXPERIENCE:** Visiting Researcher at the University of Tokyo, Visiting Research Faculty at the University of Tokyo Economics summer 2006  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese 4  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 25%  
**EAST ASIAN COURSES TAUGHT:** Controversies in American Politics; Political Science Senior Seminar; Controversies in American Politics; Scopes and Methods; Dissertation Seminar; Multivariate Quantitative Analysis  
**RESEARCH/TEACHING SPECIALIZATIONS:** Elections and Representation; Comparative Politics; Japanese Politics  
**RECENT PUBLICATIONS:** "Do Individual Representatives Influence Government Transfers? Evidence from Japan." *The Journal of Politics* 73, no. 04 (2011): 1081-1094; "What Happens to Incumbents in Scandals?" (with James M. Snyder, Jr.) *Quarterly Journal of Political Science* (2012); "Elections and Reform: The Adoption of Civil Service Systems in the U.S. States." (with Michael M. Ting, James M. Snyder Jr., and Olle Folke) *Journal of Theoretical Politics*. 25(3)363-387(2013).

**SAMUEL S. KIM**, Political Science, Adjunct Professor of Political Science; East Asian Institute, Senior Research Scholar.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1993, Untenured.  
**EDUCATION:** B.A., Rhodes College (1960); M.I.A., School of International and Public Affairs, Columbia University (1962); Ph.D. Political Science, Columbia University (1966).  
**ACADEMIC EXPERIENCE:** Taught at Monmouth University (1966-1984); Princeton University (1986-1993), and Columbia University (1993-present).  
**OVERSEAS EXPERIENCE:** Fulbright professor of international relations at Foreign Affairs Institute, Beijing, China (1985-1986).  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Korean (1); Mandarin (4); Japanese (3) and French (2; rusticated).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**RESEARCH/TEACHING SPECIALIZATIONS:** Korean Foreign Policy and Chinese Foreign Policy; Northeast Asian International Relations.  
**RECENT PUBLICATIONS:** "North Korea's nuclear strategy and the interface between international and domestic politics." *Asian Perspective* 34, no. 1 (2010): 49-85; "Review: China: The Pessoptimist Nation by William A. Callahan." *Political Science Quarterly* 126, no. 2 (2011): 324-325; Kim, Samuel Seongseop, Jerome Agrusa, and Kaye Chon. "The Influence of a TV Drama on Visitors' Perception: A Cross-Cultural Study." *Journal of Travel & Tourism Marketing* 31, no. 4 (2014): 536-562.

**XIAOBO LU**, Professor, Political Science, Barnard

**YEAR OF APPOINTMENT/TENURE STATUS:** 1994, Tenured.

**EDUCATION:** Ph.D., University of California at Berkeley, 1994, Political Science; M.A. Foreign Affairs College, Beijing, 1985, Political Science/Law; B.A. Sichuan Institute of Foreign Studies, China, 1982, English Language & Literature

**ACADEMIC EXPERIENCE:** Barnard College, Assistant Professor, 1994-2001.

**OVERSEAS EXPERIENCE:** China, 1959-1986, 2003-2004, and frequent visits; Japan, Summers 2001, 2002; France, summer 2004. Singapore, Indonesia and China (2013-2014)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (native), Japanese (1)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Chinese Politics in Comparative Perspective, Introduction to Chinese Politics, Comparative Political Corruption, Political Economy of Corruption and Its Control, Comparative Politics Senior Seminar, Political Economy of Corruption

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative Political Corruption and Governance, Political Economy of Regulation, Politics of Development in East Asia, Chinese Politics and Political Economy, Political Economy of Transition from State Socialism.

**RECENT PUBLICATIONS:** "Social Policy and Regime Legitimacy: The Effects of Education Reform in China." *American Political Science Review* (2014): 1-15; Goodhart, Lucy, Jowei Chen, Jonathan Rodden, Xiaobo Lü, and Roger B. Myerson. "Who Decides? Coalition Governance and Ministerial Discretion." *Quarterly Journal of Political Science* 8, no. 3 (2013): 205-237.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 1 Ph.D. dissertation.

**DISTINCTIONS:** Scholar in Residence, Bellagio Study and Conference Center, Rockefeller Foundation, Italy, April -May 2004; Smith Richardson Foundation Research Grant, 2003-04; Emily Gregory Award for Excellence in Teaching, 1997.

**ANDREW J. NATHAN**, Political Science, Class of 1919 Professor and Chair of the Department of Political Science.

**YEAR OF APPOINTMENT/TENURE STATUS:** 1971, Tenured.

**EDUCATION:** Harvard University, Political Science, Ph.D., 1971; Harvard University, East Asian Regional Studies, M.A., 1965; Harvard University, summa cum laude, B.A., 1963.

**ACADEMIC EXPERIENCE:** Class of 1919 Professor of Political Science, since 2001; Professor of Political Science, Columbia University, 1982-2001; Associate Professor, Columbia University, 1975-82; Assistant Professor, Columbia University, 1971-75; Lecturer in History, University of Michigan, 1971; Teaching Fellow in Government, Harvard University, 1966.

**OVERSEAS EXPERIENCE:** short trips to Japan, Taiwan, Hong Kong, Singapore, Jakarta, (recent years)

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (4); Japanese (2); French (1).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 75%

**EAST ASIAN COURSES TAUGHT:** Chinese foreign policy, human rights, political participation and political culture in comparative perspective.

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative Politics, Democratization, Political Culture and Political Participation, Foreign Policy. Chinese politics, foreign policy, the comparative study of political participation and political culture and human rights

**RECENT PUBLICATIONS:** In German: China is frustrated by disunity of the EU, interview with Daniel Dylan Böhmer, *Die Welt*, January 3, p. 7 (2014); "Mit klarer Haltung" (With a clear stand), *Berliner Zeitung*, January 7 (2014); "Reorientation: Must China's Rise Inevitably Threaten Western Interests?" *The Berlin Journal* 25 (Fall), pp. 26-28 (2013); Others

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 15 Ph.D. dissertations, 5 Master's Theses, 1 Undergraduate thesis.

**DISTINCTIONS:** Guggenheim Fellowship and fellowships and grants from the National Endowment for the Humanities, the National Science Foundation, the Henry Luce Foundation, the Chiang Ching-kuo Foundation. Chair of the advisory committee of Human Rights Watch, Asia, 1995-2000. Mark Van Doren Teaching Award, Columbia College, 2008

**JAMES D. SEYMOUR**, Senior Research Scholar, Weatherhead East Asian Institute; Adjunct Associate Professor, Chinese University of Hong Kong  
**YEAR OF APPOINTMENT/TENURE STATUS:** Research Associate (part time) beginning 1966; Senior Research Scholar (full time 1981-2005; part time 2005-present)  
**EDUCATION:** B.A., Yale University, 1957; M.A., Columbia University, 1967; Ph.D., Columbia University, 1968  
**ACADEMIC EXPERIENCE:** New School for Research, 1974-1975; New York University, 1967-1981; Columbia University, Visiting Associate Professor, Department of East Asian Languages and Culture, 1978-1979.  
**OVERSEAS EXPERIENCE:** Shih-fan University, Taipei, Taiwan, 1960-61; Hong Kong, Regularly  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: French (5), Mandarin (3), Cantonese (1)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Graduate course at the Chinese University of Hong Kong: The Development of West China and the New Silk Road  
**RESEARCH/TEACHING SPECIALIZATIONS:** Politics of the PRC, especially Tibet and the northwest; comparative human rights  
**RECENT PUBLICATIONS:** "Book review: Democratizing Taiwan by J. Bruce Jacobs." *China Review* 13, no. 1 (2013): 165-167; "Book review: Thought Reform and China's Dangerous Classes: Reeducation, Resistance, and the People." *China Information* 28, no. 1 (2014): 118-119.  
**DISTINCTIONS:** Hong Kong Human Rights Monitor (member); Human Rights Watch (member, Advisory Committee); Association for Asian Studies (Life Member); Hong Kong Resident Status

**YUMIKO SHIMABUKURO**, Adjunct Assistant Professor, School of International and Public Affairs; Associate Research Scholar, Weatherhead East Asian Institute  
**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured  
**EDUCATION:** MA, International Economics, Columbia University; Ph.D., Political Economy, Department of Political Science, MIT; Post-Doctoral Fellowship, Harvard University  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Managing Social and Economic Risk: Comparative Public Policy Approaches; The Politics of Building Welfare States in East Asia  
**RESEARCH/TEACHING SPECIALIZATIONS:** Political Economy of Northeast Asia and Comparative Social Policy; projects aimed at improving global literacy through collaborative learning initiatives and surveying the extent of social resilience and exclusion in the neoliberal era  
**RECENT PUBLICATIONS:** book manuscript in progress: *Building an Inegalitarian Welfare State*

**KAY (KAORU) SHIMIZU**, Assistant Professor, Department of Political Science

**EDUCATION:** Ph.D., Stanford, 2008

**ACADEMIC EXPERIENCE:** During the 2009–10 academic year, she was an advanced research fellow on a Weatherhead Center for International Affairs Program on US-Japan Relations at Harvard University

**OVERSEAS EXPERIENCE:** Japan

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Chinese Politics, Comparative Political Economy of East Asia, Political Economy of Greater China in Comparative Perspective, East Asia's Political Response to a Changing World

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative politics; political economy; Japanese politics, Chinese politics

**RECENT PUBLICATIONS:** Kushida, Kenji E., and Kay Shimizu. "Syncretism: the politics of Japan's financial reforms." *Socio-Economic Review* (2013); "What the 2012 Lower House Elections Has to Say about Japan's Urban–Rural Divide." *Japan Decides 2012: The Japanese General Election* (2013): 148; "Electoral Consequences of Municipal Mergers." *Journal of East Asian Studies* 12, no. 3 (2012): 381-408; "A New Phase in Economic Growth." *China's Foreign Trade* 1 (2011): 023.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 2 Master's theses.

**SUE MI TERRY**, Senior Research Scholar, Weatherhead East Asian Institute

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** MA degree in International Relations and a Doctor of Philosophy in International Relations from the Fletcher School of Law and Diplomacy, Tufts University

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** International Relations of Northeast Asia; Individual Research Course; Korean Politics

**RESEARCH/TEACHING SPECIALIZATIONS:** North Korea, particularly North Korean leadership succession plans; Pyongyang's evolving nuclear strategy and the potential for instability in North Korea; politics and foreign policy of South Korea; Northeast Asian security; US-Northeast Asia relations

**RECENT PUBLICATIONS:** "Containing the Young Kim," *Wall Street Journal*, (December 21, 2011); "North Korea's Freedom Trail," *Wall Street Journal* (September 13, 2012); "How to Prevent the Next Edward Snowden: Intelligence Re-Reform," *Foreign Affairs* (June 17, 2013); "Hold Firm Against North Korean Blustering," *Wall Street Journal* (April 11, 2013); "North Korean Policy Towards South Korea and the United States," Conference Paper for the 28th Annual Conference of Council on Korea-U.S. Security Studies on "The Future of the ROK-U.S. Security Alliance," South Korea, (June 26-27, 2013) published in *International Journal of Korean Studies (IJKS)*; "A Korea Whole and Free: Why Unifying the Peninsula Won't Be So Bad After All," *Foreign Affairs*, (May/June 2014).

**DISTINCTIONS:** Senior Analyst for the Directorate of Intelligence, Central Intelligence Agency (2001-2008); Director of Korea, Japan, and Oceanic Affairs at the National Security Council (2008); Deputy National Intelligence Officer for East Asia at the National Intelligence Council (NIC) in the Office of Director of National Intelligence (ODNI) (2009-2010)

**JAYNE WERNER**, Adjunct Professor and Research Scholar, Weatherhead East Asian Institute;  
Professor Emerita, Political Science, Long Island University

**YEAR OF APPOINTMENT/TENURE STATUS:** 2010, Untenured

**EDUCATION:** PhD, Cornell University (1976)

**ACADEMIC EXPERIENCE:** associate research scholar, Southern Asian Institute (1981 – 2010)

**RESEARCH/TEACHING SPECIALIZATIONS:** Southeast Asian politics, history, and culture, with a specific focus on Vietnam's political, social, and cultural change from the colonial period up to the present; history and politics of the Cao Dai, gender and the family, the Vietnam war, religion and politics, state-society relations, and the politics of reform (Doi Moi)

**RECENT PUBLICATIONS:** *Gender, Household and State in Post-Revolutionary Vietnam* (Routledge, 2009); Dutton, George Edson, Jayne Susan Werner, and John K. Whitmore, eds. *Sources of Vietnamese Tradition*. (Columbia University Press, 2012); "God and the Vietnamese Revolution: Religious Organizations in the Emergence of Today's Vietnam" in T.T. Ngo and Justine Quijada, *Secularism and its Discontents*, (Palgrave, 2014).

**EDWIN A. WINCKLER**, Senior Research Scholar, Weatherhead East Asian Institute

**ACADEMIC EXPERIENCE:** Teaches American Politics at Northeast Normal University, China

**OVERSEAS EXPERIENCE:** China

**RESEARCH/TEACHING SPECIALIZATIONS:** political and policy development in the PRC, particularly political reform

**RECENT PUBLICATIONS:** "Ed Winckler discusses American Politics" (weekly blog) [edwinckler.blog.caixin.com](http://edwinckler.blog.caixin.com) (educational materials for Chinese intellectuals); "Chinese Perceptions of the US: An Exploration of China's Foreign Policy Motivations. BIWU ZHANG. Lanham, MD: Lexington Books, 2012. xvi+ 266 pp. ISBN 978-0-7391-7085-4." *The China Quarterly* 210 (2012): 502-504; "Obama Reform Politics." *Nankai Journal (Philosophy, Literature and Social Science Edition)* 1 (2011): 006.

**ELIZABETH WISHNICK**, WEAI Research Associate and Adjunct Assistant Professor,  
Department of Political Science, Barnard College  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2002, not tenured  
**EDUCATION:** Columbia University, Department of Political Science, Ph.D., February 1992; Yale University, Department of Russian and East European Studies, M.A., May 1984; Barnard College, Columbia University. Major: Political Science, Minor: French, B.A., Magna cum Laude, Phi Beta Kappa, May 1982.  
**ACADEMIC EXPERIENCE:** WEAI Research Associate since 2002; Adjunct Assistant Professor, Department of Political Science, Barnard College (1997-99, Spring 2005), Columbia College (Fall 2004), and SIPA (Spring 2005); beginning September 1, 2005 Assistant Professor of Political Science, Montclair State University (tenure-track); Others.  
**OVERSEAS EXPERIENCE:** Fulbright Lecturer, Lingnan University Hong Kong, Hong Kong, 2003-4. Visiting Fellow, Institute of Modern History, Taipei, Taiwan, 1995-96  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese-Mandarin (Speaking 4, Reading 3, Writing 2), Russian (4+), French (5)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Introduction to Chinese Politics, Politics of Development in the Asia-Pacific, Seminar on Cross-Straits Relations  
**RESEARCH/TEACHING SPECIALIZATIONS:** International Relations, International Security, International Organization, Asian Politics/China  
**RECENT PUBLICATIONS:** "Dilemmas of securitization and health risk management in the People's Republic of China: the cases of SARS and avian influenza." *Health policy and planning* 25, no. 6 (2010): 454-466; "Water and Regional Security in Asia: Challenges for China." *East Asia Security Symposium and Conference* (2012); "China Learns from the Soviet Union, 1949-Present." *Slavic Review* (2011): 204-205.  
**DISTINCTIONS:** U.S. State Department Speaker Program, June 2004, Seminar in Northeast Asian Studies, Vladivostok, Russia; POSCO Visiting Fellowship, East-West Center, University of Hawaii, July 2004 and July 2005; Member, editorial board, *East Asia*, since 2004; Fulbright Visiting Scholar, Department of Politics and Sociology, Lingnan University, Hong Kong (September 2002-June 2003); Smith Richardson Foundation Research Grant, 6/98-8/00; Research Fellow, Hoover Institution, Stanford University (1992-93) and Davis Center, Harvard University (1991-2).

## PROFESSIONAL STAFF

**WAICHI HO**, Executive Director, Weatherhead East Asian Institute  
**YEAR OF APPOINTMENT/TENURE STATUS:** February 2003  
**EDUCATION:** MPA International Public Policy Concentration 2007; B.A. (Double Hons.) German Linguistics and Russian Studies, University of Manchester 1993; Study Abroad: Beijing Language & Culture University: Chinese Language; Moscow State University: Summer Course; University of Erlangen, Germany: French language and culture.  
**OVERSEAS EXPERIENCE:** Intertext, Berlin; School of Business, University of Hong Kong; Global Fund to Fight AIDS, TB & Malaria, Switzerland.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Cantonese 5, Mandarin 3.5, German 4.5, French 3.5, Russian 3.0  
**JOB RESPONSIBILITIES:** Administrative, human resources and financial oversight of the Weatherhead East Asian Institute.

**KAREN KANE**, Associate Director, Asia for Educators (AFE)

**YEAR OF APPOINTMENT:** 2003

**EDUCATION:** B.A. (cum laude) University of Massachusetts 1975; M.A. Anthropology Columbia University 1977 (Course work and exams completed with honors for Certificate in Asian Studies and Ph.D. in Anthropology, Columbia University and East Asian Institute)

**ACADEMIC EXPERIENCE:** 1992-95 Senior Lecturer, Department of Education, American Museum of Natural History; 1989- Adjunct Assistant Professor, Department of Humanities, Cooper Union for the Advancement of Science; 1989-90 Adjunct Assistant Professor, General Studies Program, New York University; 1989-92 Adjunct Lecturer, Department of Anthropology, Hunter College; 1988-89 Adjunct Lecturer, Department of Anthropology, Rutgers University; 1987-88 Foreign Expert, Beijing Second Foreign Language Institute, Beijing, China

**PROFESSIONAL EXPERIENCE:** 1995-03 Manager of Museum Teaching and Learning, Department of Education, American Museum of Natural History; 2002 Guest Curator, Children's Museum of Manhattan; 1999 Guest Curator, China Institute of America; 1992-95, Senior Lecturer, American Museum of Natural History

**OVERSEAS EXPERIENCE:** Foreign Expert, Beijing, one year's residency; Traveling Lecturer, Discovery Tours, AMNH - Vietnam, China, Mongolia, Siberia, Russia, Tibet, Kazakhstan, Uzbekistan, Laos, Cambodia, Burma, Thailand, Nepal, India, Malta, Crete, Korea. NCTA Study Tour Leader – China, Japan, Vietnam

**LANGUAGE PROFICIENCY** [5=Near native competence 1=Beginner]: Chinese 5, Japanese 1, Indonesian 1, Tibetan 2, Hebrew 1, French 3, Latin 2

**PERCENTAGE OF TIME DEDICATED TO EAST ASIAN STUDIES COURSES:** 100%

**RESEARCH/TEACHING SPECIALIZATIONS:** China, anthropology, history; general Asian studies introduction – China, Japan, Korea, Tibet, Vietnam; teaching pedagogy

**RECENT PUBLICATIONS:** Bourke, Josephine, and Karen Kane. "UNDERSTANDING FACILITATOR WORKLOAD IN AN E-LEARNING FUTURE." *Nau mai, Haere mai, Whakatau mai! Nga mihi mahana tenei.* (2011): 38.

**DISTINCTIONS:** 2001-2003 Grant-in-Aid for Scientific Research, Ministry of Education, Japan. National Science Museum. Overseas Joint Researcher on project "Development of New Curriculum for After-school Programs in Science Museums."

**ROBERTA MARTIN**, Weatherhead East Asian Institute, Untenured Senior Research Associate; Director, Asia for Educators and founding co-director, National Consortium for Teaching about Asia (NCTA)

**EDUCATION:** Smith College, BA, 1967; Teachers College, Columbia University, MA, 1969; School of International Affairs and East Asian Institute, Columbia University, Certificate in East Asian Studies, 1973; Columbia University, Ph.D., 1977.

**PREVIOUS EXPERIENCE:** Fordham University, Lecturer in Political Science, 1976-77; Director, Asia for Educators program, 1977-present, Weatherhead East Asian Institute; Teachers College, Columbia University, Adjunct in Social Studies, 1992-2010.

**OVERSEAS EXPERIENCE:** Taiwan, 1968-1969; study group leader for teachers in China (1978 – 2013 periodic); Japan 1998, 2003, 2008; academic study tour in Korea and Vietnam (2004)

**LANGUAGE PROFICIENCY** [5=near native proficiency; 1=beginner]: Chinese (3); French (2)

**LAUREN MACK**, Program Coordinator for Events

**EDUCATION:** B.A., Communications, Florida Atlantic University. B.A., Humanities, Florida Atlantic University. M.S. Journalism, Columbia University

**PREVIOUS EXPERIENCE:** Research Associate, Tow Center for Digital Journalism, Graduate School of Journalism, Columbia University; Student Services Coordinator, Graduate School of Journalism, Columbia University; Travel Editor and Special Projects Editor, The Daily Meal

**OVERSEAS EXPERIENCE:** 2006-2009 freelance journalist, Newsweek International (Beijing, China); 2006-2009 Editor, Time Out Beijing (Beijing, China); 2007-2008 Program Director, Beijing Playhouse (Beijing, China); 2009-2014 Proof Reader/Writer, Verve (EVA Air in-flight magazine) (Taipei, Taiwan); 2010-2013 Guide (Editor) to Chinese Culture, About.com (Taipei, Taiwan); 2011 Programs Assistant, Community Services Center (Taipei, Taiwan)

**LANGUAGE PROFICIENCY:** [5=near native proficiency; 1=beginner]: Mandarin (3); Spanish (1)

**JOB RESPONSIBILITIES:** Manage events programming and related initiatives through event planning and execution

**JOYDEEP ROY**, Adjunct Professor of Economics & Education, Teachers College

**YEAR OF APPOINTMENT/TENURE STATUS:** 2010, Untenured

**EDUCATION:** Princeton University, Ph.D. in Economics, 2004; Delhi School of Economics, Delhi University, M.Phil. in Economics, July 1997; Delhi School of Economics, Delhi University, M.A in Economics, July 1995.

**ACADEMIC EXPERIENCE:** Visiting Professor, New York University, Robert F. Wagner Graduate School of Public Service, 2011; Affiliated Associate Professor, Georgetown University, Georgetown Public Policy Institute, August 2006-January 2010.

**OVERSEAS EXPERIENCE:** India

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Hindi (4), Bengali (native), English (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** Applied Economics, Labor Economics and Economics of Education, Program evaluation, Public Economics and Public Policy, Applied Econometrics, Applied Microeconomics, Economic Development, Urban Economics

**RECENT PUBLICATIONS:** New York City Public School Indicators: Demographics, Resources, Outcomes. Annual Report 2013, *Independent Budget Office*, New York City, May 2013; "Demographics and Work Experience: A Statistical Portrait of New York City's Public School Teachers." Schools Brief, *Independent Budget Office*, New York City, May 2014; "Staying or Going? Comparing Student Attrition Rates at Charter Schools with Nearby Traditional Public Schools." Schools Brief, *Independent Budget Office*, New York City, January 2014.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. Dissertations

**DISTINCTIONS:** senior economist at the New York City Independent Budget Office

## RELIGION

**MICHAEL COMO**, Toshu Fukami Associate Professor of Shinto Studies, East Asian Languages and Cultures, Religion; Director of Graduate Studies, Religion Department

**YEAR OF APPOINTMENT/TENURE STATUS:** Tenured

**EDUCATION:** B.A., Harvard, 1985; Ph.D., Stanford, 2000

**OVERSEAS EXPERIENCE:** Hiraizumi, Japan, IFUNA annual conference (August 2011); Paris, France, European Association of Chinese Studies Bi-annual Conference (September 2012); Taipei, Taiwan (Summer 2012).

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Buddhism: East Asian; Bodies and Spirits in East Asia; Material Culture and the Supernatural in Asian Religion; Readings in Japanese Religion; Ghosts and Kami; Daoism; Colloquium on Major Texts; Guided Reading and Research; Independent Study.

**RESEARCH/TEACHING SPECIALIZATIONS:** East Asian Religion and Spirituality; religious history of the Japanese islands from the Asuka through the early Heian periods

**RECENT PUBLICATIONS:** Review of Donald F. McCallum 'The Four Great Temples: Buddhist Archeology, Architecture, and Icons of Seventh-Century Japan' *The Journal of Asian Studies*, 69, pp 606-607. doi:10.1017/S0021911810001166. (2010); "The Jade Woman and Cultic Practice Beyond Temples and Shrines" (September 2012).

**BERNARD FAURE**, Kao Professor of Japanese Religion; East Asian Languages and Cultures/Religion

**YEAR OF APPOINTMENT/TENURE STATUS:** 2011, Tenured

**EDUCATION:** Kyoto University; Ph.D., Paris University (1984)

**ACADEMIC EXPERIENCE:** taught at Cornell University; was for many years Professor of Chinese Religions at Stanford University; 2012 University Buddhist Education Foundation Visiting Professor, School of Languages and Cultures, University of Sydney

**OVERSEAS EXPERIENCE:** Japan (long periods), France, extensive travel throughout Asia

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: French (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Buddhism and Neuroscience; Intro to East Asian Buddhism; Japanese Religion—Demonology; Topics in Japanese Religion; Topics in East Asian Buddhism; Readings in Japanese Religion; Introduction to Chinese Religion

**RESEARCH/TEACHING SPECIALIZATIONS:** East Asian Buddhism, with an emphasis on Chan/Zen and Tantric or esoteric Buddhism; construction of orthodoxy and heterodoxy, the Buddhist cult of relics, iconography, sexuality and gender; mythico-ritual system of esoteric Buddhism and its relationships with medieval Japanese religion

**RECENT PUBLICATIONS:** *The power of denial: Buddhism, purity, and gender* (Princeton University Press, 2009); "In the quiet of the monastery buddhist controversies over quietism." *Common Knowledge* 16, no. 3 (2010): 424-438; *Unmasking Buddhism* (John Wiley & Sons, 2009); "Buddhism and Symbolic Violence." *Blackwell Companion to Religion and Violence*. Oxford: Wiley-Blackwell (2011): 211-226; "The Impact of Tantrism on Japanese Religious Traditions." *Transformations and Transfer of Tantra in Asia and Beyond* 52 (2012): 399; "Indic Influences on Chinese Mythology: King Yama and His Acolytes as Gods of Destiny." *India in the Chinese Imagination: Myth, Religion, and Thought* (2013): 46; *Grafting the Bodhi Tree*. Routledge (2013); "10 The elephant in the room." *The Culture of Secrecy in Japanese Religion* (2013): 255.

**DAVID MAX MOERMAN**, Asian and Middle Eastern Cultures (Barnard), Assistant Professor.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1998, Untenured.  
**EDUCATION:** Columbia College, AB, 1986; Stanford University, Ph.D., 1999.  
**ACADEMIC EXPERIENCE:** Stanford University and University of California, Santa Barbara, Instructor, 1997-1998; Barnard College, Columbia University, Assistant Professor, 1998-present.  
**OVERSEAS EXPERIENCE:** Japan, 1986-87, 1988, 1994, 2001, 2002-03.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Japanese (4)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100  
**EAST ASIAN COURSES TAUGHT:** The Lotus Sutra in East Asian Buddhism, Colloquium on Major Texts: East Asia, Japanese Buddhist Visual Culture  
**RESEARCH/TEACHING SPECIALIZATIONS:** Pre-modern Japanese religious and visual culture.  
**RECENT PUBLICATIONS:** "Twice-Told Tales: Xuanzang's Travels and the Modality of Buddhist Narrative" Paper presented at the Annual Meeting of the Association of Asian Studies, Philadelphia, PA, March, 29, 2014; "Underground Buddhism: the Subterranean Landscape of the Ise Shrines" Paper presented at Kyushu University, January 14, 2014  
**.DISTINCTIONS:** Japan Foundation Research Fellowship, Japan Society for the Promotion of Science Fellowship, Social Sciences Research Council and American Council of Learned Societies Joint Committee on Japanese Studies Fellowship

**ROBERT THURMAN**, Jey Tsong Khapa Professor of Indo-Tibetan Buddhist Studies, Department of Religion  
**YEAR OF APPOINTMENT/TENURE STATUS:** 1988, Tenured.  
**EDUCATION:** B.A., Harvard University, 1962; A.M., Harvard University, 1969; Ph.D., 1972.  
**ACADEMIC EXPERIENCE:** Amherst College: Assistant Professor of Religion, 1973–1978; Associate Professor, 1978–1985; Professor of Religion, 1985–1988. Harvard University: Visiting Professor of Tibetan and World Religions, Spring, 1979; fall, 1986. Doshisha University, Associated Kyoto Program, Kyoto, Japan: Visiting Professor of Buddhist Studies, Fall, 1985.  
**OVERSEAS EXPERIENCE:** Extensive research in Tibet, India, and East Asia. Long periods in Japan and France. Numerous lectures in Naples, Barcelona, Milano, Lugano, Zurich, and New Delhi.  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Tibetan (5); Sanskrit (4); Chinese (2); Japanese (2); Mongolian (1); French (4); Spanish (4); German (2).  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Elementary and Intermediate Tibetan; Buddhism: Indonesia-Tibetan; Buddhist Ethics; Tibetan Civilization; Topics in Tibetan Philosophy; Introduction to Asian Religions; Buddhist Texts; Readings in Buddhist Texts.  
**RESEARCH/TEACHING SPECIALIZATIONS:** Indo-Tibetan Buddhist Studies.  
**RECENT PUBLICATIONS:** "Love Your Enemies: It will Drive them Crazy" (with Sharon Salzberg), Hay House International, 2013; "Tsong Khapa's Brilliant Illumination of the Lamp of the Five Stages", (2 Vols; English and Critically Edited Tibetan) NY: AIBS/CBS/THUS with Columbia University Press, 2011-2012.  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations.  
**DISTINCTIONS:** National Endowment for the Humanities: Principal Investigator, American Institute of Buddhist Studies Research and Translation Project, 1978-1979; Reviewer, Asian Religions Film Project, 1979-1980; Senior Review Panelist, NEH Research Division, 1982-1984. Henry Luce Foundation: Principal Investigator, Tibet House US Old Tibet Archive Project, 1993-present. Etc

## SOCIAL WORK

**ADA CHAN YUK-SIM MUI**, Professor, School of Social Work

**YEAR OF APPOINTMENT/TENURE STATUS:** Tenured

**EDUCATION:** Rese B.Soc.Sc., Chinese University of Hong Kong; M.R.E., Concordia Theological Seminary, HK; M.S.W., Ph.D., Washington (St. Louis)

**ACADEMIC EXPERIENCE:** Faculty Associate at the Center for Social Development at the Brown School of Social Work, Washington University in St. Louis; Honorary Professor at Beijing Normal University, Beijing Youth Politics College, and the University of Hong Kong, China; Research Fellow at the Social Policy Research Center at the National Taiwan University.

**OVERSEAS EXPERIENCE:** Hong Kong, Beijing, Taiwan

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 50%

**EAST ASIAN COURSES TAUGHT:** Social Work Research; Aging: Issues, Policy, Research

**RESEARCH/TEACHING SPECIALIZATIONS:** international gerontology, productive aging, older volunteers, age-friendly community, self-care, family caregiving, medical care, community-based long-term care, psychological well-being, depression, religiosity, immigration, and acculturation

**RECENT PUBLICATIONS:** "Developing an Older Adult Volunteer Program in a New York Chinese Community: An Evidence-Based Approach." with Myra Glajchen, Huajuan Chen, and Juanjuan Sun, *Ageing international* 38, no. 2 (2013): 108-121; "Correlates of depression among Chinese and Korean immigrant elders in the United States." With Elsa S. Lee, *Ageing International* (2013): 1-15; "Factorial validity of the Center for Epidemiologic Studies Depression Scale short form in older population in China." With Huajuan Chen, *International Psychogeriatrics* 26, no. 01 (2014): 49-57.

**DISTINCTIONS:** Fellow of the Gerontological Society of America; the Fulbright Scholarship Award, the Fulbright Senior Specialist Award, the Busse Research Award from the Pan America Congress on Gerontology, and the Outstanding Mentorship Award from the Gerontological Society of America); Fellow at the Sau Po Center on Ageing at the University of Hong Kong; Honorary Professor at Beijing Normal University, Beijing Youth Politics College, and the University of Hong Kong, China; Research Fellow at the Social Policy Research Center at the National Taiwan University.

## SOCIOLOGY

**YAO LU**, Assistant Professor, Sociology

**YEAR OF APPOINTMENT/TENURE STATUS:** Untenured

**EDUCATION:** UCLA, Ph.D., Sociology, 2008; UCLA, M.S., Biostatistics, 2008; Fudan University, B.S., 2003

**OVERSEAS EXPERIENCE:** China

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese (5)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 50%

**EAST ASIAN COURSES TAUGHT:** Seminar on Social Demography, Social Statistics

**RESEARCH/TEACHING SPECIALIZATIONS:** consequences of migration and parental migration for child well-being; patterns of immigrant selection and assimilation in the U.S. and Canada; and the social and political impacts of migration (i.e., gender values, civic participation) for migrant sending communities

**RECENT PUBLICATIONS:** "From General Discrimination to Segmented Inequality: Migration and Inequality in Urban China." *Social Science Research* 42(6):1443-1456 (2013); "Social Capital and Economic Integration of Migrants in Urban China." *Social Networks* 35(3):357-369 (2013); "Household Migration, Remittances, and Their Impact on Health in Indonesia." *International Migration* 51: 202-215 (2013); "Academic and Psychological Well-being of Migrant Children in China: School Segregation and Segmented Assimilation." *Comparative Education Review* 57(1):85-166 (2013).

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations, 1 Master's thesis.

**XIAODAN ZHANG**, Research Scholar/Adjunct Assistant Professor, Weatherhead East Asian Institute/ East Asian Languages and Cultures  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2004-2005  
**EDUCATION:** Ph.D. in sociology at Columbia  
**ACADEMIC EXPERIENCE:** Taught at Barnard; Post-doc fellow in Contemporary Chinese Society; Taught at CUNY's York College  
**OVERSEAS EXPERIENCE:** Spent about 10 months during 1997-2000 in Shanghai for field work  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Chinese 5  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 90%  
**EAST ASIAN COURSES TAUGHT:** Pathways to Development: East Asia and Latin America in Comparative Perspective, Development and Globalization: Lessons from East Asia and Latin America  
**RESEARCH/TEACHING SPECIALIZATIONS:** Sociology of work, Organization, Gender Studies, China Studies, Changing labor relations resulting from economic reform in China  
**RECENT PUBLICATIONS:** "Bringing Ideology Back In: Chinese Labor Studies in a Time of Transformation." *International Labor and Working-Class History* 82 (2012): 143-154.

## TIBETAN STUDIES

**ROBERT BARNETT**, East Asian Languages and Cultures, Lecturer.  
**YEAR OF APPOINTMENT/TENURE STATUS:** 2001, Untenured.  
**EDUCATION:** Cambridge University (UK) BA. (1975), MA. (1978), Ph.D. (2003)  
**ACADEMIC EXPERIENCE:** Columbia University, Research Scholar 1999-2000; Tibet University, China, Lecturer 2001; Columbia University, Lecturer 2001-2014  
**OVERSEAS EXPERIENCE:** UK citizen and resident; India 1971-72, 1981, 1987; Zaire 1982; France 1982-3; Hong Kong 1987; Tibet 1987, 2000, 2001-2002; Nepal 1987, 1994, 2001; Kathmandu, Nepal, February 2013; Singapore and Jakarta, Indonesia, June 2013  
**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: French (4); Tibetan (3); Hindi (1); Italian (1); Chinese (1); German (1)  
**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%  
**EAST ASIAN COURSES TAUGHT:** Modern Tibetan History, Culture and Politics; Biography with reference to modern Tibet; Film and TV in Tibet and Inner Asia; Biography and Memory in Modern Tibet; Art and Culture in Contemporary Tibet  
**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Tibetan history, culture and politics; Chinese nationality issues; Tibetan film in China; Chinese nationality films.  
**RECENT PUBLICATIONS:** "Language Practices and protracted conflict: the Tibet-China dispute". In Jean-Pierre Cabestan and Aleksandar Pavkovic (eds.), *Secessionism and Separatism in Europe and Asia: To have a state of one's own*, London and New York: Routledge (2012), pp. 197-219; "Political Self-Immolation in Tibet: Causes and Influences," *Revue d'Etudes Tibetaines*, Number 25 (December 2012) pp. 41-64; "Restrictions and Their Anomalies: The Third Forum and the Regulation of Religion in Tibet," *Journal of Current Chinese Affairs* (April 2012) pp. 1-63; "China to Tibetans: Stay Put – A leading expert on Tibet discusses China's recent crackdown on passports for Tibetans", Interview by Matt Schiavenza, *The Atlantic* (January 31, 2013); "Policy and Progress in the Tibetan-China Dispute". Paper for the Europe China Research and Advice Network (ECRAN), policy briefing paper for the European Union (May 2013)  
**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 3 Ph.D. dissertations, 1 Undergraduate thesis.

**GRAY TUTTLE**, Leila Hadley Luce Professor of Modern Tibetan Studies, East Asian Languages and Cultures

**YEAR OF APPOINTMENT/TENURE STATUS:** 2005

**EDUCATION:** Ph.D. Harvard University, Inner Asian and Altaic Studies, 2002; M.A. Harvard University, Regional Studies—East Asia, 1996; B.A. Princeton University, English, 1991

**ACADEMIC EXPERIENCE:** Columbia University, Assistant Professor, East and Languages and Civilization, Fall 2005; Yale University, Lecturer, History Department, Fall 2004; Worcester Polytechnic Institute, Assistant Professor, Humanities Department, 2003-2004; Trinity College (Hartford, CT), Visiting Assistant Professor, International Studies Program, 2002-2003, Harvard University, Instructor, Fall 1999

**OVERSEAS EXPERIENCE:** China/Tibet

**LANGUAGE PROFICIENCY** [5=near native competence; 1=beginner]: Classical Chinese 4, Modern Literary Chinese 4, Mandarin 4, Classical Tibetan 4, Modern Literary Tibetan 4, French 5 (reading), German 3 (reading)

**PERCENTAGE OF COURSE TIME DEDICATED TO EAST ASIAN STUDIES:** 100%

**EAST ASIAN COURSES TAUGHT:** Competing Nationalisms In East Asia: Representing Chinese and Tibetan Relations in History; Introduction to Major Topics in East Asian Civilizations

**RESEARCH/TEACHING SPECIALIZATIONS:** The role of Tibetan Buddhism in the history of twentieth century Sino-Tibetan relations as well as Tibet's relations with the China-based Manchu Qing empire.

**RECENT PUBLICATIONS:** "The Failure of Ideologies in China's Relations with Tibetans." *Multination States in Asia: Accommodation or Resistance* (2010): 219; "Tibetan Buddhism at Wutai Shan in the Qing: The Chinese-language Register." *Journal of the International Association of Tibetan Studies* (2011): 163-214; Schaeffer, Kurtis R., Matthew Kapstein, and Gray Tuttle, eds. *Sources of Tibetan tradition*. Columbia University Press, 2013; Tuttle, Gray, and Kurtis R. Schaeffer, eds. *The Tibetan history reader*. Columbia University Press, 2013.

**NUMBER OF DISSERTATIONS SUPERVISED IN THE PAST 5 YEARS:** 2 Ph.D. dissertations, 7 Master's theses.

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2012-2013, 2013-2014 and Projected Courses 2014-2015**

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Appendix C  
EAST ASIA COURSES, COLUMBIA UNIVERSITY  
2012-2013, 2013-2014 and Projected Courses 2014-2015

COURSE	2012-2013 Enrollments			2013-2014 Enrollments			Projected Courses 2014-2015			NRC FUNDED	
	PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL		
<b>NUMBER</b>	<b>SEC</b>	<b>COURSE TITLE</b>									
<b>ANTHROPOLOGY</b>											
<i>UNDERGRADUATE</i>											
ANTH2015V	1	CHINESE SOCIETY	3	3	0	0	3			X	
ANTH2016V	1	GENDER MIGRATION IN TRANSITIONAL ASIA	3	7	0	0	7				
ANTH2027V	1	CHANGING EAST ASIAN FOODWAYS	3	43	0	0	43	80	1	0	81
ANTH3035V	1	RELIGIONS IN CHINESE SOCIETY	3	7	0	0	7				X
ANTH3106V	1	POSTSOCIALIST CHINA:ST,SOC,GLIB	3					9	2	0	11
ANTH3876V	1	CHINESE SCIENCE AND MEDICINE IN EAST ASIA AND BEYOND	4	12	0	0	12	13	0	1	14
CPLS3910W	1	UNEQUAL GEOGRAPHIES	3					7	0	0	7
ANTH3912V	1	ETHNOGRAPHIC CHINA	3					3	0	0	3
ANTH3939V	1	THE ANIME EFFECT: MEDIA AND TECHNOLOGY IN JAPAN	3								X
ANTH3939V	1	MILLENNIAL FUTURES:CULTRE/JAPN	4					9	0	0	9
ANTH3997W	4	SUPERVISED INDIVIDUAL RESEARCH	0					1	0	0	1
ANTH3997W	16	SUPERVISED INDIVIDUAL RESEARCH	0					2	0	0	2
ANTH3997W	28	SUPERVISED INDIVIDUAL RESEARCH	0					2	0	0	2
ANTH3998W	5	SUPERVISED INDIVIDUAL RESEARCH	4								X
<i>UNDERGRADUATE/GRADUATE</i>											
ANTH4XXX	1	ECOCRITICISM	3								X
ANTH4246G	1	THE POLITICS OF REPRODUCTION	3					0	4	0	4
ANTH4050G	1	POPULAR RELIGION IN EAST ASIA	3								X
<i>GRADUATE</i>											
ANTH6XXX	1	THE POLITICAL UNCONSCIOUS: PSYCHOANALYTIC CRITICISM TODAY	3								X
ANTH6304G	1	SEMINAR: GHOSTS OF MODERN	3					1	6	0	7
ANTH6305G	1	BEYOND SUBLIME: AFFECTS & AESTH	3					0	13	0	13
ANTH6353G	1	EXHIBITIONS AND CULTURES-POLITICS AND PRACTICES OF MUSEUM EXHIB.	3					0	28	0	28
ANTH8494G	1	SEMINAR ON LATE IMPERIAL CHINA	3					0	2	0	2





COURSE NUMBER HISTORY	SEC COURSE TITLE	PTS	2012-2013 Enrollments				2013-2014 Enrollments				Projected Courses 2014-2015	NRC FUNDED	
			UG	GR	OT	TOTAL	UG	GR	OT	TOTAL			
UNDERGRADUATE													
HIST3XXXW	1 THE VIETNAM WAR	3											
EAAS338W	1 CULTURAL HISTORY OF JAPANESE MONSTERS	3											X
HIST3865BC	1 GENDER AND POWER IN CHINA	3											X
HIST3861X	1 CHINESE CULTURAL HISTORY	3											X
AUHS3861O	1 CHINESE CULTURAL HISTORY	0											
HSE43862W	1 THE HISTORY OF KOREA TO 1900	3											X
HSE43863W	1 THE HISTORY OF MODERN KOREA	3											X
HSE43865W	1 HISTORY OF MODERN KOREA - DISCUSSION	0											
HIST6999G	25 HISTORY OF MODERN KOREA	3											
HSE43869W	1 MODERN JAPAN, 1800 TO THE PRESENT	3	8	9	1	18	0	0	1	1			X
AUHE3880O	1 HISTORY OF MODERN CHINA I	0	1	0	3	4	0	0	1	1			X
HSE43880W	1 HISTORY OF MODERN CHINA I	3	9	15	0	24	8	21	2	31			X
HSE43881W	1 HISTORY OF MODERN CHINA II	3	9	12	0	21	13	14	1	28			X
HSE43898W	1 THE MONGOLS IN HISTORY	3	33	1	0	34	37	0	1	38			X
HIST3903W	1 HISTORY OF THE WORLD SINCE 1500 CE.	3					6	0	4	10			
AUHS3903O	1 HISTORY OF THE WORLD SINCE 1500 CE.	3					1	0	3	4			
HSE44XXXW	1 ISLAM AND EAST ASIA	3											X
HSE44XXXW	1 CHINESE HISTORY PLACEHOLDER A	3											X
HSE44XXXW	1 CHINESE HISTORY PLACEHOLDER A	3											X
HSE44102W	1 CRITICAL APPROACH TO EAST ASIAN SOCIAL SCIENCES	4					17	0	0	17			X
HSE44700W	1 RISE OF MODERN TIBET:1600-1913	4					0	8	0	8			
HSE44710W	1 EXPLORE TIBET:17TH-20TH TRAVEL ACCOUNTS	4	3	4	1	8							
HSE44720W	1 20TH CENTURY TIBETAN HISTORY	3					8	6	0	14			
HSE44725W	1 TIBETAN MATERIAL HISTORY	3											
HSE44837W	1 POSTWAR JAPAN IN THE WORLD	4	5	6	0	11							X
HIST4865W	1 VIETNAM WAR: HISTORY, MEDIA, MEMORY	4					16	5	0	21			
HSE44869W	1 HISTORY OF CHINA TO THE END OF HAN	3	0	4	0	4							X
HSE44870W	1 JAPAN BEFORE 1600	3	14	9	1	24							X
HSE44884W	1 ECONOMIC HISTORY OF MODERN CHINA	3					9	10	0	19			X
HSE44886W	1 GENDER PASSION,SOC ORDER-CHINA	3					5	7	0	12			X
HSE44888W	1 WOMEN AND GENDER IN KOREAN HISTORY	3											X
HSE44890W	1 LAW IN CHINESE HISTORY	3	2	0	0	2	11	0	0	11			X
HSE44891W	1 HISTORIOGRAPHY OF EAST ASIA	3	4	7	0	11							X
HSE44893W	1 THE FAMILY IN CHINESE HISTORY	4	1	16	0	17							X
HSE44894W	1 WHO IS THE SAMURAI	3											X
HIST4923W	1 NARRATIVES OF WORLD WAR II	4					8	2	0	10			X







COURSE	NUMBER	SEC	COURSE TITLE	PTS	2012-2013 Enrollments					2013-2014 Enrollments					Projected Courses 2014-2015	NRC FUNDED
					UG	GR	OT	TOTAL	UG	GR	OT	TOTAL				
	ASST3999X	3	INDEPENDENT STUDY	0					1	0	0	1				
	ASST3999X	3	INDEPENDENT STUDY	0					6	0	0	6	X			
	ASST3999X	4	INDEPENDENT STUDY	0												
	ASCE3927V	1	CHINA IN THE MODERN WORLD	3	23	0	0	23								
	EAAS3960W	1	MUSIC AND RITUAL IN EAST ASIAN TRADITION	4					7	0	0	7	X			
	EAAS3970W	1	TRANSNATL. GENRE: DOCU FILM	3					4	0	0	4				
	UNDERGRADUATE/GRADUATE															
	EAAS4XXXXW	1	CHINESE FILM COURSE	3												
	EAAS4XXXXW	1	TRANSLATION COURSE	3												
	CHNS4XXXXW	1	TRANSLATION COURSE	3												
	EAAS4XXXXW	1	SOCIAL THEORY FOR STUDY OF E ASIA	3												
	EAAS4XXXXW	1	WOMEN AND GENDER IN KORN HIST	3												
	EAAS4XXXXW	1	UNDERGRAD SEM: THE DEAD IN ANCIENT CHINA	3												
	EAAS4XXXXW	1	MODERN/CONTEMPORARY CHINESE THEATRE	3												
	EAAS4XXXXW	1	TRANSNATIONAL IDENTITIES IN E/INNE	3												
	CHNS4XXXXW	1	CHINESE POETRY	3												
	EAAS4009W	1	CHINESE POETRY	3					5	7	0	12	X			
	CHNS4009W	1	INTRO TO CLASSICAL CHINESE POETRY	3	1	2	0	3								
	EAAS4015W	1	BUDDHISM & ISLAM TIBET & CHINA	4					3	8	0	11	X			
	EAAS4022W	1	JAPANESE BUDDHIST VISUAL CULTURE	3	2	6	0	8	2	3	0	5	X			
	EAAS4024W	1	ENVIRONMENT & GLOBALIZATION: CHINESE AND INDIAN EXPERIENCE	3	6	0	0	6								
	EAAS4102W	1	CRIT APPROACH-E-ASIA-SOC	3	18	5	0	23	17	0	0	17	X			
	EAAS4130W	1	LIFE-WRITING IN TIBT BUDDHIST LIT	3												
	FILM4145W	1	TOPICS WORLD CINEMA. CHINA	3					32	3	14	49	X			
	FILM4149W	1	TOPICS-WORLD CINEMA:CHINA-DISC	0					18	0	0	18	X			
	FILM4149W	2	TOPICS-WORLD CINEMA:CHINA-DISC	0					16	0	0	16				
	EAAS4202W	1	THE DEAD IN ANCIENT CHINA	4												
	EAAS4222W	1	WAR & SOCIETY IN MODERN CHINA	4												
	EAAS4224W	1	HISTORY OF CHINESE CINEMAS	4												
	SOCI4270G	1	SEMINAR IN SOCIAL DEMOGRAPHY	3					2	4	0	6	X			
	EAAS4357W	1	TOPICS IN CONTEMPORARY JAPANESE CINEMA	3	15	6	3	24								
	EAAS4360W	1	KUROSAWA (SEMINAR)	3					8	1	3	12	X			
	EAAS4406W	1	SOCIAL THEORY FOR STUDY OF E ASIA	3												
	EAAS4454W	1	CULTURE AND ART IN CONT. TIBET	3	2	1	2	5								
	EAAS4548W	1	TIBETAN CULTURES & SOCIETIES	3					7	4	0	11	X			
	EAAS4557W	1	FILM & TV IN TIBET IN INNER ASIA	3	5	4	0	9	2	3	0	5	X			
	EAAS4560W	1	WOMEN VISIONARIES IN TIBET AND EAST ASIA	4	2	3	0	5	2	4	0	6	X			
	GRADUATE															
	EAAS4025G	1	DEV/GLOBALIZATIN E ASIATL AT AM	3					10	0	0	10				
	EAAS4160G	1	CULTURES IN COLONIAL KOREA	3					8	6	1	15				



COURSE	SEC	COURSE TITLE	2012-2013 Enrollments					2013-2014 Enrollments					Projected Courses 2014-2015	NRC FUNDED			
			PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL						
CANT1202W	1	INTERMEDIATE CANTONESE II	4	2	0	0	2								X		
<b>CHINESE</b>																	
CHNSXXXX	1	EDUCATIONAL CHINESE LINGUISTICS															X
CHNS1010W	1	INTRODUCTORY CHINESE A	2.5	9	0	0	9	12	4	4	20						
CHNS1010W	2	INTRODUCTORY CHINESE A	2.5	9	3	2	14	3	1	0	4						
CHNS1010W	3	INTRODUCTORY CHINESE A	2.5	13	0	1	14	7	0	0	7						
CHNS1010W	4	INTRODUCTORY CHINESE A	2.5	8	0	1	9	10	2	1	13						
CHNS1011W	1	INTRODUCTORY CHINESE II	2.5	7	2	0	9	7	1	1	9						
CHNS1011W	2	INTRODUCTORY CHINESE II	2.5	6	1	0	7										
CHNS1011W	3	INTRODUCTORY CHINESE II	2.5	11	1	0	12	11	0	1	12						
CHNS1011C	1	ELEMENTARY CHINESE N	5	13	2	0	15	7	0	1	8						
CHNS1011C	2	ELEMENTARY CHINESE N	5	18	0	0	18	11	1	0	12						
CHNS1011C	3	ELEMENTARY CHINESE N	5	11	1	0	12	14	2	0	16						
CHNS1011C	4	ELEMENTARY CHINESE N	5	14	1	0	15	8	1	0	9						
CHNS1011C	5	ELEMENTARY CHINESE N	5	14	2	3	19	6	1	0	7						
CHNS1011C	6	ELEMENTARY CHINESE N	5	18	1	0	19	16	0	1	17						
CHNS1011C	7	ELEMENTARY CHINESE N	5	8	0	1	9	6	0	1	7						
CHNS1011F	1	ELEMENTARY CHINESE N	5	9	0	1	10									X	
CHNS1011S	1	ELEMENTARY COURSE I	5	3	1	1	5										
CHNS102C	1	ELEMENTARY CHINESE	5	3	1	1	5										
CHNS102C	2	ELEMENTARY CHINESE	5	12	3	0	15	16	2	1	19					X	
CHNS102C	3	ELEMENTARY CHINESE	5	14	0	1	15	12	0	0	12					X	
CHNS102C	4	ELEMENTARY CHINESE	5	13	1	0	14	15	1	1	17					X	
CHNS102C	5	ELEMENTARY CHINESE	5	13	1	1	15	0	6	1	7					X	
CHNS102C	6	ELEMENTARY CHINESE	5	15	0	0	15	16	0	0	16					X	
CHNS102C	7	ELEMENTARY CHINESE	5	18	1	0	19	18	0	0	18					X	
CHNS1102F	1	ELEMENTARY CHINESE	5	8	1	1	10									X	
CHNS1102S	1	ELEMENTARY CHINESE	5	2	0	0	2										
CHNS1111C	1	ELEMENTARY CHINESE W	5	14	0	1	15	13	0	0	13					X	
CHNS1111C	2	ELEMENTARY CHINESE W	5	15	0	1	16	13	0	0	13					X	
CHNS1112C	1	ELEMENTARY CHINESE W	5	3	0	0	3	6	0	0	6					X	
CHNS1112C	2	ELEMENTARY CHINESE W	5	13	0	1	14	14	0	1	15					X	
CHNS1201C	1	INTERMEDIATE CHINESE N	5	9	0	1	10	16	0	0	16					X	
CHNS1201C	2	INTERMEDIATE CHINESE N	5	20	1	0	21	18	1	0	19					X	
CHNS1201C	3	INTERMEDIATE CHINESE N	5	11	0	2	13	13	1	2	16					X	
CHNS1201C	4	INTERMEDIATE CHINESE N	5	16	1	0	17	16	3	0	19					X	
CHNS1201F	1	INTERMEDIATE CHINESE N	5	7	2	0	9	7	4	2	13					X	
CHNS1201F	2	INTERMEDIATE CHINESE N	5				9	3	1	1	5						
CHNS1202C	1	INTERMEDIATE CHINESE N	5	9	0	0	9	8	1	0	9					X	
CHNS1202C	2	INTERMEDIATE CHINESE N	5	18	0	0	18	18	2	0	20					X	
CHNS1202C	3	INTERMEDIATE CHINESE N	5	11	0	2	13	13	0	1	14					X	
CHNS1202C	4	INTERMEDIATE CHINESE N	5	10	1	3	14	14	1	1	16					X	



COURSE	2012-2013 Enrollments										2013-2014 Enrollments										Projected Courses 2014-2015	NRC FUNDED
	NUMBER	SEC	COURSE TITLE	PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL						
JPNS1001W	2		ELEMENTARY JAPANESE A	2.5	8	2	0	10	16	3	0	19					X					
JPNS1001W	3		ELEMENTARY JAPANESE A	2.5	17	2	0	19	15	2	0	17					X					
JPNS1001W	4		ELEMENTARY JAPANESE A	2.5	16	0	0	16	9	2	0	11					X					
JPNS1002W	1		ELEMENTARY JAPANESE B	2.5	7	2	0	9	9	4	0	14					X					
JPNS1002W	2		ELEMENTARY JAPANESE B	2.5	9	0	0	9	8	1	1	10					X					
JPNS1101C	1		FIRST YEAR JAPANESE I	5	10	4	0	14	14	3	0	17					X					
JPNS1101C	2		FIRST YEAR JAPANESE I	5	10	0	1	11	16	0	0	16					X					
JPNS1101C	3		FIRST YEAR JAPANESE I	5	14	0	0	14	13	1	0	14					X					
JPNS1101C	4		FIRST YEAR JAPANESE I	5	14	1	0	15	17	2	1	20					X					
JPNS1101C	5		FIRST YEAR JAPANESE I	5	5	0	0	5	9	3	0	12					X					
JPNS1102C	1		FIRST YEAR JAPANESE II	5	14	4	2	20	7	4	0	11					X					
JPNS1102C	2		FIRST YEAR JAPANESE II	5	15	1	0	16	10	0	0	10					X					
JPNS1102C	3		FIRST YEAR JAPANESE II	5	6	0	1	7	15	2	0	17					X					
JPNS1102C	4		FIRST YEAR JAPANESE II	5	22	1	0	23	6	4	0	10					X					
JPNS1102C	5		FIRST YEAR JAPANESE II	5	5			5	9	5	0	14					X					
JPNS1201C	1		SECOND YEAR JAPANESE I	5	11	4	0	15	16	3	0	19					X					
JPNS1201C	2		SECOND YEAR JAPANESE I	5	13	2	0	15									X					
JPNS1201C	3		SECOND YEAR JAPANESE I	5	13	1	2	16	6	1	0	7					X					
JPNS1201C	4		SECOND YEAR JAPANESE I	5	10	1	0	11	11	1	0	12					X					
JPNS1202C	1		SECOND YEAR JAPANESE II	5	14	3	0	17	14	1	0	15					X					
JPNS1202C	2		SECOND YEAR JAPANESE II	5	7	0	0	7	4	2	0	6					X					
JPNS1202C	3		SECOND YEAR JAPANESE II	5	14	3	0	17	6	2	0	8					X					
JPNS1202C	4		SECOND YEAR JAPANESE II	5	8	1	1	10									X					
JPNS4XXXW	3		NEW UNDERGRADUATE SEMINAR	3													X					
JPNS4005W	1		THIRD YEAR JAPANESE I	5	4	4	0	8	5	4	0	9					X					
JPNS4005W	2		THIRD YEAR JAPANESE I	5	6	1	2	9	5	1	0	6					X					
JPNS4005W	3		THIRD YEAR JAPANESE I	5	0	7	0	7	0	6	0	6					X					
JPNS4006W	1		THIRD YEAR JAPANESE II	5	3	4	1	8	2	4	0	6					X					
JPNS4006W	2		THIRD YEAR JAPANESE II	5	4	2	0	6	5	1	0	6					X					
JPNS4006W	3		THIRD YEAR JAPANESE II	5	0	7	0	7	0	6	0	6					X					
JPNS4007W	1		INTRO TO CLASSICAL JAPANESE	3	1	5	0	6	2	5	0	7					X					
JPNS4008W	1		READINGS IN CLASSICAL JAPANESE	3	0	7	0	7	1	6	0	7					X					
JPNS4017W	1		FOURTH YEAR JAPANESE I	4	6	3	1	10	1	4	1	6					X					
JPNS4017W	2		FOURTH YEAR JAPANESE I	4	2	3	0	5	4	3	0	7					X					
JPNS4018W	1		FOURTH YEAR JAPANESE II	4	3	1	2	6	3	6	0	9					X					
JPNS4018W	2		FOURTH YEAR JAPANESE II	4	2	1	0	3	3	1	0	4					X					
JPNS4019W	1		INTRO TO KANBUN	3	3	9	0	12									X					
JPNS4214G	1		INT/ADV JAPANESE LANG PEDAGOGY	3	0	9	0	9	0	9	0	9					X					
JPNS4214G	2		INT/ADV JAPANESE LANG PEDAGOGY	3	0	0	3	3	0	9	0	9					X					
JPNS5016G	1		FIFTH YEAR JAPANESE I	3	3	0	1	4									X					
JPNS5017G	1		FIFTH YEAR JAPANESE II	3	4	1	0	5	0	1	1	2					X					
JPNS6422G	1		TOPICS IN JAPANESE LINGUISTCS	3					0	17	0	17										
JPNS6428G	1		TEACHING JAPANESE THROUGH LIT	3					0	17	0	17										
JPNS6500G	1		COGNITIVE LINGUISTICS	1					0	17	0	17										



COURSE		2012-2013 Enrollments					2013-2014 Enrollments					Projected Courses 2014-2015		NRC FUNDED
NUMBER	SEC	COURSE TITLE	PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL			
TBT4603G	1	INTER MODERN COLLOQ TIBETAN	3	0	2	0	2	0	1	0	1			X
TBT4604G	1	INTER MODERN COLLOQ TIBETAN	3	0	2	0	2	0	2	0	2			X
TBT4611G	1	ADV MODERN COLLOQ TIBETAN	3					0	1	0	1			X
TBT4612G	1	ADV MODERN COLLOQ TIBETAN	3	2	0	0	2	0	1	0	1			X
TBT4612G	1	ADV MODERN COLLOQ TIBETAN	3	2	1	0	3							
<b>LAW</b>														
<b>GRADUATE</b>														
LAW6271L	1	LAW & LEGAL INST IN CHINA	3					0	23	4	27			X
LAW6273L	1	JAPANESE LAW-LEGAL INSTITUTIONS	3					0	17	3	20			
LAW6615L	1	JOURNAL OF ASIAN LAW REVIEW	0					0	14	0	14			
LAW6615L	2	JOURNAL OF ASIAN LAW REVIEW: JOUR-ASIAN LAW REV EDIT BOARD	1					0	6	0	6			
LAW6615L	3	JOURNAL OF ASIAN LAW REVIEW: JOUR OF ASIAN LAW REVIEW PUBL	1					0	14	0	14			
LAW6615L	1	JOURNAL OF ASIAN LAW REVIEW	0					0	6	0	6			
LAW6615L	2	JOURNAL OF ASIAN LAW REVIEW: JOUR-ASIAN LAW REV EDIT BOARD	1					0	6	0	6			
LAW6615L	3	JOURNAL OF ASIAN LAW REVIEW: JOUR OF ASIAN LAW REVIEW PUBL	1					0	6	0	6			
LAW8345L	1	READING GROUP ON CHINESE LAW	1	0	24	0	24							
LAW9200L	1	S CHINA & INTERNATIONAL LAW	1					0	2	7	9			
LAW9436L	1	S KORN LEG SYST IN GLOBAL ECON	2					0	6	0	6			
<b>LITERATURE</b>														
<b>UNDERGRADUATE</b>														
EAAS3215V	1	KOREAN LITERATURE & FILM	3	39	0	0	39							X
EAAS3405W	1	GENRE, GENDER, MODERN JAPANESE LITERATURE	3					12	5	0	17			X
EAAS3901W	1	SENIOR THESIS	3	24	0	0	24	22	0	0	22			X
<b>UNDERGRADUATE/GRADUATE</b>														
CHNS4XXXW	1	NEW PRE-MODERN CHINESE POETRY COURSE	3											X
CLEA4101W	1	LITERARY & CULTURAL THEORY: EASTWEST	3	5	8	0	13	6	1	0	7			X
EAAS4520W	1	MODERN KOREAN LITERATURE	3	15	1	1	15							X
<b>GRADUATE</b>														
EAAS8000G	1	DIRECTED READINGS	3					0	1	0	1			
EAAS8000G	2	DIRECTED READINGS	3					0	1	0	1			
CPLS8020G	1	CRITICAL TRANSLATION THEORY	3					0	5	0	5			X
EAAS9500G	1	KOREAN LITERATURE AND COLONIAL MODERNITY	3					0	5	0	5			X

COURSE		2012-2013 Enrollments				2013-2014 Enrollments				Projected Courses 2014-2015				NRC FUNDED		
NUMBER	SEC COURSE TITLE	PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL		
<b>POLITICAL SCIENCE</b>																
<b>UNDERGRADUATE</b>																
POLS3500X	1 COLLOQUIUM ON POLITICAL ECON: CORRUPTION	4	7	0	0	7										X
POLS3501F	2 INDEPENDENT STUDY	3	2	0	0	2										
POLS3620V	1 INTRO TO CONTEMPORARY CHINESE POLITICS	3	48	0	1	49										X
POLS3761X	5 RESEARCH SEMINAR	4	8	0	0	8										X
POLS3951W	1 COMP POLIT ECONOMY-EAST ASIA	4														X
POLS3952W	3 POLITICAL ECON OF EAST ASIA-COMP	4	14	0	0	14										X
POLS3952W	4 COMPARATIVE POLITICAL ECO	4	13	0	0	13										X
<b>UNDERGRADUATE/GRADUATE</b>																
POLS4406G	1 POLITICS IN CONTEMP CHINA	3					4	9	2	15						
POLS4407G	1 NINE THOUGHT TRENDS IN CHINA	3					3	6	0	9						
POLS4471W	1 CHINESE POLITICS	3					90	20	15	125						X
POLS4472G	1 JAPANESE POLITICS	3	24	6	2	32	18	13	5	36						X
POLS4476G	1 KOREAN POLITICS	3	13	8	0	21	12	6	1	19						X
POLS4871W	1 CHINESE FOREIGN POLICY	3	90	27	14	131	96	23	6	125						X
AUPS4871O	1 CHINESE FOREIGN POLICY	0	0	0	0	1										X
REGN6647U	1 INTERNATIONAL RELATIONS OF NORTHEAST ASIA SINCE 1945	3	5	18	0	23	2	5	18	25						X
<b>GRADUATE</b>																
POLS8412	1 POLIT ECONOMY OF DEVELOPMENT	4														X
POLS8600U	1 CHINA'S NEW MARKETPLACE	3														X
POLS8471G	1 CHINESE POLITICS IN COMPARATIVE PERSPECTIVE	3	0	10	5	15										X
POLS8471G	1 CHINESE POLITICAL ECON-COMP	3	0	11	2	13										X
POLS8474G	1 POL ECON EAST ASIA IN COMP. PERSPECTIVES	3	0	5	0	5										
POLS8870G	1 COLL-US RELATIONS WITH EAST ASIA	3	0	7	5	12	0	14	0	14						
<b>PROGRAM IN ECONOMIC POLICY MANAGEMENT</b>																
PEPM6710U	1 POLITICS OF BUILDING WELFARE STATES E AS	1.5					0	10	0	10						X

COURSE			2012-2013 Enrollments					2013-2014 Enrollments			Projected Courses 2014-2015			NRC FUNDED
NUMBER	SEC	COURSE TITLE	PTS	UG	GR	OT	TOTAL	UG	GR	OT	TOTAL			
RELIGION														
UNDERGRADUATE														
REL12005V	1	BUDDHISM: INDO-TIBETAN	3	45	0	0	45	45	0	0	45			
AJUR12005O	1	BUDDHISM: INDO-TIBETAN	0				1	0	0	1				X
REL12005O	1	BUDDHISM: INDO-TIBETAN	0	0	0	4	4							
REL12008V	1	BUDDHISM: EAST ASIAN	3	78	0	0	78	150	0	0	150			X
REL12008V	1	BUDDHISM: EAST ASIAN	3	151	0	0	151	49	0	0	49			
REL12405O	1	CHINESE RELIGIOUS TRADITI	0				0	0	1	1				X
REL12405V	1	CHINESE RELIGIOUS TRADITI	3	46	0	0	46	99	0	0	99			X
REL13XXXV	1	TANTRA IN ASIA	4											X
REL13000V	1	BUDDHIST ETHICS	3	14	0	0	14							X
REL13410V	1	DAOISM	3				38	0	0	38				X
REL13901V	1	GUIDED READING AND RESEARCH	2											X
REL13901V	2	GUIDED READING AND RESEARCH	2				2	0	0	2				X
REL13901V	3	GUIDED READING AND RESEARCH	2											X
REL13901V	4	GUIDED READING AND RESEARCH	2											X
REL13901V	5	GUIDED READING AND RESEARCH	2											X
REL13901V	6	GUIDED READING AND RESEARCH	2				1	0	0	1				X
REL13901V	7	GUIDED READING AND RESEARCH	2											X
REL13901V	8	GUIDED READING AND RESEARCH	2											X
REL13901V	9	GUIDED READING AND RESEARCH	2											X
REL13901V	10	GUIDED READING AND RESEARCH	2											X
REL13901V	11	GUIDED READING AND RESEARCH	2											X
REL13901V	12	GUIDED READING AND RESEARCH	2				1	0	0	1				X
REL13901V	13	GUIDED READING AND RESEARCH	2											X
REL13901V	14	GUIDED READING AND RESEARCH	2											X
REL13901V	15	GUIDED READING AND RESEARCH	2											X
REL13901V	16	GUIDED READING AND RESEARCH	2				1	0	0	1				X
REL13901V	17	GUIDED READING AND RESEARCH	2											X
REL13901V	18	GUIDED READING AND RESEARCH	2											X
REL13902V	4	GUIDED READING AND RESEARCH	2				1	0	0	1				X
UNDERGRADUATE/GRADUATE														
REL14011W	1	LOTUS SUTRA-E ASIAN BUDDH	4	8	2	0	10	11	2	1	14			X
REL14013V	1	BUDDISM AND NEUROSCIENCE	3	15	5	0	20							
REL14018W	1	INTERPRETING BUDDHIST YOGA	4					18	2	1	21			
REL14035W	1	BUDDHIST CONTEMPLRATIVE SCIENCES	4					19	2	0	22			
REL14040W	1	WOMEN AND BUDDHISM IN CHINA	4	1	2	0	3							
REL14310W	1	LIFE-WRITING IN TIBETAN BUDDHIST LITERATURE	4	8	0	0	8							
REL14403W	1	BODIES AND SPIRITS IN EAST ASIA	3	4	9	0	13							

COURSE	SEC	COURSE TITLE	PTS	2012-2013 Enrollments			2013-2014 Enrollments			Projected Courses 2014-2015			NRC FUNDED	
				UG	GR	OT TOTAL	UG	GR	OT TOTAL	UG	GR	OT TOTAL		
REL14403W	1	GHOSTS AND KAMI	4				10	6	1	17				
<i>GRADUATE</i>														
EARL6500G	1	TOPICS IN JAPANESE BUDDH	4	1	5	0	6	0	8	0	8		X	
EARL9335G	1	JAPANESE RELIGION: MEDIEVAL	3	0	3	0	3	0	5	0	5			
REL19031G	1	BUDDHIST TEXTS	3	1	1	0	2	0	2	0	2		X	
REL19036G	1	CHINESE BUDDHIST LITERATURE	3	0	8	0	8							
REL19400G	1	READINGS IN JAPANESE RELIGION	3	0	4	0	4	0	2	0	2		X	
EARL9400G	1	READINGS IN JAPANESE RELIGION	3					0	2	0	2		X	
REL19901G	6	INDEPENDENT STUDY	3					0	1	0	1		X	
REL19902G	3	INDEPENDENT STUDY	3					0	1	0	1		X	
Total:				3461	977	192	4628	4206	1508	322	6038		425	
													3	



**1. Project Goal Statement: Increase East Asia language and area studies learning opportunities for underserved populations as compared to prior 4-year period.**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Expand INTERACT teaching collaborative to include a 50% representation from Title III and V school faculty by end of project cycle.</p>	<p>A.1 Organize educator workshops between Columbia and colleges from the City University of New York (CUNY) and other Title III and V schools.                      A.2 Appoint CUNY faculty to Center.                      A.3 Design 3 teaching units specifically for Title III and V institutions.                      A. 4 Make Chinese study abroad programs accessible to Title III and V institutions by offering Columbia FLAS to CUNY students and provide mentoring system.</p>								







Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The Trustees of Columbia University in the City of New York"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="13-5588093"/>	* c. Organizational DUNS: <input type="text" value="0491794010000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="615 West 131st Street"/>	Street2: <input type="text" value="Room 254, Mail Code 8725"/>	
* City: <input type="text" value="New York"/>	County/Parish: <input type="text" value="New York"/>	
* State: <input type="text" value="NY: New York"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="10027-7922"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Weatherhead East Asian Inst."/>	Division Name: <input type="text" value="Arts &amp; Sciences"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Prof."/>	* First Name: <input type="text" value="Madeleine"/>	
Middle Name: <input type="text" value="H."/>	* Last Name: <input type="text" value="Zelin"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Dean Lung Professor of Chinese Studies"/>	
Organizational Affiliation: <input type="text" value="Dept. of East Asian Languages and Cultures, Columbia Univ."/>		
* Telephone Number: <input type="text" value="(212) 854-1727"/>	Fax Number: <input type="text" value="(212) 749-1497"/>	
* Email: <input type="text" value="mhzi@columbia.edu"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.105 A & B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Programs

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and 053014-002

\* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program CDFA Number 81.015A  
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships CDFA Number 81.015B

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

National Resource Centers and Foreign Language and Area Studies Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="588,551.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="588,551.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

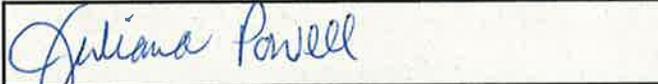
**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative: 

\* Date Signed:

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code): Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

**Columbia University**  
**GEPA Section 427 Statement - 2014**

Columbia University is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. As an institution, Columbia University is committed to the principles of equity and excellence and actively pursues both, adhering to the belief that equity is the partner of excellence. In furtherance of this commitment, Columbia has implemented policies and procedures that seek to ensure that its employment and educational decisions are based on individual merit and not on biases or stereotypes.

As an equal opportunity and affirmative action employer, Columbia University does not discriminate against or permit harassment of employees or applicants for employment on the basis of membership in a Protected Class. As set forth in the University's Policies and Procedures on Discrimination and Harassment, the University does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status. This policy applies to all personnel decisions, including recruitment, hiring, and promotion.

As an equal opportunity and affirmative action educational institution, Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs or permit the harassment of any student or applicant for admission on the basis of membership in a Protected Class. The University provides students who believe that they have been the subject of discrimination or harassment with mechanisms for seeking redress.

Columbia University is also committed to fostering a working, learning and living environment that is accessible to persons with disabilities. The University conducts an on-going program to remove physical barriers and each year, it makes significant accessibility improvements. While Columbia continues to improve physical access to its campus and buildings, it ensures that all of its programs and activities are accessible to people with disabilities. If a program or activity is scheduled for a venue that is not fully accessible, it is Columbia's policy to relocate such events to accessible facilities that meet the needs of the individual student, employee or attendee.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Juliana Powell, Assoc. Director of Operations, SPA
APPLICANT ORGANIZATION The Trustees of Columbia University in the City of New York	DATE SUBMITTED 06/26/2014

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

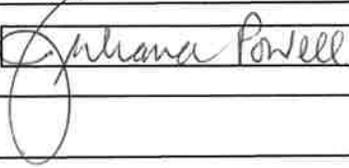
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The Trustees of Columbia University in the City of New York	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Juliana Middle Name:
* Last Name: Powell	Suffix:
* Title: ms-grant-office@columbia.edu	
* SIGNATURE: 	* DATE: 06/26/2014