

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 # P015A140016 P015B140016

Leland Stanford Junior University/Trustees

ORIGINAL

GRANT APPLICATION

for the 2014-2017

East Asia National Resource Center
and
Foreign Language and Area Studies Fellowships
Programs

CFDA No. 84.015 A&B

submitted by the
Center for East Asian Studies
on behalf of
Stanford University

June 30, 2014



Stanford University 2014-2017 NRC & FLAS Grants Proposal

TABLE OF CONTENTS

ITEM	PAGE
I FORMS AND ASSURANCES	
Application for Federal Assistance (SF 424)	i
Department of Education Supplemental Information for SF424	iv
Assurances for Non-Construction Programs (SF424B)	v
Certification Regarding Lobbying (ED 80-0013)	vii
Lobbying Disclosure Form (SF LLL)	viii
Narrative Addressing GEPA Section 427	ix
Application Information to Meet Statutory Requirements	x
a. Diverse Perspectives and Wide Range of Views in Funded Activities	
b. Government Service in Areas of National Need and Other Employment Sectors	
World Area Selection Sheet	xiii
FLAS Eligible Languages List	xiv
Letters of Commitment	xv
II PROJECT DESCRIPTION	
Abstract	1
List of Acronyms	2
Project Narrative	
1. Commitment to the Subject Area	3
2. Quality of Curriculum Design	8
3. Quality of Non-Language Instructional Program	16
4. Quality of Language Instructional Program	19
5. Strength of Library	23
6. Quality of Staff Resources	27
7. Outreach Activities	32
8. Program Planning and Budget	36
9. Impact and Evaluation	43
10. FLAS Awardee Selection Procedures	49
11. Competitive Priorities	51
III APPENDICES	
Appendix 1—Project Budget	
Budget Information Form (ED-524)	53
Budget Narrative	55
Detailed Line Item Budget, 2014-2017	57
Appendix 2—Project Personnel	63
Appendix 3—Courses List	185
Appendix 4—Performance Measurement Forms	245

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" value="n/a"/>	4. Applicant Identifier: <input type="text" value="n/a"/>
---	--

5a. Federal Entity Identifier: <input type="text" value="n/a"/>	5b. Federal Award Identifier: <input type="text" value="n/a"/>
--	---

State Use Only:

6. Date Received by State: <input type="text" value="n/a"/>	7. State Application Identifier: <input type="text" value="n/a"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-1156365"/>	* c. Organizational DUNS: <input type="text" value="0092142140000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Office of Sponsored Research"/>	Division Name: <input type="text" value="Humanities and Sciences"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

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:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-84.015 A,B

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

13. Competition Identification Number:

n/a

Title:

n/a

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 Fellowships 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="518,875.20"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="518,875.20"/>

*** 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 are 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.

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.

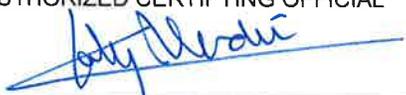
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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, "Audits 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 Contract and Grant Officer	
APPLICANT ORGANIZATION Board of Trustees of the Leland Stanford Junior University		DATE SUBMITTED 6/24/2014

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	
Board of Trustees of the Leland Stanford Junior University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Catalina"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Verdu-Cano"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 350px;" type="text" value="Contract and Grant Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Catalina Verdu-Cano"/>	* DATE: <input style="width: 150px;" type="text" value="6/24/2014"/>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:		5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
NOT APPLICABLE		Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

GEPA Section 427 Statement

The Center for East Asian Studies (CEAS) and Stanford University are in compliance with all applicable Federal and State laws, and welcome students for admission to its academic programs for which they are otherwise qualified without regard to age, marital status, race color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era.

CEAS and Stanford University embrace both the letter and the spirit of the Americans With Disabilities Act. Stanford University informs all students, faculty, staff, affiliates, and members of the general public of the availability of services to ensure equitable access. Access information is disseminated in both printed and electronic formats throughout the University's expansive service area.

CEAS holds outreach activities in fully accessible facilities administered by Stanford University and the Office of Accessible Education and works with off-site institutions for outreach activities held off campus. All information disseminated by the Center is made available in a variety of formats for participants with varying disabilities and learning needs.

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*

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.

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: Board of Trustees of the Leland Stanford Junior Univ.

Name/Title of Authorized Representative (Printed): Catalina Verdu-Cano

Title: Contract and Grant Officer

Telephone: 650-725-2717

Signature: 

E-mail: cverduca@stanford.edu

Date: 6/24/2014

**National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program**

Supplemental Information to Meet Statutory Requirements

Information Requirement 1: Diverse Perspectives in Funded Activities

The Center for East Asian Studies (CEAS) is an area studies center within Stanford University, a private, non-profit, non-denominational institution committed to the principle of diversity. Stanford President John Hennessy states: “To encourage such diversity, we prohibit discrimination and harassment and provide equal opportunity for all employees and applicants for employment regardless of race, color, religious creed, national origin, ancestry, sex (including gender, as defined under the California Fair Employment and Housing Act), sexual orientation, veteran status, marital status, age disability, medical condition, or any other trait or status protected by applicable law.” “Stanford University...reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational purposes will be served best if the country’s demographic diversity finds a presence on campus, and we thereby reflect the full range and full capacity of society.” The President’s statements apply not only to employment at the University but also to application to all academic programs, including those administered or funded by CEAS.

The Center for East Asian Studies National Resource Center is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by Stanford policy and strongly demonstrated by the Center’s forty-year record of public programming, publications and outreach. The four-year NRC program activities outlined in this proposal are designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of trans-national and trans-regional issues, with participants from the U.S. and abroad; academic courses and public programming will represent the full diversity of the culture, languages, and religions of the United States, and East Asia broadly defined. Planned public lectures will foster intellectual debate and exchange from various perspectives and political viewpoints on issues affecting East Asia, South Asia, and Southeast Asia, as well as debate and openness on any single nation’s political, social or economic situation. Outreach activities will expose community college and K-12 teachers and students to a wide range of materials to expand understanding and discussion on regional issues. Additionally, CEAS is able to draw on the diverse viewpoints of experts from Stanford’s two think tanks, the Hoover Institution and the Freeman Spogli Institute for International Studies. CEAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of East Asian studies.

**National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program**

Supplemental Information to Meet Statutory Requirements

Information Requirement 2: Areas of National Need

The Center for East Asian Studies (CEAS) National Resource Center at Stanford University will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Training university students in advanced East Asian languages that have been identified by multiple US Federal Agencies as Priority Languages for national needs: Chinese, Cantonese; Chinese, Mandarin; Japanese; Korean; Tagalog; Tibetan; and Vietnamese; including providing funding for summer language training for our students both in the U.S. and abroad. Many of our graduates enter careers in government, business and the non-profit sectors.
- 2) Supporting and developing programs to enhance language pedagogy standards of Stanford and local Community College language instructors. CEAS will work with the Stanford Language Center (SLC) and the Stanford Teacher Education Program (STEP) within the Stanford Graduate School of Education to provide Modified Oral Proficiency Interview (MOPI) certification to community college language instructors in East Asian languages of national need. The SLC will also create a new MOPI module for Tibetan language, which will be utilized nationally.
- 3) Training significant numbers of students in our intensive, one-year M.A. program in East Asian Studies, with emphasis on interdisciplinary coursework. Large percentages of these advanced graduates go on to careers in the non-profit sector, government, journalism, education, and law.
- 4) Developing area studies course offerings that are among the richest in the nation. Students from many majors and disciplines enrolled in nearly 500 non-language courses last year on East Asian topics. These students enter the national workforce annually with an enhanced understanding of the region within a global context. New Visiting Faculty positions in this grant proposal will enhance the variety of topics and expertise on the region, and further strengthen our already excellent offerings.
- 5) Engaging in outreach activities to train new and veteran teachers about East Asia, and working with them to bring global perspectives into their classrooms. This will be accomplished by working with the Center to Support Excellence in Teaching (CSET) within the Stanford Graduate School of Education to provide K-12 teachers with relevant area studies knowledge through summer workshops; collaboration with community college instructors and the Stanford Program on International and Cross-cultural Education (SPICE) in adapting K-14 curricular units on a variety of international topics; and collaboration between community college teachers and the Center for Spatial and Textual Analysis (CESTA), to develop innovative uses of digital technology to enhance area studies instruction.

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

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

APPLICATION TYPE

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



FOOTHILL COLLEGE

12345 El Monte Road • Los Altos Hills, CA • 94022-4599

Phone: (650) 949-7777
FAX: (650) 949-7375
www.foothill.edu

May 20, 2014

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with Foothill College faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,

Paul Starer
Dean of Language Arts and Learning Resource Center
Foothill College
650-949-7227

May 20, 2014

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with College of San Mateo faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,



Kevin D. Henson, Ph.D.
Dean of Creative Arts and Social Science
College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
(650) 574-6581
hensonk@smccd.edu

18 June 2014

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4260

To Whom It May Concern:

The Center to Support Excellence in Teaching (CSET) strongly supports Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will provide a unique opportunity for the East Asian Studies Center to partner with us to strengthen and integrate area studies and language into the professional development workshops that CSET designs for K-12 instructors.

The mission of CSET is to improve student achievement through research, design, and development activities that improve the quality of K-12 teaching. We design our work to transform teaching at its most fundamental level so we can lead a national effort to invest in teachers and teaching. To achieve our mission we know that we must start with teachers, who are central to improving the quality of instruction. We cannot improve student achievement without focusing on the development of teacher knowledge and skills. Our partnership with the East Asian Studies Center offers us a strategy to develop new workshops and courses that build on the content expertise of the Center faculty.

CSET is uniquely situated to conduct high-quality professional development because our center is staffed by a mix of people with prior experience in content-specific mentoring, varied teaching experiences, and highly developed research expertise. The 40 people who are currently part of the CSET community represent faculty, doctoral students, and staff who are committed to supporting excellence in teaching by developing and researching effective professional development programs. We look forward to expanding our community by partnering with the East Asian Studies Center and building on the expertise of their faculty and staff.

I look forward to a positive outcome to this application so we have the opportunity to realize the collaborations and impact that are possible through the proposed activities.

Sincerely,



Janet Carlson
Executive Director

ABSTRACT

Stanford University has been a leader in the field of East Asian Studies almost since its inception. Beginning with the university's first endowed chair in 1920, and through subsequent decades under visionary leaders who understood the Bay Area's strategic place on the Pacific Rim, East Asian studies has long shone as one of the "steeple of excellence" envisioned by former Provost Frederick Terman. By the end of the 1960s, a combination of robust resources for students, a major research library and archive, and an outstanding faculty catapulted Stanford into the top tier of institutions nationally for scholarship on East Asia. In the following decades and into the 21st century, numerous Stanford-trained East Asia experts have gone on to utilize their training in some of the most prestigious universities, think tanks, government agencies, and private firms around the world.

Today, the university administration's continued commitment to excellence in East Asian Studies is demonstrated through the creation of an endowed Confucius Institute in 2010, expansion of facilities for the Center for East Asian Studies and Department of East Asian Languages and Cultures in 2011, construction of a \$5 million stand-alone facility on the campus of Beijing University in 2012, and expansion of facilities for the East Asia Library in 2014, as well as through continued faculty hires across multiple disciplines.

Currently, there are 66 faculty and lecturers at Stanford devoted 100% time to teaching and research on East Asia, including recent hires in Korean literature and Chinese Buddhism, with two additional hires anticipated in 2015 in Japanese history and Chinese literature. Another 57 faculty and lecturers teach at least 25% on East Asia. These faculty are supported by 23 library staff within the East Asia library (EAL) and Hoover Institution, and 55 professional staff who work within twelve departments, research centers, and programs, including five departments or programs which focus solely on East Asia: the Shorenstein Asia Pacific Research Center (APARC), Center for East Asian Studies (CEAS), East Asian Languages and Cultures (EALC), Ho Center for Buddhist Studies (HCBSS), and US-Asia Technology Management Center (US-ATMC).

Resources on East Asia for faculty and students are very strong. As ranked by the Council on East Asian Libraries, Stanford's East Asia Library consistently ranks in the top five East Asia collections nationally, based on size of holdings and acquisitions budget. Cooperative agreements with the University of California and other libraries further expand access to relevant East Asia materials. Students may undertake language and content-course training in East Asia through a variety of programs, including Stanford-run overseas programs in China and Japan, Stanford-organized internships throughout the region, and fellowship funding for independent research or program enrollment.

New activities for the 2014-2017 grant cycle include 1) the Stanford-Community College Global Education Partnership (SCC-GEP), designed to strengthen and expand area studies and foreign language instruction for community college students; 2) a Center to Support Excellence in Teaching (CSET) Summer Institute to enhance international education and training for K-12 teachers; 3) a joint UC Berkeley/ Stanford online Tibetan language course; and 4) a collaboration with Stanford Law School's "China Guiding Cases" project to expand student involvement in advancing knowledge and understanding of Chinese law. These and other proposed ventures will further strengthen Stanford's exceptional East Asian program, enabling us to produce research, teaching materials, and human capital that may be used across the nation to bolster understanding and fluency in areas of national need.

COMMON ACRONYMS AT STANFORD UNIVERSITY

ACTFL	American Council on the Teaching of Foreign Languages
APARC	Walter H. Shorenstein Asia-Pacific Research Center
BOSP	Bing Overseas Studies Program
CDC	Career Development Center
CDDRL	Center on Democracy, Development, and the Rule of Law
CEAS	Center for East Asian Studies
CESTA	Center for Spatial and Textual Analysis
CSET	Center to Support Excellence in Teaching (Graduate School of Education)
EAL	East Asia Library
EALC	East Asian Languages and Cultures
FACES	Forum for American/Chinese Exchange at Stanford
FSI	Freeman-Spogli Institute for International Studies
GSB	Graduate School of Business
HCBSS	Robert H. N. Ho Family Foundation Center for Buddhist Studies
IUC	Inter-University Center for Japanese Language Studies in Yokohama
IUP	Inter-University Program for Chinese Language Studies at Tsinghua University
JKS	Journal of Korean Studies
KCJS	Kyoto Center for Japanese Studies
KSP	Stanford Korean Studies Program
MOPI	Modified Oral Proficiency Interview
OAE	Office of Accessible Education
OPI	Oral Proficiency Interview
S-CCGEP	Stanford-Community College Global Education Partnership
SCID	Stanford Center for International Development
SCP	Stanford China Program
SGS	Stanford Global Studies Division
SIEPR	Stanford Institute for Economic Policy Research
SIG	Stanford in Government Fellowships for Asia
SJEAA	Stanford Journal of East Asian Affairs
SOPI	Simulated Oral Proficiency Interviews
SPICE	Stanford Program on International and Cross-Cultural Education
SPRIE	Stanford Project on Regions of Innovation and Entrepreneurship
STEP	Stanford Teacher Education Program (Graduate School of Education)
US-ATMC	US-Asia Technology Management Center (Graduate School of Engineering)
WPT	Writing Proficiency Test

I. COMMITMENT TO THE SUBJECT AREA

A. Institutional Support for East Asian Studies at Stanford: Stanford University has a long tradition of support for teaching and research on East Asia, beginning with the appointment of Yamato Ichihashi to the university’s first endowed chair in 1920. That the region remains one of the university’s top priorities is demonstrated by recent hires in Korean literature and Chinese Buddhism—with two additional hires anticipated in 2015 in Japanese history and Chinese literature—as well as recent investments in administrative infrastructure, including the creation of an endowed Confucius Institute in 2010, expansion of facilities for the Center for East Asian Studies and Department of East Asian Languages and Cultures in 2011, construction of a \$5 million stand-alone facility on the campus of Beijing University in 2012, and expansion of facilities for the East Asia Library in 2014. In 2012-13 there were 72 regular and visiting faculty, 16 research fellows, 8 non-language lecturers, 18 language lecturers, and 9 emeriti faculty in 23 departments and programs who focused at least 25% on East Asia, 66 of whom focused 100% on

TABLE 1--Stanford University 2012-13 Institutional Commitment to East Asian Studies	
Faculty & Academic Researcher Salaries	\$10,879,286
Regular Faculty (70)	\$ 6,977,446
Research Fellows (16)	\$ 1,978,052
Language Lecturers (18)	\$ 1,033,600
Non-Language Lecturers (8)	\$ 651,168
Emeriti (8)	\$ 155,040
Visiting Faculty (2)	\$ 83,980
Professional Support Staff Salaries	\$ 5,692,229
Student Aid	\$ 4,510,632
Doctoral admission packages	\$ 2,802,780
Graduate competitive grants & awards	\$ 1,222,852
Undergraduate non-tuition	\$ 485,000
Non-Salary/Non-Aid Operating Budgets	\$ 3,565,654
East Asia Library Acquisitions	\$ 1,297,438
Faculty Grants/Research Support	\$ 865,540
Total University Commitment	\$26,810,779

East Asia. Over 250 students focusing on related topics, many of whom receive substantial university financial aid, can be found in almost all departments and schools across campus. This community of scholars is served by 78 full- and part-time professional staff across fourteen departments and centers. Table 1

provides a summary of the University's 2012-13 expenditures for East Asia program faculty, staff, student aid, and program support, discussed in detail below.

Operation of the Program: The Stanford East Asia National Resource Center will carry out its mission through the **Center for East Asian Studies (CEAS)**, in cooperation with the **Department of East Asian Languages and Cultures (EALC)**, **Walter H. Shorenstein Asia-Pacific Research Center (Shorenstein-APARC)**, the **Stanford Program on International and Cross-Cultural Education (SPICE)**, and numerous other centers and programs. CEAS serves as the focal point for all of Stanford's East Asian programs, administers NRC and FLAS grants, organizes public lectures and outreach events, manages research funds and student grants, and supports teaching and research campus-wide on East Asian topics. CEAS also administers a thriving interdisciplinary M.A. degree program, including joint- and dual-degree programs with the schools of Law, Education, and Business. EALC offers undergraduate and graduate degrees in the classical and modern languages, literatures, and cultures of East Asia. In conjunction with the **Stanford Language Center (SLC)**, EALC offers multiple tracks of Chinese, Japanese, Korean, and Tibetan language instruction. EALC currently has twelve full-time professors, along with sixteen language lecturers. The department will add one full-time tenure-track position in Chinese literature in 2014-15. **Shorenstein-APARC**, which will add one research fellow in Japanese History in 2015, produces and publishes interdisciplinary Asia-Pacific-focused research and organizes research projects, programs, and lectures that educate students, scholars, and corporate and governmental affiliates. Shorenstein-APARC works within the U.S. and abroad to influence U.S. policy toward the Asia-Pacific region, as well as to guide Asian nations on development, diplomacy, and regional cooperation. Shorenstein-APARC hosts numerous visitors at Stanford each year, and organizes outreach activities across the Bay Area. **SPICE**

links the university's research and teaching to elementary and secondary schools and community colleges through teacher-training workshops on international topics and—working closely with Stanford faculty—production of nationally-available area-studies teaching materials (**NRC Absolute Priority & Competitive Priority 2**). SPICE Director, Gary Mukai, specializes in the development of materials on Asia and U.S.-Asia relations, and over fifty titles in SPICE's current catalog are Asia-related curricular units for elementary and secondary schools and community colleges. In addition to the above units, over 34 other schools, departments, centers, and programs across campus contribute to East Asian Studies at Stanford, including twelve degree-granting programs that allow undergraduate and graduate concentrations on East Asia.

In the 2014-17 grant cycle, we request partial support for the CEAS Associate Director (25%, Budget A1a) and a Community College/K-12 outreach project coordinator (16%, Budget A1b). We also request partial support of a Curriculum Development Specialist (16%, Budget A3a) within SPICE to collaborate on curricular units for our proposed Community College workshop program (Section 8, pp. 36-37).

Teaching Staff: Table 2 below summarizes East Asian Studies faculty and researchers in 2012-13—70 regular and 2 visiting full- and part-time faculty in 27 departments and programs teaching and researching at least 25% on East Asia, of whom 32 taught and researched 100% on East Asia. In 2012-13, Stanford provided more than \$7 million in salary and benefits to these faculty members engaged in teaching East Asian courses. This sum is based on average faculty salaries for rank and field supplied by the School of Humanities and Sciences, with proportional sums calculated for those devoting less than 100% time, as listed in Appendix 2. This total does not reflect an estimated \$3.7 million in salaries and benefits for 51 research fellows, language and content lecturers, and emeriti employed by the Freeman Spogli Institute for International

Studies, Hoover Institution, and other campus departments and research units working wholly or part on East Asian topics.

TABLE 2--Stanford East Asian Faculty in 2012-13

		Tenured	Non-Tenured	Regular Faculty	Visiting Faculty	Research Fellows	Non-Lang. Lecturer	Language Lecturer	Emeriti	Total
100%	Humanities	19	28	22	1		3	17	3	
	Social Sciences	7	12	9		8	2		1	
	Nat. Sciences									
	Subtotal	26	40	31	1	8	5	17	4	66
25-99%	Humanities	6	5	8		2	1	1		
	Social Sciences	3	13	5	1	6	2		3	
	Nat. Sciences	2	1	2					1	
	Subtotal	11	19	15	1	8	3	1	4	32
10-24%	Humanities	2	1	3						
	Social Sciences	13	7	18					1	
	Nat. Sciences	3	1	3						
	Subtotal	18	9	24	0	0	0	0	1	25
TOTAL		55	68	70	2	16	8	18	9	123

Library

Resources:

Stanford’s **East Asia Library (EAL)** is one of the premiere research facilities of its kind in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. The library is managed by a Director and 20 full- and part-time staff. As discussed in Section 5 (pp. 23-27), support for EAL continues to be a top priority of the Stanford library system, and the University spends more than \$3 million annually on East Asia Library salaries and acquisitions.

Linkages with Institutions Abroad: Stanford has formal exchange agreements with 13 institutions in East Asia that involve such diverse departments as the Center for East Asian Studies, Freeman Spogli Institute (FSI), Stanford Law School, Stanford School of Medicine, Physics, Engineering, and the Bing Overseas Studies Program (BOSP), which administers overseas study programs at Peking University and Doshisha University. The recently opened **Stanford Center at Peking University (SCPKU)** provides not only closer ties to Beijing University, but allows closer collaboration with faculty from a number of institutions within mainland China. Currently, the Asian Liver Center, Bing Overseas Studies Program, Center for

Sustainable Development & Global Competiveness, Graduate School of Business (GSB), School of Engineering, Shorenstein Asia-Pacific Research Center, Stanford Center on Philanthropy and Civil Society, Stanford China Program, and Stanford Hospital and Clinics all have ongoing projects housed at SCPKU. Unofficial linkages with foreign institutions are facilitated by more than 80 current collaborative research projects between Stanford faculty and counterparts at Asian universities. In the next grant cycle, CEAS is planning to establish additional formal linkages with overseas institutions, specifically those in Southeast Asia and South Asia (**NRC Invitational Priority**), to further enhance study abroad options for Stanford students.

Outreach Activities: CEAS, Shorenstein-APARC, FSI, and other programs at Stanford together organize more than 300 Asia-related outreach events per year that engage not only the academic community, but also the private sector, government, and the general public. The **Hoover Institution on War, Revolution, and Peace** hosts numerous domestic and foreign government officials and visiting delegations, providing access to Stanford research and expertise in this area. **SPICE** engages primary, secondary, and post-secondary educators across the nation with its East Asia-related curriculum development and teacher training workshops (**NRC Absolute Priority & Competitive Priority 2**). The **Stanford Graduate School of Education**—which houses the California Foreign Language Access Project, Bay Area Foreign Language Access Project, Center to Support Excellence in Teaching, and the Stanford Teacher Education Program—organizes teacher-training workshops for secondary and post-secondary foreign language instructors from across the state (**NRC Absolute Priority & Competitive Priority 2**). The **Stanford Language Center** and EALC faculty are actively engaged with the California Association of Japanese Language Teachers (CAJLT) and Chinese-Language Teachers Association of California (CLTAC), and Stanford regularly hosts the annual CLTAC pedagogy

conference. In addition, numerous academic departments, professional schools, libraries, and other units enhance the East Asian studies outreach program through publications and cooperative programs with other U.S. institutions and foreign institutions and scholars.

Qualified Students: Stanford recruits the top students from the U.S. and abroad into its undergraduate and graduate programs. In the current year, 96% of incoming U.S. undergraduates were ranked in the top 10% of their high school class, while 99% were ranked within the top 20%, with undergraduate applicants from foreign universities showing equally impressive backgrounds. The Center for East Asian Studies M.A. program consistently draws applicants from the best universities in the U.S. and Asia, greatly enriching our program composition. Over the last five years, a majority of CEAS M.A. admits have consistently ranked at or above the 90th percentile in both GRE and TOEFL scores. Doctoral students across campus show even higher test scores and academic achievements. A large number of these qualified students come from East Asia, adding to the breadth of the East Asia community. In 2013 there were 3,848 international students at Stanford, roughly 40% of whom were from East Asian countries.

B. Student Financial Support: Stanford offers each incoming doctoral student a five-year tuition/stipend package worth approximately \$280,000 in 2012-13. An estimated 50 doctoral students in East Asian Studies receive funding annually, totaling approximately \$2.8 million per year in doctoral student aid. In 2012-13, CEAS offered approximately \$1.2 million in competitive fellowships for more than 80 students at all levels across the campus. Shorenstein-APARC, FSI, and more than a dozen other research centers and teaching departments provided roughly \$500,000 in East Asia-specific student funding of various types. Taken together, total support for East Asian studies students in 2012-13 was approximately \$4.5 million.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate Instruction: Stanford offers undergraduate students interested in East Asian Studies a wide range of non-language courses to serve the needs of disciplinary and interdisciplinary programs. An average of 400 non-language courses with East Asia content are offered each year. Many undergraduates satisfy general requirements in World Cultures, Humanities, and Social Sciences disciplines through coursework on East Asia. Major and minor degrees with significant East Asian content may be pursued in twelve departments or programs, all of which include an honors option (20% of Stanford undergraduates complete honors work). Chinese and Japanese majors, as well as an interdisciplinary programs in East Asian Studies, are available through the department of East Asian Languages and Cultures, and honors course work in East Asia may be pursued through the Center on Democracy, Development, and the Rule of Law (CDDRL) and the Center for International Security and Cooperation (CISAC), and International Relations (IR). Currently, EALC has 23 B.A. students, with other departmental programs accounting for an additional 26 undergraduates pursuing a formal East Asia concentration.

Appropriateness of Program Requirements: The undergraduate **East Asian Studies B.A.** offered by **East Asian Languages and Cultures (EALC)** emphasizes modern-language training and interdisciplinary course work. Majors must demonstrate proficiency in Chinese, Japanese, or Korean at the second-year level or above, and complete at least 75 units of coursework on East Asia. They must also spend at least one quarter studying abroad in their country of focus, and write a capstone essay of approximately 7,500 words. Students with a GPA of 3.5 or higher in the major may earn honors by pursuing seven to ten units of directed individual thesis research, writing a 15,000-word thesis, and taking one advanced-level colloquium or seminar focusing on China, Japan, or Korea. EALC additionally grants B.A. degrees in Chinese or Japanese. Both

degrees focus on language and literature and require students to take two core classes in Traditional East Asian Civilizations. Students concentrating on Chinese take three years of modern Chinese, one year of classical Chinese, and at least one course each on pre-modern China, modern China, and Chinese linguistics. Students take four upper-level content courses, as well as a writing-in-the-major course on 20th century literature. Japanese majors follow a similar plan, taking three years of Japanese language, at least one course each on pre-modern Japan, modern Japan, and Japanese linguistics, four advanced content courses, and a writing-in-the-major course on modern Japanese literature in translation. Japanese and Chinese majors with a GPA of 3.5 or higher may also apply for honors by submitting a senior thesis proposal. Approved students then pursue seven to ten units of directed individual thesis research, write a 15,000-word thesis, and take one advanced-level colloquium or seminar focusing on China or Japan.

EALC also offers three minor concentrations to complement its three B.A. programs: Asian Studies, Chinese and Japanese. The Chinese and Japanese minors were designed to give students majoring in other departments an opportunity to gain a substantial introduction to Chinese or Japanese language, as well as an introduction to the culture and civilization of East Asia. The minor requirements include one year of language study at the second-year level (at minimum), two East Asian Civilization courses, and two additional courses in literature, linguistics or civilization. The East Asian Studies minor was designed to provide the student with a broad background in East Asian culture as a whole, while allowing the student to focus on a geographical or temporal aspect of East Asia. Requirements include six courses on the region, including three area courses and at least one major-approved core course. All Stanford undergraduate students are required to complete one year of college-level study (or the

equivalent) in a foreign language. Asian language courses are some of the most popular, and combined enrollments in Korean, Japanese, Chinese, Vietnamese, Tagalog, and Tibetan language classes account for roughly 25% of all foreign language enrollments at Stanford.

Training Options for Graduate Students: The M.A. program in **East Asian Studies** is designed to provide a strong background in East Asian culture and society as preparation for either further scholarly work or a professional career. Interdisciplinary flexibility is the hallmark of this program, permitting students to construct a course of study suited to their individual intellectual interests and career needs. Students must demonstrate proficiency in Chinese, Japanese, or Korean at the third-year level or above; complete one specific core course and at least nine additional core courses on East Asian Studies; and produce a master's thesis that represents substantial original research. CEAS M.A. graduates go on to a variety of careers in business, law, education, journalism, and government service. Roughly 11% of CEAS alumni pursue Ph.D. programs with East Asia foci after graduation. The majority of M.A. alumni find placements in the private sector (38%) or high-tech (27%). EALC offers master's degrees in Chinese and Japanese, but the department's main emphasis is on doctoral training. The Ph.D. programs in Chinese and Japanese are designed to prepare students for advanced research and teaching careers in literature, history (pre-modern), philosophy, or linguistics. The majority of required coursework for Ph.D. students demands the ability to read primary and secondary materials in one or more Asian languages. Both Ph.D. tracks require candidates to demonstrate reading proficiency in at least one other supporting language; to enroll in "The Learning and Teaching of Second Languages" and serve as a teaching assistant for at least one quarter; to take a set of three comprehensive qualifying examinations; and to submit a dissertation demonstrating original research in Chinese or Japanese materials.

conduct primary research or analyze data. The Schools of Medicine, Business, and Engineering all have specialized study trips or exchange programs in East Asia that combine practical training with area-specific education, and several programs—including the **US-Asia Technology Management Center (US-ATMC)**, **Center for Global Business and the Economy**, **Stanford Center for International Development (SCID)**, and the **Haas Center for Public Service**—prepare students explicitly for professional private-sector or governmental careers.

B. Career Advising: The advising system at Stanford is multi-layered, with each undergraduate being assigned to a faculty mentor, an administrative counselor, and a peer advisor. M.A. and Ph.D. students are advised by departmental administrators, as well as individual faculty. East Asian Studies M.A. students are assigned individual faculty advisers, and the CEAS Lecturer in East Asian Studies and Associate Director devote roughly 30% and 10% of their time, respectively, to providing academic and career counseling. CEAS disseminates information on work and study opportunities in East Asia to Stanford students at all levels through regular mailings and email announcements; academic departments offer specialized workshops on interviewing strategies and grant-writing skills; and the office of Undergraduate Advising and Research (UAR) provides a full suite of resources for undergraduate students. The Stanford Global Studies Division (SGS) also organizes a series of career workshops each year, including an annual career panel featuring alumni who have landed rewarding jobs in government, business, and the non-profit sector. Extensive job-seeking and career preparation assistance is available through the Career Development Center, which offers résumé-writing workshops, provides library resources and alumni contacts, organizes job fairs, and provides one-on-one counseling.

Formal Arrangements for Study Abroad: A hallmark of East Asian Studies at Stanford is its wealth of overseas study opportunities, summarized in Table 3 below. The Bing Overseas Studies Program (BOSP) administers two centers in East Asia: the **Stanford Kyoto Program** in Kyoto and the **Stanford Program in Beijing**. In Kyoto, after a quarter of academic study, students may pursue ten-week internships in Japanese business, government, and public service organizations. Since 2009, 121 Stanford students have completed language training in Kyoto, and 108 have participated in the affiliated internships. The Stanford Program in Beijing, opened

Program Name		09-10	10-11	11-12	12-13
Stanford-only Programs	Stanford Program in Beijing	29	56	42	39
	Stanford Program in Kyoto	37	7	36	41
	Kyoto Prog. Internships	33	6	32	37
	East Asia Internships	27	13	25	32
	(non-Kyoto) b.a./b.s.	23	9	20	23
	m.a.	4	4	5	9
	School of Engineering Summer Internship Program in China	18	16	16	14
Stanford Law/Peking Univ.	1	1	1	1	
Overseas Seminars	0	29	0	0	
Consortium Programs	Inter-University Center for Japanese Language Studies (IUC)	99	90	92	87
	Stanford student enrollments	4	3	8	8
	Inter-University Program for Chinese Language Studies (IUP)	119	137	133	137
	Stanford student enrollments	6	3	3	1
	Kyoto Consortium for Japanese Studies (KCJS)	61	62	60	54
	Stanford student enrollments	4	3	5	2
Total Stanford Participants	126	131	136	138	

in fall 2004, combines an intensive five-week language program at Stanford with four weeks of classes in Chinese at Peking University. There are five levels of instruction, taught by faculty from both Stanford and Peking University. While in Beijing, each student is assigned a Peking

University-student language partner and given a final project commensurate with their level of Chinese. Since 2009, 166 students have enrolled in this innovative program. In 2010, the **Stanford Law School** established a formal exchange program with the Peking University School of Law, allowing Stanford students to enroll in either Chinese- or English-language law

classes at Peking University. BOSP also runs individual overseas seminars—courses taught by Stanford faculty on a foreign campus—on an ad hoc basis determined by institutional need, faculty availability, and student interest. In 2010, an overseas seminars in Beijing enrolled 29 Stanford undergraduates.

Students may also participate in a number of consortia or collaborative programs. Stanford currently is a member of and administers the **Inter-University Center for Japanese Language Studies (IUC)** in Yokohama, the premiere institution for teaching of advanced Japanese, which has enrolled 368 students in the last four years, 23 of whom were from Stanford. Stanford is a member of the **Inter-University Program for Chinese Language Studies (IUP)**, which provides year-long and summer Chinese language programs at Tsinghua University, Beijing. Since 2009-10, IUP has enrolled 526 students, 13 from Stanford. Stanford is also a member of the **Kyoto Consortium for Japanese Studies (KCJS)**, which offers in-depth language study for two semesters, along with specialized courses in Japanese history and culture. KCJS has enrolled 237 students over the last four year, 14 of whom were Stanford students. Internships in East Asia are offered through BOSP, SGS, the School of Engineering, and the Graduate School of Business. BOSP places undergraduate interns in Japan through the above-mentioned program. SGS offers undergraduate and graduate level internships in China, Hong Kong, Taiwan, Japan, South Korea, Mongolia, Singapore, and Thailand, in a variety of business, government, and nonprofit organizations. Established host organizations include Dow Jones Newswires (Beijing, Shanghai, Seoul, and Tokyo); the Shanghai Museum; Morgan Stanley (Tokyo); Japan's Ministry of Economy, Trade and Industry; and *JoongAng Daily* (Korea). Since 2009, 97 students—22 graduate and 75 undergraduate—have received internship placements in businesses, governmental offices, and NGOs across China, Japan, and Korea through this program. The

School of Engineering likewise runs a Summer Internship Program in China, and has placed 64 undergraduate and graduate engineering students in Beijing, Shanghai, and Hangzhou over the last four years. The **Volunteers in Asia (VIA) Stanford Program** sponsors short-term, cross-cultural exchange focusing on service-learning, healthcare, language, and social issues. The **Asia Technology Initiative (ATI)** runs global entrepreneurship programs in China (Shanghai & Hong Kong), India (Bangalore & Mumbai), Japan, Singapore, and Taiwan. This unique summer internship gives Stanford students the opportunity to interact with Silicon Valley professionals as well as their counterparts across Asia.

Facilitating Access to Study Abroad Programs: The **Undergraduate Research Opportunities (URO) Program**, **Vice Provost for Undergraduate Education (VPUE)**, and **Stanford in Government (SIG) Fellowships for Asia** all provide funding in varying amounts for undergraduates to study abroad in East Asia. East Asian Studies B.A. students—who are required to study abroad as part of their degree requirements—are guaranteed at least one quarter of study-abroad funding from EALC. Each year, CEAS, Shorenstein-APARC, and FSI offer approximately \$300,000 in competitive fellowships to support language study or internships in the region during the summer quarter. Additional East Asia-specific support was offered by more than a dozen other research centers and teaching departments, providing approximately another \$60,000 in student funding.

3. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

A. Quality and Extent of Course Offerings: Stanford regularly offers approximately 100 undergraduate-level and 100 graduate-level courses with 100% East Asian content. Most are offered every year or every other year. In 2012-13, there were 262 such courses, with an additional 136 non-language courses that contained 25% or more East Asian content. Stanford

also hosts visiting faculty each year who provide one-time courses focusing on a particular regional or thematic issue related to East Asia. Last year, enrollments in all non-language courses with regional specialists exceeded 3,500.

Course Offerings in the Professional Schools: With East Asia-focused faculty housed in all professional schools—Business, Earth Sciences, Education, Engineering, Law, and Medicine—Stanford regularly offers 5-6 professional courses with 100% East Asian content, and an additional 25-30 courses annually that contain 25% or more East Asian content. For example, Stanford’s School of Education offers a track in International Comparative Education with substantial area-studies content. Stanford Medical School students can concentrate in international health by taking an array of comparative and global course offerings that cover our area. In 2004, Stanford’s Business School opened a Center for Global Business and Economy, whose Global Electives include courses on East Asia. Stanford Law School students may claim up to 12 units of area courses toward their law degree, or pursue a joint J.D./M.A. in International Law and East Asian Studies. Courses covering East Asia under the rubric of international and comparative law include “The Future of Human Rights,” “State-Building and the Rule of Law,” and “The Sea Around Us.” Since 2010, Stanford Law students can also enroll in Chinese- and English-language law classes at Peking University.

B. Depth of Course Coverage: Coverage of China and Japan is most extensive in the fields of Language and Culture, History, Anthropology, and Religious Studies. These departments offer instruction from the introductory through advanced graduate levels. Sociology, Political Science, Business, and Art and Art History also have substantial faculty coverage in these areas. Korea-related courses are regularly offered in History, Sociology, and EALC. The recent hire of Takeo Hoshii, whose research focuses on the economy of Japan, has added further depth to social

science course offerings. Courses with at least 25% East Asia content can be found in 26 departments, programs, and schools at Stanford.

C. Interdisciplinary Courses: Several regular courses offered in the departments of Anthropology, History, Sociology, and EALC have an explicit interdisciplinary focus (for example, those on anthropology and the law, or on historical geography). Many other East Asia courses are jointly taught, such as “Cities in Comparative Perspective” (Urban Studies and Anthropology) and “America in Vietnam” (History and Political Science). Several interdisciplinary programs offer courses with East Asia content, including Interdisciplinary Studies in the Humanities, Comparative Literature, International Relations (IR), International Policy Studies (IPS), and Management Science and Engineering. The Center sponsors a number of interdisciplinary courses each year to augment other area offerings on campus.

D. Sufficient Non-Language Faculty: Since 2009 there have been three new hires in East Asian Studies: Dafna Zur (East Asian Languages and Cultures); Ronald Egan (East Asian Languages and Cultures); and John Kieshnick (Religious Studies), with two new hires (EALC-Chinese Literature and FSI-Japanese History) expected in 2015. Table 2 (page 6) summarizes Area Studies faculty as of 2012-13. In all, 70 regular faculty and 8 non-language lecturers research and teach at least 25% on East Asia. 2 visiting faculty, 16 research fellows, and 9 emeriti faculty working 25-100% time on East Asia contribute to occasional or special course offerings.

Pedagogical training for instructional assistants: Pedagogical training for faculty and graduate teaching assistants (TAs) is a high priority at Stanford. Each department provides formalized and mandatory pedagogical workshops for TAs; for example, History’s program results in Ph.D. students producing a teaching portfolio of evaluations, recommendations,

syllabi, videotapes and other evidence of teaching accomplishment. Training for East Asia language course TAs is discussed in section 4D. The Center for Teaching and Learning offers faculty and graduate TAs pedagogy workshops and one-on-one consultations on teaching.

4. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

A. Extent of East Asian Language Instruction: Instruction in Chinese, oral Cantonese, Japanese, Korean, Tibetan, Vietnamese, and Tagalog is provided through the Stanford Language Center (SLC), as detailed below. In addition, a score of departments offer advanced courses in which East Asian source readings are assigned, including Anthropology, Art History, East Asian Languages and Cultures, East Asian Studies, Education, History, Political Science, Religious Studies, and Sociology.

Language Enrollments: East Asian language classes are among the most popular at Stanford, averaging nearly 1,700 enrolled students per year over the last five years. Currently, Chinese is the second most popular language on campus, and Japanese is fourth. Table 4 summarizes language course enrollments at Stanford since 2008-09. These high numbers reflect our continuing commitment to integrate undergraduate and professional school students into LCTL training.

B. Levels of Language Instruction: Instruction is available in Mandarin Chinese through fifth-year; Japanese through fourth-year; Korean and Tagalog through third-year; and Vietnamese and Tibetan through second-year. In addition, two levels of oral Cantonese are offered. Several language classes are designed specifically for professional school students, notably business and medical Chinese.

Non-Language Courses Taught in Foreign Languages: While the primary language of instruction at Stanford is English, many graduate-level courses require reading and analyzing

primary sources. Classroom discussion of primary materials in the foreign language is incorporated to the greatest extent possible in the classes listed in Section 4A above.

C. Number of Language Faculty: Stanford Language Center (SLC) teaching staff includes 18 lecturers—8 in Chinese, 6 in Japanese, 1 in Korean, 1 in Tibetan, 1 in Vietnamese, and 1 in Tagalog. All SLC instructors have M.A. or Ph.D. degrees in their fields, and all are encouraged to complete the certification

process for oral proficiency interview training (ACTFL/OPI). More than half of our Asian languages

	2008-09	2009-10	2010-11	2011-12	2012-13
Chinese	960	1032	916	920	863
Japanese	592	608	574	469	505
Korean	95	116	107	109	111
Vietnamese	63	83	70	68	72
Tagalog	17	14	21	35	16
Tibetan	6	7	12	11	10
TOTAL	1733	1860	1700	1612	1577

instructors are OPI certified. The Department of East Asian Languages and Cultures has 12 ladder-rank faculty: six in Chinese, five in Japanese, and one in Korean. A new position in Chinese literature will be added in 2015.

Performance-Based Language Pedagogy Training for Language Teaching Staff: The Stanford Language Center (SLC) sponsors frequent professional development workshops based on American Council for the Teaching of Foreign Languages (ACTFL) standards, including training in OPI (Oral Proficiency Interview), SOPI (Simulated Oral Proficiency Interview), and WPT (Writing Proficiency Test) standards and techniques. All language instructors are given the opportunity to attain certification in these testing methods, with costs borne by the SLC. Professional training for graduate TAs features a language pedagogy practicum, “Learning and Teaching Second Languages,” which includes observation, practice teaching, and lesson-plan preparation. TAs also enroll in second-language acquisition classes, including a research design

course that provides training in webpage construction and the use of online tools for teaching, and receive training in SOPI.

D. Quality of the Language Program: The Stanford Language Center manages all foreign language classes and enrollments, hires language lecturers, supports curricular development, and monitors and assesses language pedagogy and student performance. SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area – reading, writing, listening, and speaking. To guarantee quality instruction, the average class size is 12. Classroom instruction is supplemented with the Digital Language Laboratory, where instructors can use multimedia resources and guide students through computer-based learning activities. Students also use the facilities to take online exams and practice language skills. The language lab has over 2,400 video, audio, and computerized course and proficiency evaluation materials in East Asian languages.

Measurement by Performance-Based Instruction: The Stanford Language Center emphasizes performance standards and the efficient use of technology in instruction. Undergraduates who study an East Asian language are expected to prove proficiency at the Novice-High level, using the FSI-ACTFL scale. In practice, more than 80% reach a level higher than that by the end of their first year. SLC currently extends testing to second-year classes. In spring quarter of each year, SLC initiates a self-study of language programs to document whether students completing their first year of language study do indeed meet the articulated standards. Oral proficiency data for Chinese and Japanese languages are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. During the spring 2013 assessment, the majority of students performed

at or above expected ranges. All data indicate that Stanford programs in this area are significantly ahead of the pace projected by the Foreign Service Institute.

Adequacy of Resources: Stanford provides nearly \$2 million in funding for East Asian language training, including language lecturer salaries and Language Laboratory funding. In addition, Stanford contributes an additional \$1.2 million for staffing and facilities at its two overseas programs administered by BOSP, and the university supports the salaries of the Language Center faculty Director and five 100% FTE staff, not included in the above figures.

Language Proficiency Requirements: Language programs at Stanford are proficiency-oriented and standards-based. A proficiency orientation guides students to speak, listen, read, and write in ways that are useful in a real world setting. Standards-based refers to the National Standards on Foreign Language Learning, which attend not only to linguistic competence but also to the link between language, culture, and content. First-year programs emphasize speaking and writing at the sentence level. Second-year programs move to a paragraph-based model, and are designed to enable students to study abroad or to continue with upper-level literature and culture classes. Classes are taught in the target language as much as possible. First-year instruction in East Asian Languages aims for a Novice-High level for spoken proficiency. Similar standards are set for reading and writing. Studies done nationwide indicate that language majors generally achieve an Intermediate-Mid rating on oral proficiency interviews. According to the Foreign Service Institute, Novice-High rating in non-cognate (Asian) languages is generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year. Systematic OPI testing in third-quarter first-year Chinese and Japanese since 1999 shows an increasing percentage achieving the goals of Novice-High or above (over 80% in 2012-13 scored at Intermediate Low or Intermediate Mid). Writing

assessment data for 2012-13 indicate that over 90% of students in second-year Chinese and 100% in second-year Japanese are in the Intermediate range. At our request, the SLC has instituted incoming and outgoing evaluation of oral and reading proficiency for CEAS M.A. students, and proficiency tests for FLAS recipients. This data will provide a metric for our FLAS reporting of proficiency outcomes for the award years.

5. STRENGTH OF THE LIBRARY

A. Library Holdings: Stanford houses one of the premiere East Asia research facilities in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. The bulk of the collection resides in the East Asia Library (EAL), with additional holdings in the Hoover Institution Library and Archives, and Green Library. EAL’s C-J-K holdings number approximately 769,000 volumes in the social sciences and humanities for all historical periods. Roughly 40% of the collection deals with politics, law, economics, public

	2008-09	2009-10	2010-11	2011-12	2012-13
Chinese	340,440	354,153	371,149	385,721	402,298
Japanese	204,893	212,365	218,369	222,418	227,731
Korean	35,653	41,364	46,227	50,685	55,058
Non-CJK	79,954	80,849	81,969	82,913	83,968
TOTAL	660,940	688,731	717,714	741,737	769,055

finance, sociology, statistics, education, and defense. Other emphases include history, religion, and literature. Table 5 summarizes Stanford’s East

Asian collection holdings.

The **Chinese Collection** contains approximately 400,000 monographic volumes, over 31,000 reels of microfilm, and hundreds of thousands of monographic titles available via electronic access. An unusually comprehensive set of some 15,000 serials, of which 2,000 are current subscriptions, includes many pre-1949 government documents, statistical reports on commerce, and periodicals. Electronic databases include Scripta Sinica; the Chinese Ancient

Texts Database (CHANT); Duxiu; the Si Ku Quan Shu; ChinaMaxx (a database containing the contents of 700,000 books published in China since 1949); and the full-text China Academic Journal Database (with more than 9,800 academic journals currently published in China).

The **Japanese Collection** contains more than 227,000 volumes, with special emphases on geographical works, language and literature, science and technology—including both industry and agriculture—and historical works, including unique collections of personal narratives in Japanese; illustrated Edo-period books; local histories from central and northern Japan; elementary and middle school textbooks; minority studies; women's journals; and so-called gray literature (pre-1945 central and local government publications, most of which are rarely held by North American libraries and can be found in only a few libraries in Japan). The **Korean Collection** was established in September 2005, and has grown rapidly to 55,000 volumes and 276 serials. While the collection chiefly focuses on contemporary social sciences, it is gradually developing humanities resources as well. EAL also provides access to over 760 Korean e-books and subscribes to several full-text databases. **Western-language materials** on East Asia are housed in various campus libraries, but all collection development is overseen by EAL staff. These materials cover Asia in general, with an emphasis on China (including Taiwan, Hong Kong, Macao, and Tibet), Japan, and Korea. As of August 2013, Green Library holds approximately 84,000 monographs on East Asia and is adding roughly 1,000 titles every year. Additionally, the library subscribes to more than 250 serials, and holds another 250 noncurrent serials on East Asia.

Finally, the **Hoover Institution Archives and Library** houses special materials in Chinese and Japanese. These include rare books; newspapers; banned, illegal, or rare periodicals; political party internal documents; and government internal documents. Also at Hoover are

private papers donated by former public servants, military personnel, and others from Japan, China, Taiwan, and other parts of Asia. The Chinese holdings include more than 1,000 items ranging from Cultural Revolution newspapers to internal public security publications of the Chinese Communist Party. The Japanese collection includes military surveys and maps, manuscripts of important 20th century writers, and visual media such as photos, slides, and film.

Institutional Support for the Library: Stanford University Libraries (SUL) hold over 9.3 million physical volumes and 1.5 million e-books, with a total acquisitions budget of \$22,600,000 as of March 2014. In 2010-2011--the latest period for which Association for Research Libraries (ARL) statistics are available--Stanford's total acquisitions budget of \$19,923,593 would have ranked it 10th among North American research libraries, between the University of Southern California and the University of Chicago. Stanford ranks first, however, among peer U.S. institutions in the support it offers from university funds for East Asian acquisitions. In 2012-13, the university-provided EAL acquisitions budget was approximately \$1,297,498. The university currently employs 21 East Asia Library staff members, including 5 professional librarians, whose combined salaries and benefits currently equal approximately \$1.8 million annually. In addition, senior librarians and curators are sent to professional workshops and conferences convened by the Library of Congress, the Council of East Asian Libraries, and the Association for Asian Studies. The university library system also invests heavily in information technology, audio visual equipment, and website development. In the 2014-17 grant cycle, we are requesting \$36,000 annually for special acquisitions of both print and digital materials (Budget D1a&b); and \$5,000 annually for librarian professional development and research travel support (Budget C1a&2a).

B. Cooperative Arrangements: Stanford participates in several cooperative agreements for sharing materials and cataloging. It has newspaper collection agreements with Berkeley and UCLA, and is a member of the California East Asian Libraries group, which meets annually to discuss joint collection and development of literary materials and oral histories in Chinese, Japanese, and Korean. A **Research Library Cooperation Program (RLCP)** allows faculty, academic or professional staff, and graduate students at UC Berkeley, Stanford University, and UT Austin to obtain items from each other's libraries. The **Research Libraries Group Shared Resources Service (RLG ShaRes)** provides expedited interlibrary loan service between members. It also provides access to collections not normally available for interlibrary loan, such as Special or Art collections. The **University of California/Stanford University Reciprocal Services Program (RSP)** provides eligible Stanford users with the same on-site access and borrowing privileges as are accorded their counterparts at each of the U.C. campus general libraries. It also provides for expedited interlibrary loan service and access to special collections.

Non-Stanford Access to the Library's Holdings: A leading library in Chinese, Japanese and Korean modern history, the EAL attracts scholars from across the U.S. and overseas. Last year the library made 15,086 direct loans to Stanford and UC affiliates, and 525 interlibrary loans. Teachers and students from other institutions may use the Stanford collections free of charge for seven days in any twelve-month period, allowing on-site use of the collections and access to the catalog and reference collections. In addition, a Stanford University Libraries Institutional Library Card may be purchased for an annual fee. This card allows access to the collections in the main and auxiliary libraries. The libraries have generous policies regarding shared use of their resources, which include keeping use of the EAL reading room free and open to the public. Additionally, EAL staff has ongoing agreements with several faculty members at peer

institutions such as UCSD to hold annual orientation tours for non-Stanford students and faculty. The catalogues of Hoover, Green, and EAL libraries are available to the public online through the Stanford library website. Complete guides to all archival collections and holdings acquired after 1983 are also available through the Online Computer Library Center (OCLC). In the 2014-17 grant cycle, we are requesting \$5,000 annually to increase access to the collection for non-Stanford faculty from across the country (Budget E4).

6. QUALITY OF STAFF RESOURCES

A. Qualifications of Teaching Faculty and Professional Staff: As demonstrated in Appendix 2, our East Asian faculty are exceptionally well qualified to conduct teaching and research. All tenure-line faculty and 50% of language lecturers hold the Ph.D. or equivalent degree. All have overseas experience in their countries of specialization, including extended periods of residence, and maintain strong ties to Asian universities and research centers. All core faculty members have the ability to read, write, and speak the language of their target countries. Many sit on editorial boards and thesis committees at other universities, or hold honorary appointments at overseas institutions, and have received awards and fellowships from such notable organizations as the Guggenheim Memorial Foundation, MacArthur Foundation, Carnegie Corporation, American Council of Learned Societies, National Endowment for the Humanities, and Association for Asian Studies. Many of Stanford's professional staff likewise hold advanced degrees with specializations in East Asian studies, have lived or worked in East Asia, and possess fluency in one or more Asian languages.

Professional Development Opportunities: The University offers faculty and staff ample resources for professional development. Assistant level professors receive a full year of paid leave before coming up for tenure, and all faculty receive regular sabbaticals. Faculty in the

humanities receive \$5,000 in research funds annually, and all Stanford faculty receive computer upgrade funding every three years. Additional grants are available competitively from the Dean of Research, the Stanford Humanities Center, the Freeman Spogli Institute for International Studies, and other campus programs. Faculty may also apply for special grants to support the creation of new and innovative courses. Stanford offers professional staff a variety of programs to enhance professional development, including \$1,200 annually in funding for training and continuing education courses, and subsidies and subventions to enroll in or audit university courses. The university also provides extensive free training courses in various business applications, and a four-day intensive supervisor-focused Manager Academy designed to strengthen and professionalize research administration across the campus.

Teaching, Supervision and Advising of Students: Stanford faculty members work closely with students at all levels. Ladder-rank faculty members teach an average of four courses per year. In addition, they actively supervise student theses and projects at all levels and interact with students at numerous colloquia and seminars. Full-time non-language lecturers teach six courses per year and also advise students. Language lecturers teach nine courses per year. Funding from the Vice Provost for Undergraduate Education, the Vice Provost for Graduate Education, and CEAS allows students at all levels to conduct paid research for East Asian Studies faculty, often gaining first-hand experience with fieldwork or data collection methodology. Undergraduate and master's students in East Asian studies are assigned individual faculty thesis advisors. Academic departments provide at least one professional staff member and one faculty member as general course advisors, and doctoral students work closely with a faculty mentor throughout their career.

B. Oversight and Faculty Involvement: The Center for East Asian Studies is led by a Steering Committee made up of a director and six other professors from different departments representing regional, temporal, and disciplinary breadth. Members serve for one to three years. The Steering Committee sets Center priorities, provides direction on outreach, and conducts long-term planning. One member of the Steering Committee serves as special liaison to the East Asia Library. Separate faculty committees, with rotating membership, are organized each year to administer 1) undergraduate student grants; 2) graduate student grants; 3) postdoctoral fellowships; and 4) M.A. admissions. An average of 25 faculty members participate annually on CEAS committees. Other East Asia-focused units (APARC, HCBSS) are administered in a similar fashion.

Administrative and Outreach Staffing and Oversight: There are 78 professional employees in seventeen schools, departments, and centers at Stanford who work at least 25% time on East Asia, as summarized in Table 6. Together, these staff members plan and administer the university's research, publication, conference, lecture, and outreach programs. Direct responsibility for NRC programs will be shared by the CEAS Director, Associate Director, and a Community College program coordinator (to be filled). The current director is **Gordon Chang**, Professor of History. Chang joined the Stanford faculty in 1990 and became director of CEAS in September 2011. He serves on numerous editorial boards and national committees in his field, and has written and edited numerous papers, articles, and books related to East Asia. **John Groschwitz**, CEAS Associate Director and outreach coordinator since October 2008, holds an M.A. from Stanford in East Asian Studies and a B.A. from U.C. Berkeley in Chinese Language. Before coming to Stanford, he served eight years as Program Director at the Center for Chinese Studies, U.C. Berkeley; he has also taught Chinese language at the community college level. The

Community College Program Coordinator proposed in the current cycle will be responsible for managing the multiple levels of cross-institution coordination for Stanford Community College and K-12 collaborative projects. In the current cycle we are also requesting \$5,000 (Budget

TABLE 6--Professional Staff Devoted to East Asia by Unit					
	25-49%	50-74%	75-99%	100%	TOTAL
Asia Pacific Research Center (APARC)				14	14
Bing Overseas Studies Program (BOSP)		3		4	7
Cantor Arts Center				2	2
Center for East Asian Studies (CEAS)				3	3
East Asia Library (EAL)		3	4	14	21
East Asian Languages and Cultures (EALC)				2	2
Freeman Spogli Institute (FSI)				11	11
Graduate School of Business		1	1		2
Ho Center for Buddhist Studies (HCBSS)				2	2
Hoover Institution				2	2
Stanford Center for International Development (SCID)				1	1
Stanford Global Studies (SGS)			1		1
Stanford Program on International and Cross-Cultural Education (SPICE)	3	2	2	2	9
US-Asia Technology Management Center (US-ATMC)				1	1
TOTAL	3	9	8	58	78

A3a) to support CEAS Communications Coordinator **Marna Romanoff**, who will implement public outreach programs, collect student data, prepare reports, and provide general NRC support. Romanoff completed her M.A. degree at Waseda University in Japan and B.A. at the University of Ohio. Additional key outreach staff include Stanford Program on International and Cross-Cultural Education (SPICE) Director **Gary Mukai** and Curriculum Writer **Jonas Edman**. Mukai joined SPICE in 1988 and is a graduate of U.C. Berkeley and Stanford. He serves on the editorial board of *Education about Asia*, and has written numerous curriculum units on East Asia. He was the first regular recipient (1997) of the AAS Franklin Buchanan Prize. Edman coordinates SPICE’s National Consortium for Teaching About Asia (NCTA) professional

development seminars on East Asia for middle school teachers, and collaborates with Stanford faculty in developing curricula for community college instructors as part of Stanford Human Rights Education Initiative (SHREI). Edman graduated from California State University, Sacramento in 2010, and from Stockholm University in 2008. In this grant cycle we are requesting \$10,000 (Budget A3b) for Edman to adapt SPICE curricular materials for use at Community Colleges.

C. Nondiscriminatory Employment Practices: Despite California legislation against affirmative action in state institutions, we are proud that Stanford University, a private institution, has strongly reaffirmed its commitment to non-discriminatory practices in hiring and promotion of faculty and staff. To encourage diversity, Stanford prohibits discrimination and harassment and provides equal opportunity for all employees and applicants for employment regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other trait or status protected by applicable law. Stanford continues to seek ways to diversify the faculty, staff, and student bodies. In 2001, following the MIT report on gender bias in science and engineering, Stanford University joined eight other leading universities in their initiatives on studying gender equity and sharing strategies for change. As part of that initiative, President John Hennessy and Provost John Etchemendy created the Provost's Advisory Committee on the Status of Women Faculty (PACSWF), which was renamed the Panel on Gender Equity and Quality of Life in 2004, and the Panel on Faculty Equity and Quality of Life in 2008. Over the past decade or so, the panel has conducted studies on faculty equity and satisfaction, recruitment, and retention, including the university's first Faculty Quality of Life Survey in 2003 and a focused analysis on race/ethnicity using data from that survey. In 2008, the Panel on Faculty

Equity and Quality of Life (hereafter referred to as the panel) designed and administered Stanford’s second Faculty Quality of Life Survey, to update its assessment of climate and equity issues. The survey found that the overall satisfaction with being a faculty member at Stanford was quite high, with 79% of the faculty reporting being satisfied with their jobs. The overall satisfaction levels of Stanford faculty were similar to, and in some cases higher than, our peers. In addition, the overall satisfaction levels for Stanford faculty did not differ significantly by gender or race/ethnicity. University leaders recognize the importance of diversity (broadly defined) in higher education and are committed to increasing it. In the five years from fall 2007 to fall 2012, the number of URM professorial faculty members at Stanford increased from 102 to 146 (a 40% growth compared to a 9% increase of all professorial faculty). A number of ongoing university efforts have been successful in recruiting and retaining minority and other diverse faculty members. CEAS accepts a range of students, including mid-career professionals, international students, military personnel, and others. The profile of our master’s program is both gender-balanced and ethnically diverse; in the past five years, 52% of incoming students were

TABLE 7--Faculty and Staff Diversity

	Faculty	Staff
TOTAL:	1,508	~12,000
Male	73%	39%
Female	27%	61%
Caucasian	74%	47%
Asian	16%	20%
African American	3%	4%
Hispanic / Latino	4%	10%
Native American	>1%	>1%
Pacific Islander	0%	>1%
Two or more races	>1%	2%
Unidentified	2%	16%

female and 64% were minorities. The Office of Accessible Education (OAE) ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for

CEAS functions are accessible. Table 7 shows the composition of Stanford faculty and staff.

7. OUTREACH ACTIVITIES

Stanford's East Asian faculty engages with government, the private sector, K-16 educators, and the general public through numerous and varied talks, performances, and publications. CEAS publicizes more than 250 events each year, including lectures and symposia organized by the **Shorenstein Asia-Pacific Research Center**, the **Center on Democracy, Development, and the Rule of Law**, the **Ho Center for Buddhist Studies**, the **Archaeology Center**, the **US-Asia Technology Management Center**, the **Graduate School of Business**, **Stanford Law School**, and the **Hoover Institution**. Area studies faculty are thoroughly involved in the planning and implementation of public events at Stanford. These events are advertised through the Center's weekly email bulletin, listed in its quarterly brochure, and announced on the Stanford Events website or with local media outlets, these events draw over 5,000 participants annually. Research findings on East Asia are made widely available via university-supported publication outlets including Stanford University Press, the *Journal of Korean Studies*, and the *Stanford Journal of East Asian Affairs*. CEAS also publishes *Horizons*, an annual newsletter that informs roughly 2,000 alumni and supporters of progress in Stanford's East Asian Studies programs. Event listings, talk abstracts, and resource materials are available on the CEAS, APARC, SPICE, and other websites.

Elementary and Secondary Schools: The **Stanford Program on International and Cross-Cultural Education (SPICE)** links the university's research and teaching to elementary and secondary schools. Coordinating input from Stanford faculty as well as K-16 teachers, SPICE produces curriculum materials and organizes teacher-training workshops on international and cross-cultural topics. Currently, SPICE has seven full-time and two part-time staff members; its director, Gary Mukai, specializes in education about Asia and U.S.-Asia relations. SPICE has published over 50 Asia-related award-winning curriculum units for elementary and secondary

schools, and since 2004 has distributed approximately 2,600 units on East Asia. Estimating conservatively that teachers use each unit for 100 students per year, about 260,000 students nationwide have benefited from these Stanford-developed materials. SPICE staff have won 6 out of 19 AAS Buchanan Prizes for outstanding curricular publication on Asia.

In addition to serving as academic advisors on curricular projects, Stanford East Asia faculty help lead SPICE's regular educational workshops at the local, state, national, and international levels, consistent with the **NRC Absolute Priority**. Since 2009, SPICE has served more than 80 K-12 teachers in its 35-hour workshops, and 36 workshops and presentations—including a popular series of National Consortium for Teaching about Asia (NCTA) seminars—reaching approximately 4,000 educators. Since 2003, SPICE has also served a select number of high school students directly through the Reischauer Scholars Program, a distance-learning course on Japan that features leading scholars, diplomats, and professionals. Each year, this competitive program offers 25 students a broad overview of Japanese history and society.

Postsecondary Institutions: In the 2010-13 NRC cycle, three Stanford NRCs and other area studies units collaborated on the **Stanford Human Rights Education Initiative**, an innovative partnership with California Community Colleges to enhance area-focused teaching and research on human rights within the community college setting. For three years, 8-10 community college instructors were selected as fellows to collaborate with Stanford faculty and staff, producing curricular units and teaching materials on human rights issues. Projects culminated in a year-end conference open to instructors from across the state, and final materials were posted online for public access. In its four years, SHREI served more than 175 community college instructors across California, and produced more than a dozen teaching resources publicly available online.

Business, Media, and the General Public: As noted above, Stanford's East Asian faculty are actively engaged in the realms of policy, journalism, and business. One leader on this front is the **Walter H. Shorenstein Asia-Pacific Research Center (Shorenstein-APARC)**, which generates interdisciplinary research and symposia focused on the Asia-Pacific region for students, scholars, and corporate and governmental affiliates. Shorenstein-APARC publishes regular monographs, as well as an annual peer-reviewed journal in partnership with the Brookings Institution Press. Across campus, the **US-Asia Technology Management Center (US-ATMC)**, located in the School of Engineering, sustains an active program of public events and internet-based information exchange (including live teleconferenced events between the U.S. and Asia). US-ATMC has achieved worldwide recognition for its website development activities, including the **Stanford J-Guide to Online Japan Information Resources**. The **Center for Global Business and the Economy**, housed in the Graduate School of Business, organizes a variety of conferences, lecture series, and workshops to promote discussion of international business. The **Stanford Center for International Development (SCID)** focuses on global trade and sustainability issues. In 1999, SCID launched the **Program on Chinese Economic Policy Reform (China Program)** to study such urgent issues as education policy (especially for elementary schooling), deployment of resources to the social sector, and the impact of small credit programs in raising the incomes of the poor. Two annual policy conferences, one held at Stanford University and a second held in China, comprise an important part of the program. **Stanford Continuing Studies** shares the rich educational resources of Stanford University with the local community. As shown in Appendix 3, during the past four years, Continuing Studies has offered 29 courses and events related to East Asia, with total enrollments of 805. The **Cantor Arts Center** features an East Asian collection begun in 1894

that has grown to over 4,000 pieces, representing the Neolithic through the present. In 2010, the Cantor Center hosted a major exhibit of 20th Century Chinese brush paintings and co-sponsored, along with CEAS, an international symposium *Tracing the Past, Initiating the Future*, on the historical, cultural, and theoretical reconstructions of 20th Century China. In addition, the museum regularly organizes seminars, workshops, and a summer program for children, all of which are open to the general public. **Stanford University Press (SUP)** currently offers almost 400 titles related to East Asia, adding approximately 30 new volumes per year. Working closely with FSI, APARC, and Buddhist Studies, SUP's offerings cover a wide variety of humanities and social sciences topics.

8. PROGRAM PLANNING AND BUDGET

A. Quality and Relevance of the Programs: In the 2014-17 grant cycle we are requesting funding for twelve programs and projects, as well as administrative, outreach, and evaluation support to implement them. All proposed programs will be overseen by Stanford faculty to ensure quality outcomes, and to directly address NRC and FLAS priorities. Budget numbers below reflect year one costs, with some programs tapering requests over the four years of the grant. NRC and FLAS priorities cross-references are listed in Section 11.

The **Stanford-Community College Global Education Partnership (S-CCGEP)** (Budget E1a-h, \$30,000) is a collaboration between Stanford University and California community colleges intended to expand upon Stanford's previous community college collaboration, the Stanford Human Rights Education Initiative (SHREI), which will continue with university funding after the current NRC funding cycle ends. S-CCGEP facilitates the internationalization of the community college curriculum across disciplines through the use of innovative technologies and tools of design. We propose two types of programs to be run under the

umbrella title: (A) a **Fellows Program** and (B) **Language Instructor Professional**

Development. Partners in the planning of the project and in year 1 are Foothill College/DeAnza College, and College of San Mateo. Additional community colleges may apply to join the collaboration in subsequent years.

The **Fellows Program** will solicit applications from community college (CC) faculty to work with Stanford colleagues on one of three types of project: 1) Working within the Center for Spatial and Textual Analysis (CESTA), in collaboration with the School of Education, SPICE, and other area studies faculty members to create and implement digital curricula specifically for the community college classroom; 2) Creation of a course unit or syllabus for their classes, working in conjunction with a Stanford faculty member; And 3) Assisting SPICE in adapting curricular units to the needs of CC instructors. Fellows will be selected in partnership with their home CC institutions, seeking to solicit participation from the broadest disciplinary cross-section and diversity of pathways, including instructors in humanities, science and environment, mathematics and the hard sciences. These projects will be open in terms of discipline, but must address area studies content. Final outputs of these projects will be made available broadly to all CC faculty. CC faculty interested specifically in human rights will be supported by SGS/Handa Center and work alongside other fellows. Their outcomes will continue to be added to the SHREI web resources. Through direct fellow involvement and attendance at the annual culminating symposium, we expect to serve roughly 230 Community College faculty over the course of the four year grant cycle. The **Language Instructor Professional Development** program will partner with the Center to Support Excellence in Teaching (CSET), and the Stanford Teacher Education Program (STEP), both part of the Graduate School of Education, as well as the Stanford Language Center (SLC), to expand Modified Oral Proficiency Interview

(MOPI) training for K12 and community college instructors. These trainings will serve to professionalize the language programs at home institutions. The workshop offers training in oral proficiency assessment and hands-on practice of interviewing techniques according to ACTFL OPI guidelines. With additional contributions from four additional area studies centers at Stanford and the administrative and staff contributions of SLC and STEP, this will allow us to conduct up to three MOPI trainings per year for up to 30 instructors per training, for a total of 120 faculty members in 4 years. Since the teaching load for these instructors is typically 4 courses per semester, with an average 23 of students per class, we estimate that over 22,000 students will benefit by the end of the grant period.

The **School of Education Summer Institute** (Budget E2a, \$4,000) is a partnership between the Center to Support of Excellence in Teaching (CSET) within the School of Education and seven area studies centers to create a summer institute for K-12 teachers focused on area content. The Stanford Graduate School of Education will contribute administrative and faculty time to plan and implement the program, and Stanford NRCs (East Asian Studies, Russian-East European Studies and Latin American Studies) will provide tapering support over four years further enhanced by four other area studies centers at Stanford. CSET will seek additional funding to assume the full costs of the program at the end of the 4-year grant cycle. This project will reach up to 60 instructors in year one, and up to 100 faculty per year in years two-four.

The **Stanford Law School Collaboration** (Budget E3a, \$9,000) will provide funding for student fellowships to work on the China Guiding Cases project—a groundbreaking initiative of Stanford Law School which aims to advance knowledge and understanding of Chinese law and to enable judges and legal experts both inside and outside of China to contribute to the evolution of Chinese case law through ongoing dialogue on “guiding cases” (指导性案例) released by

China's Supreme People's Court. Each year between two and six fellows, one each from Law and non-Law disciplines, will be competitively selected to work with Stanford faculty and other legal experts to analyze and disseminate relevant case materials.

The **Berkeley/Stanford Tibetan online project** (Budget E5a&b, \$9,000) is an attempt to consolidate Tibetan language teaching and explore the viability of creating a west coast-based consortium of schools which could share resources and students. During year 1, UC Berkeley will provide instruction and primary development for this online course, with two sessions to be delivered at Stanford during each semester. During subsequent years, other institutions may apply to join, with details of cross-institution teaching to be determined. By the end of the grant cycle the Stanford Language Center will create a Tibetan OPI test, which does not currently exist, that will be accessible nationally and benefit Tibetan programs across the nation.

The **Inner Asia Studies Project** (Budget E6a-c, \$5,000) will provide funds for a series of four public lectures relevant to seven centers and programs at Stanford, seeking to create collaborations across multiple regions and disciplines.

The **Southeast Asia Forum Project** (Budget E7a-c, \$3,250) and **South Asian Studies Project** (E8a-c, \$3,250) both propose to cooperate with one or more universities or institutes in South and Southeast Asia (or specializing on South and Southeast Asia) in collaboration with the Stanford Center for South Asia and Southeast Asia Forum. These collaborations may include local-host expenses for invited lectures, or collaborative research between scholars at Stanford and at counterpart institutions, and will engage three experts per region. Overseas institutions with expertise on Southeast Asia located outside the region could also be involved in such activities.

Funding for **Public lectures** (Budget E9a&b, \$5,000) will allow Stanford to continue to provide the campus and the greater Bay Area with access to cutting edge area studies research by bringing 10 lecturers per year to campus. With presenter permission, these events may be videotaped and made available online to further expand their impact.

To enhance the depth and breadth of area studies instruction available at Stanford, we also request funding for **Area Instruction** (Budget A2a & B2, \$32,300) to bring two visiting professors to campus each year. These experts will offer courses with 100% East Asia content in subjects not currently offered, and provide access to expertise from outside the university.

We are requesting funds for **East Asia Library acquisitions** (Budget D1a&b, \$36,000) to further strengthen the excellent East Asia collection. New areas of acquisition may include Korean e-books; databases on Chinese economy, population, and newspaper archives; Japanese woodblock prints and lithographs; the Japan Knowledge database. To utilize this collection we also propose **Library Access Travel Grants** (Budget E4a, \$5,000) to provide 10 non-Stanford scholar with travel funds to access the East Asia collection. **Librarian Travel** (Budget C1a-C2a, \$5,000) both domestically and overseas will allow Stanford librarians to grow the collection via acquisitions travel, and also provide them with support to attend professional conferences and meetings.

In order to carry out these activities, we are also requesting **Outreach Support** for the SPICE Curriculum Development Specialist (Budget A3a & B3, \$12,920), as well as **Administration Support** for the CEAS Associate Director (Budget A1a & B1, \$26,486) and Community College/K-12 Coordinator (Budget A1b & B1, \$16,796). Project assessment and evaluation will be carried out by an outside **Performance Measures Evaluator** (Budget E11a, \$15,000). In year 3, UC Berkeley and Stanford will jointly host **External Evaluators** (Budget

E10a&b, \$4,500) who can evaluate the two East Asia NRC's in a comparative framework, providing a benchmark for comparison with other Title VI NRC Centers. Specifically, this joint evaluation project will be useful to develop recommendations for: 1) comparing students enrolled in area studies programs with a statistically appropriate group of students who are not so enrolled; 2) designing routines for maintaining contact with, and gathering data from, program alumni; 3) tracing the scholarly networks among faculty and analyzing their impact on the creation of knowledge; and 4) systematically assessing our K-14 curricular efforts.

As outlined in section 10C, for the next grant cycle we are requesting \$283,500 per year in **FLAS Fellowship** funding for 8 academic-year and 5 summer awards.

All of the above costs are consistent with NRC and FLAS funding guidelines.

B. Development Plan and Timeline Demonstrating Contribution to the Program: The current proposal has been carefully crafted, not only to enhance programming during the 2014-17 cycle but to expand our capacity in the years to come. Planning for the **Stanford-Community College Global Education Partnership (S-CCGEP)** (Budget E1a-h), **School of Education Summer Institute** (Budget E2a), **Stanford Law School Collaboration** (Budget E3a), **Berkeley/Stanford Tibetan online project** (Budget E5a&b), and the **Inner Asia Studies Project** (Budget E6a-c) began in the current year, and will be implemented beginning in year 1. Remaining projects will be implemented as soon possible after grant notification. All projects will be carried out in all four years of the grant cycle

Effective Use of Resources and Personnel: In addition to efforts of CEAS staff, projects will be coordinated with other Stanford NRCs and area studies departments to maximize measurable results over the life of the grant. All projects will involve significant Stanford contributions, often with multiple supporting units, and all are designed to provide benefits at

multiple levels: on campus; within the community; regionally; nationally; and globally.

Collaborative projects are designed to be institutionalized following completion of the grant cycle, adding permanent and significant capacity to the East Asia program.

C. Cost Effectiveness: We request tapering seed funds for several projects, with the goal of leveraging Title VI funds with dean's support, grants, and gifts to make these programs self-sustaining by the end of the grant cycle. Funding for community college outreach will be jointly underwritten by Stanford's three NRC applicants, in collaboration with the School of Education, the Stanford Language Center, and other area studies units. Library funding will be leveraged to maximize university contributions. Finally, development of performance measurements and implementation of assessments (Budget 11a) will be shared among the three Stanford NRC's, with a small additional amount for external program evaluators (Budget 10a&b) in year 3, who will conduct a joint evaluation of the UC Berkeley and Stanford programs that will serve as a comparative benchmark for all East Asia NRC's.

D. Long-Term Impact: Proposed seed funding for outreach programs will help establish permanent connections with K-12 and community college instructors, strengthening California secondary and post-secondary education, and will significantly strengthen K-14 teaching resources regionally and nationally on East Asian topics. Continued FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will serve to enhance training for students most likely to enter government service or private industry. New courses provided by visiting faculty will allow departments to explore new areas of academic inquiry. Library acquisitions will result in a strengthened available to a broad cross-section of students and educators. The Berkeley-Stanford online Tibetan course will serve as a test pilot for a west coast Tibetan consortium, allowing broader access to the language while

reducing overall expenditures. Other projects will have similar program enhancing or program expanding effects, as mentioned above.

9. IMPACT AND EVALUATION

A. Impact on the University, Community, Region and Nation: Stanford offers one of the strongest East Asian training programs in the country. Locally, its impact is attested by course enrollments and event attendance. In 2012-13, Stanford offered 738 courses with greater than 25% area content in East Asian Studies, with enrollments totaling more than 5,000 undergraduates and graduate students. Of these courses, 275 were LCTL language courses with 1,577 students enrolled. The numbers of annual public events and overall attendance have grown by roughly 10% since 2009. This expansion has broadened Center exposure: average attendance at public lectures in 2012-13 was 26—at conferences and panel discussions 70—with total attendance at more than 250 public events well over 5,000 people. Moreover, campus activities ripple out to the national level: in the past decade SPICE has produced 50 curricular units on East Asia reaching an estimated 260,000 students nationwide, and has also enrolled over 4,000 middle and secondary school teachers from across the country in 150 teacher-training workshops. Our proposed Community College Education Project (Section 8 pp. 36-38) will similarly impact local and national educators in the future. Finally, CEAS core faculty and affiliates are leaders in their fields, producing an estimated 30 books and 200 academic articles in any given year. They share their expertise by appearing on radio talk shows, writing editorial pieces in major publications, and serving on advisory boards and in other policy-making capacities. Center staff field about 500 inquiries annually from community members and media seeking information on East Asia, referrals to experts, or language assistance.

B. Equal Access: Stanford University is an Affirmative Action institution. To encourage student diversity, the University provides funds to departments for minority recruitment, fellowships, mentoring programs, support services, and multicultural centers. Table 8 shows the ethnic composition of the Stanford student body. Stanford also has a proactive policy regarding admission of the disabled and a Student Disability Resource Center is housed in the Office of Accessible Education (OAE). With a staff of ten, OAE ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. All classrooms and administrative buildings used for CEAS functions are accessible.

Undergraduate admission is “need blind” and financial aid is widely available. Under an enhanced financial aid program established in 2008, students whose parents make less than \$60,000 a year are not expected to pay tuition or contribute to the costs of room and board and other expenses. Those whose families make less than \$100,000 a year do not pay tuition. Many other families earning over \$100,000 per year still also receive generous aid packages, in amounts that vary depending on income and assets. The CEAS M.A. program is made accessible

to students of all economic backgrounds by awarding five Academic Year FLAS to incoming M.A. students. Other students may receive partial or full university funding. All incoming Ph.D. students in the School of Humanities and Sciences are guaranteed a five-year funding package. CEAS consults with the Office of

TABLE 8--Student Diversity		
	Undergrad	Grad
TOTAL:	7,063	11,154
Male	52%	62%
Female	48%	38%
Caucasian	38%	39%
Asian	19%	41%
African American	6%	5%
Hispanic / Latino	17%	8%
Native American	1%	>1%
Pacific Islander	>1%	>1%
Two or more races	11%	unknown
Unidentified	>8%	6%

Accessible Education to ensure accessibility, equality, and fairness of its policies and programs.

TABLE 9--Current Assessment Tools	
Evaluation Tool	Data Sources/Indices
Area course and program data; Ongoing and newly developed	<ul style="list-style-type: none"> • Enrollment data • Course evaluations • Exit evaluations from MA graduates • University expansion of area course offerings
Provision of new specialists to the field	<ul style="list-style-type: none"> • Graduate awards, fellowships and placement information • Undergraduate awards and placement
Student recruiting data	<ul style="list-style-type: none"> • Numbers of applicants • GRE/GPA of applicants and admittees • GRE/GPA of FLAS recipients
Faculty contribution to the field, National policy	<ul style="list-style-type: none"> • Quantitative monitoring of faculty/affiliate: publications, awards, government advisory positions, public appearances, positions on national boards and journals
Provision of K-14 teacher training and assistance with curricular materials	<ul style="list-style-type: none"> • Attendance at workshops, outreach lectures in schools • Written evaluations at workshops • Orders for East Asia SPICE curricular modules
Public lecture and conference data	<ul style="list-style-type: none"> • Attendance figures for all events • Estimates of size of broadcast audiences • Annual statistical assessment of events data by event type, discipline, region
Publicity and information services data	<ul style="list-style-type: none"> • Newsletter circulation • Website usage (hits) • Mailing list • General information requests/phone • General information requests/e-mail
Peer evaluation (internal and external)	<ul style="list-style-type: none"> • Internal review of academic programs by Stanford Faculty Senate (every 5 years); External review of Center by Visiting Committee (every 3 years)
Cost-effectiveness of events	<ul style="list-style-type: none"> • Statistics on co-sponsorship of events • Statistics on cost sharing positions

C. Comprehensive

Evaluation Plan: An

independent external

Performance Measures

Evaluator (Budget E11a),

Dr. Diane H. Steinberg, has

designed the evaluation

plan for this grant cycle,

including the performance

measures, in collaboration

with CEAS. Dr. Steinberg

(PhD, UC Berkeley,

Education Policy Research

and Organizational Theory)

is a highly qualified

evaluator of educational

programs who has

combined quantitative and

qualitative research

methods to carry out project evaluations for the U.S. Department of Education, the California Department of Education, and San Francisco Unified School District, among others. Data collection, data analysis, reports, and recommendations for adjustments to CEAS programs will be made by Dr. Steinberg on a regular and ongoing basis throughout the four years of the grant.

Evaluation of the East Asian program will be ongoing and multi-tiered. CEAS gathers statistics on East Asia-related activities on campus, including courses, staff, and research. The Registrar maintains information on student enrollments, theses, and degrees. Headcounts are taken at all events. Courses are evaluated through a standardized anonymous online questionnaire distributed at the end of each quarter. Some of the outcome-measure-oriented data that CEAS collects can be viewed in Table 9. This data will be utilized by the independent evaluator to refine project goals throughout the grant cycle.

Each research unit on campus is directed by a faculty Steering Committee, which meets regularly to set priorities, approve policy changes and budgets, and assess programs on an ongoing basis. Internal departmental reviews are held for all teaching units every five years. Such reviews are the basis for decisions by the Dean of the college on continuation of departmental status, quotas for graduate admissions, and program budgets. CEAS completed an external review in 2009, and internal review in 2010, and will complete another internal review in 2015. We also request \$4,500 in year three to partially fund **External Evaluators** (Budget E10a&b) to jointly review Stanford's and UC Berkeley's East Asian program in grant year 3. Reviewers will examine program data, course offerings, and faculty strengths, and will conduct interviews of faculty, academic staff and a sampling of students. Their findings will be used to assess program success and suggest improvements in an ongoing effort to improve NRC efficiency and impact.

Utilization of Recent Evaluations: Our program of methodical data collection supported the internal review of Stanford's East Asia program conducted in 2010. Among other items, the reviewers recommended creating a more visible and durable infrastructure to link up the many Stanford groups that study connections across Eurasia, from Northeast Asia to the Muslim

heartland, by forging an Inner Asian Studies Program. An Inner Asian Studies portal was created in 2012 to tie together these regions, and the **Inner Asia Studies Project** (Budget E6a-c) proposed here builds on that foundation. Substantive internal program review will again take place in year one of the grant, allowing resultant recommendations to be implemented in year two. CEAS will use the findings of this evaluation as a basis for future improvements in its programs, and they will also serve as a baseline for comparison during the proposed joint assessment of UC Berkeley and Stanford East Asia NRC's in year 3 (Budget E10a&b). It is our goal that this comparative review may be utilized as a national benchmark for all East Asia NRC programs.

D. Contribution of the Center's Activities and Training Programs: As shown in Table 10,

our students go on to occupy positions of strategic importance in academia, the private sector, international organizations, and government (25% of alumni responding to survey). Doctoral students from Stanford primarily go into teaching and research, but are represented in all fields. CEAS M.A. students go on to work in many non-academic fields, including government or military service, or in the private sector. Over the last four years, expanded recruiting efforts have spurred a slow but steady increase in CEAS M.A. program enrollments, which now average 30 new students per year, ensuring that a greater number of East Asia specialists will be prepared to enter governmental and private-sector jobs.

Private Sector--Business	38%
Private Sector--High Tech	27%
Education--Higher Education	11%
NGO/Think Tank	8%
Government--Non-US internat'l gvt.	4%
Government--US, Policy/diplomacy	3%
Other	3%
Private Sector--Law	2%
Education--General	2%
Government--Military	1%
Journalism	1%
Language services (translation)	1%

E. Addressing National Needs and Disseminating Information: Stanford addresses national needs in East Asian studies by supporting high quality LCTL and area studies instruction. 100% of East Asian language offerings are in designated priority languages, with annual enrollments at roughly 1,700 annually. In the last four years, 999 students with more than 22 units in East Asian Studies have graduated from Stanford in all disciplines. Our faculty's ongoing lectures, books, articles, white papers, and online resources inform debates in foreign policy, health care, engineering, and business. In the last five years, CEAS affiliates have produced more than 200 books and put 2,000 articles in circulation for the general public.

Success of Graduate Placement and Plan for Improvement: A recent survey of our M.A. alumni indicates that they are placed in a variety of careers addressing national needs or seeking further training in relevant areas of concern (see Table 9). Nearly 100% of those responding to the survey in the last three years report use of an area LCTL or area studies expertise in their current or past professions, and about 3% reported working in federal government (foreign service, international policy making, military, and intelligence). In the 2014-17 grant cycle, CEAS will seek to increase enrollments of terminal M.A. students, and will work closely with the professional schools to ensure increased numbers of East Asia experts entering government and the private sector.

F. Fellowships Addressing National Needs: The Center currently devotes five academic-year FLAS awards to M.A. students in East Asian Studies. One award is usually made to a student from Law, Medicine, or Education. Summer FLAS awards are divided among Ph.D. candidates and professional school and M.A. students. 100% of the Center's FLAS awardees study a LCTL. Surveys of past FLAS recipients indicate that nearly 100% of our FLAS awardees will make use of a LCTL or area studies knowledge in their profession. Extrapolating from the career

placement data above and generalizing its findings broadly to our FLAS awardees, we estimate that of all FLAS recipients, 3% will enter government service, roughly 11% will enter academia, and 65% will enter the private sector.

Success of Graduate Placement and Plan for Improvement: As noted above, our M.A. alumni have embarked on a variety of careers addressing national needs; some are seeking further training in relevant areas of concern. In the 2014-17 grant cycle, CEAS will continue allocating significant funds to enhance the East Asia expertise of the many Stanford graduates who go on to serve in government and the private sector.

10. FLAS AWARDEE SELECTION PROCEDURES

A. FLAS Award Advertisement: East Asia FLAS awards are administered directly by CEAS, which advertises the FLAS fellowship competition through: 1) permanent posting of FLAS information on Center and Division websites; 2) paid ads in the *Stanford Daily* (circulation: 13,500); 3) two email notifications to all students and faculty; 4) inclusion of FLAS materials with CEAS M.A. application and recruiting materials; 5) personal and email notification to departmental administrators and financial aid officers who in turn notify their own students; and 7) inclusion of FLAS announcements by the Stanford Registrar in financial aid information. FLAS competitions are announced formally in November each year, with an application deadline in early February. CEAS convenes a committee of four or more professors who review and rank files. A selection meeting is held in February, and decisions are announced in March. Special effort is made to advertise in the professional schools and within the CEAS program, to ensure that non-doctoral students who are more likely to pursue government careers are given maximum consideration. Applications are timed to coincide with the **Free Application for Federal**

Student Aid (FAFSA) application deadline to allow consideration of financial need (**FLAS Competitive Preference Priority 1**). A timeline of key FLAS dates is provided in Table 11.

B. FLAS Award Application: Applicants for both academic-year and summer awards submit an online form specifying their current language level, program location and cost, and budget needs. A statement of purpose, transcripts, and exam reports are submitted, along with required recommendation letters (2 for AY and 1 for summer) from language instructors or other faculty. Applicants without internet access may request paper application forms directly from CEAS or the Dean’s office. Beginning in 2015, all FLAS applicants will be required to complete a federal FAFSA as part of their application, which will provide the review committee with data on applicant need.

C. FLAS Award Selection: Awardees are determined by a committee of at least four faculty members representing diverse disciplines and regions. Applications are ranked by five criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of

TABLE 11–FLAS Selection and Award Process (based on academic year)	
CEAS Convenes Faculty Selection Committee	September
Email/website announcements; newspaper ads	October, November, December, January
Applications for AY and Summer FLAS available	October
Joint announcements by all Title VI units	November
Application Deadline (AY and summer)	Early February
Federal FAFSA form due from all applicants	Mid February
Faculty committee review of applications	February
Awardee Notification	Early March
Seek approvals from IEPS for overseas study/travel	April--May
FLAS awardee proficiency exams	May/August
Disbursement of Awards	May/August
Reporting in IRIS	As specified by IEPS

recommendations; and 4) clarity and feasibility of stated study/career goals. Beginning in the 2014-17 grant cycle all applications will further be reviewed for financial need, with final

award preference being given to those students who demonstrate financial in addition to demonstrated academic merit. In the current four-year cycle, CEAS awarded 30 academic year and 46 summer FLAS awards, including 3 awards to professional school students. For the 2014-

17 grant cycle, we are requesting 8 academic year (7 graduate, 1 undergraduate) and 5 summer awards, totaling \$283,500 annually. 100% of our awards will be made in priority languages (**FLAS Competitive Preference Priority 2**). To ensure broad access, Stanford will continue to guarantee tuition top-offs for all FLAS awardees enrolled at Stanford during this grant cycle.

11. COMPETITIVE PRIORITIES

We are seeking funding in sixteen categories, outlined above. NRC and FLAS Priorities are summarized here with corresponding projects listed by narrative page number and budget item number.

NRC Absolute Priority: Teacher training activities on the language, languages, area studies, or thematic focus of the center. All proposed projects meet the NRC absolute priority regarding teacher training activities, either directly, such as collaborative programs: **Stanford-Community College Global Education Project** (p. 36, Budget E1a-h); **School of Education Summer Institute** (p. 38, Budget E2a), or as part of the teaching mission of the university in training current and future area studies instructors and area experts: **Area Instruction** (p. 40, Budget A2a); **Stanford Law School Collaboration** (p. 38, Budget E3a); **Berkeley/Stanford Tibetan online** (p. 39, Budget E5a&b); **Inner Asia Studies Project** (p. 39, Budget E6a-c); **Southeast Asia Forum Project** (p. 39, Budget E7a-c); **South Asian Studies Project** (p. 39, Budget E8a-c); and **Library Access Travel Grants** (p. 40, Budget E4a); etc.). Additional funding for administrative and outreach support staff, as well as for program evaluation and assessment, are necessitated by the grant and consistent with grant funding guidelines.

NRC Competitive Preference Priority 1: Applications that propose collaborative activities with one or more minority-serving institutions or community colleges. The

Stanford-Community College Global Education Project (p. 36, Budget E1a-h) partners directly with three community colleges in year 1, and additional institutions in subsequent years.

NRC Competitive Preference Priority 2: Collaborative activities with units such as schools or colleges of education. The **School of Education Summer Institute** (p. 38, Budget E2a) integrates an international dimension into K-12 teacher education. The Stanford-Community College Global Education Project (p. 36, Budget E1a-h) promotes credentialing of community college foreign language instructors in LCTLs. The **Stanford Law School Collaboration** (p. 38, Budget E3a) trains future higher education instructors.

NRC Invitational Priority: Programs or projects that develop, maintain or enhance linkages with overseas institutions of higher education in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.

The **Southeast Asia Forum Project** (p. 39, Budget E7a-c) and **South Asian Studies Project** (p. 39, Budget E8a-c), working respectively with the Stanford's Southeast Asia Forum and Center for South Asia, are designed to create new public programming that will link to foreign institutions in their respective regions.

FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to students who demonstrate financial need. All FLAS awards will be reviewed for financial need final award preference for all FLAS recipients will be given to those students who demonstrate financial in addition to demonstrated academic merit, as listed in section 10C. **FLAS Competitive Preference Priority 2: Applications that make 25 percent or more of academic year FLAS fellowships in any of the priority LCTLs.** All FLAS awards will be made in one of the listed priority LCTLs designated on the FLAS Eligible Languages selection sheet as outlined above in section 10C.



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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

Board of Trustees of the Leland Stanford Junior University

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	\$ 68,500.00	\$ 68,500.00	\$ 68,500.00	\$ 68,500.00	n/a	\$ 274,000.00
2. Fringe Benefits	\$ 20,002.00	\$ 20,002.00	\$ 20,002.00	\$ 20,002.00	n/a	\$ 80,008.00
3. Travel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	n/a	\$ 20,000.00
4. Equipment	n/a	n/a	n/a	n/a	n/a	n/a
5. Supplies	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	n/a	\$ 144,000.00
6. Contractual	n/a	n/a	n/a	n/a	n/a	n/a
7. Construction	n/a	n/a	n/a	n/a	n/a	n/a
8. Other	\$ 88,500.00	\$ 84,500.00	\$ 84,500.00	\$ 76,000.00	n/a	\$ 333,500.00
9. Total Direct Costs (lines 1-8)	\$ 218,002.00	\$ 214,002.00	\$ 214,002.00	\$ 205,002.00	n/a	\$ 851,508.00
10. Indirect Costs*	\$ 17,440.16	\$ 17,120.16	\$ 17,120.16	\$ 16,440.16	n/a	\$ 68,120.64
11. Training Stipends	\$ 283,500.00	\$ 283,500.00	\$ 283,500.00	\$ 283,500.00	n/a	\$ 1,134,000.00
12. Total Costs (lines 9-11)	\$ 518,942.16	\$ 514,622.16	\$ 514,622.16	\$ 505,442.16	n/a	\$ 2,053,628.64

***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:

- Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
Period Covered by the Indirect Cost Rate Agreement: From: 09 / 01 / 2013 To: 08 / 31 / 2014 (mm/dd/yyyy)
Approving Federal agency: ED Other (please specify): ONR The Indirect Cost Rate is 61.6 %
- If yes, please provide the following information:
Are you using a restricted indirect cost rate that: Yes No
Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

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)						

NOT APPLICABLE

SECTION C – BUDGET NARRATIVE (see instructions)

BUDGET NARRATIVE

The proposed 2014-2017 budget for Stanford University's East Asia National Resource Center is designed to most effectively utilize seed funding to enhance existing programmatic strengths, while laying the foundation for new areas of growth. All projects will be collaborative with one or more Stanford units, with NRC funds applied to priority projects that are likely to attract future support.

The PI has determined that this is a major project, as defined by OMB Circular A-21, and meets A-21 requirements for direct charging of administrative expenses. All effort and expenses charged to this project will be for services specific to the project, and not for the general support of the academic activities of the faculty or Center. In addition, effort charged to this project can be specifically identified to the project. The Associate Director position at CEAS was specifically created to administer NRC and FLAS grants, and would be substantially different in scope of duties without this award. Administrative duties funded by this project (designation as a National Resource Center and awarding of FLAS fellowship funds) are the direct result of this grant activity, and would not fall under the normal scope of work in the absence of this grant. Examples of administrative costs that make the project major are: Planning, organization, and implementation of outreach activities specifically mandated by this grant, including teacher training programs and collaborative activities with other institutions; Development and implementation of Impact and Evaluation activities as mandated by the sponsor, including systematized, outcome-oriented assessment tools that, upon completion, may be disseminated to National Resource Centers throughout the U.S; tracking course offerings and enrollment; tracking faculty awards, publications, distinctions, public appearances, etc.; organizing joint project-specific conference activities; and administration of FLAS fellowships, including course enrollment tracking to ensure student compliance with FLAS regulations; reporting to sponsor biannually; managing exit interviews with FLAS recipient students; and tracking of student fellows for eight years after fellowship award period is over.

Budget expenditures by category below represent year one funding, and are similar through the grant period unless noted.

1. Personnel

In year one the total request for Salaries (A), including standard Fringe Benefits (B), is \$88,502.00, or 17.05% of the overall NRC/FLAS budget. Of this, \$43,282.00 (8.34% of total budget) supports the work of two primary administrators: the CEAS Associate Director (Budget item A1a—John Groschwitz, approx. 25% FTE support; responsible for coordinating and planning K-16 outreach and programs, FLAS grant administration and oversight, and grant reporting; and the Community College Project Coordinator (Budget item A1b—to be filled, approx. 16% FTE support; responsible for administration of Global Education Project, CSET Summer Institute and other new projects). \$32,300.00 will fund two area instructors (\$12,500.0 each) to teach two new courses on East Asia (Budget item A2a, one course per instructor), a goal consistent with the NRC Absolute Priority for teacher training. \$12,920.00 of the salaries request will fund a SPICE Curriculum Development Specialist (Budget item A3a—Jonas Edman, approx. 16% FTE support; responsible for creating teaching materials and providing teacher training workshops). As part of Stanford's commitment to building ongoing, sustainable programs, NRC commitment for salaries stays constant over the four years, resulting in a net reduction when adjusted for inflation.

2. Fringe Benefits

The estimated fringe benefit rate for administrative, teaching, and outreach staff in year one of the grant is 29.20%. Together, fringe benefits cost for the two administrative, two teaching, and one outreach staff are \$20,002 or 3.85% of the total budget.

3. Travel

The request for Travel (C) —\$5,000—is only approximately 2% of the overall budget request, but will provide partial support for up to three librarians' domestic travel to professional conferences, and one international trip to acquire new materials (Budget items C1a; C2a).

4. Equipment

There are no expenditures in this category.

5. Supplies & Expenses

We have budgeted about 6.94% of the overall NRC/FLAS request for East Asia Library acquisitions (Budget items D1a&b). Acquiring new materials in Korean e-books, Chinese data sets, Chinese newspapers and archive databases, Japanese woodblock prints and lithographs, digitized historical Japanese texts are a high priority. NRC support for contemporary materials (including databases and new media) helps to leverage further funding from our central administration.

6. Contractual

There are no expenditures in this category.

7. Construction

There are no expenditures in this category.

8. Other

Additional expenses for new programs includes: Stanford-Community College Global Education Project, \$29,500, tapered over four years; Graduate School of Education Summer Institute, \$4,000, tapered over four years; Stanford Law School Collaboration, \$9,000, tapered over four years; Library Access Travel Grants, \$5,000; Berkeley/Stanford Tibetan online course, \$9,000, tapered over four years; Inner Asia Studies project, \$5,000, tapered over four years; Southeast Asia Forum Project, \$3,250; South Asian Studies Project, \$3,250; Public lectures, \$5,000; partial support for external evaluators in year three of the grant (funded jointly with UC Berkeley), \$4,500; and Performance Measures Evaluator, \$15,000.

9. Indirect Costs

Per agreement dated August 19, 2013 between Stanford University and the Office of Naval Research, effective September 1, 2013 the predetermined F&A rate on-campus for fiscal years 2014 is 61.6%. Due to the restrictions on F&A in this program announcement the F&A applied to the costs proposed is 8% on allowable costs.

10. Training Stipends

We are requesting 8 FLAS awards per academic year—7 for graduate students and 1 for undergraduate students—and five FLAS awards each summer. This FLAS budget of \$283,500, or 54.63% of the total budget, is justified by the large number of talented advanced-level students in our program who request language-study funding each year—over 50 in 2013-14. Stanford is committed to equal access to its programs, and will continue to provide tuition top-offs for all FLAS awardees in the 2014-17 grant cycle.

The requested budget will help strengthen Stanford's already considerable expertise in East Asian Studies, expand our K-14 outreach and impact, and allow us to build sustainable programs that will train the next generation of business leaders, government officers, and educators.

Stanford University East Asia National Resource Center
2014-2017 Budget

- † = Absolute Priority
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Narrative
Page Ref.

		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
A. Salaries						
†	1. Administration					
	a. CEAS Associate Director (25% NRC) 25% salary YR1 Fringe (multi rates--est. 29.2% in YR1)	\$ 20,500.00	\$ 20,500.00	\$ 20,500.00	\$ 20,500.00	\$ 82,000.00
	b. Community College/K-12 Coordinator (100% NRC) 16% salary YR1 Fringe (multi rates--est. 29.2% in YR1)	\$ 5,986.00	\$ 5,986.00	\$ 5,986.00	\$ 5,986.00	\$ 23,944.00
		\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 52,000.00
	Subtotal, Administration	\$ 33,500.00	\$ 33,500.00	\$ 33,500.00	\$ 33,500.00	\$ 134,000.00
†	2. Area and Other Instruction					
	a. Visiting faculty, 2 per year Fringe (multi rates--est. 29.2% in YR1)	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00
		\$ 7,300.00	\$ 7,300.00	\$ 7,300.00	\$ 7,300.00	\$ 29,200.00
	Subtotal, Area and Other Instruction	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00
†	3. Outreach					
	a. SPICE Curriculum Devel. Specialist (100% Outreach) 16% salary YR1 Fringe (multi rates--est. 29.2% in YR1)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
		\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 11,680.00
	Subtotal, Outreach	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
	Salaries Subtotal	\$ 68,500.00	\$ 68,500.00	\$ 68,500.00	\$ 68,500.00	\$ 274,000.00

Stanford University East Asia National Resource Center
2014-2017 Budget

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		Narrative				TOTAL	
		Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	
B. Fringe Benefits							
1.	Administrative Staff (2)	40	\$ 9,782.00	\$ 9,782.00	\$ 9,782.00	\$ 9,782.00	\$ 39,128.00
2.	Instructional Staff (2)	40	\$ 7,300.00	\$ 7,300.00	\$ 7,300.00	\$ 7,300.00	\$ 29,200.00
3.	Outreach Staff (1)	40	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 11,680.00
Fringe Benefits Subtotal			\$ 20,002.00	\$ 20,002.00	\$ 20,002.00	\$ 20,002.00	\$ 80,008.00
C. Travel							
†	1. Foreign Travel	40	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	a. EAL Librarians--1 trip @ \$2,000 for prof. meetings, research, or materials acquisition						
†	2. Domestic Travel	40	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 12,000.00
	a. EAL Librarians--2 trips @ \$1,500 for prof. meetings, research, or materials acquisition						
Travel Subtotal			\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
D. Supplies and Expenses							
†	1. East Asia Library acquisitions	40	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 72,000.00
	a. books & periodicals		\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 72,000.00
	b. digital resources		\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 72,000.00
Supplies and Expenses Subtotal			\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	\$ 144,000.00

Stanford University East Asia National Resource Center
2014-2017 Budget

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	Narrative Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
E. Other						
†●	1. Community College Global Education					
	a. Student Stipends for CESTA project-- 6 quarters @ \$1,500 each	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 36,000.00
	b. Fellowship Stipend, 4 @ \$1,500	\$ 6,000.00	\$ 5,500.00	\$ 5,000.00	\$ 4,500.00	\$ 21,000.00
	c. Language Instructor OPI Training	\$ 4,500.00	\$ 4,000.00	\$ 3,500.00	\$ 3,000.00	\$ 15,000.00
	d. Speaker's Fees, 4 @ \$1,000	\$ 4,000.00	\$ 3,500.00	\$ 3,000.00	\$ 2,500.00	\$ 13,000.00
	e. Tech. support & equipment rental	\$ 3,000.00	\$ 3,000.00	\$ 2,500.00	\$ 2,500.00	\$ 11,000.00
	f. Symposium/workshop venue rental	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
	g. Teaching materials	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
	h. Workshop supplies and materials	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
†●	2. School of Education Summer Institute					
	a. K-12 teachers summer institute	\$ 4,000.00	\$ 3,500.00	\$ 3,000.00	\$ 2,500.00	\$ 13,000.00
†●	3. Stanford Law School Collaboration					
	a. Fellowship Stipends--6 quarters @ \$1,500 each for "China Guiding	\$ 9,000.00	\$ 8,500.00	\$ 8,000.00	\$ 7,500.00	\$ 33,000.00
†	4. Library Access Travel Grants					
	a. Non-Stanford faculty--10 travel grants @ \$500 for outside scholars travel to Stanford	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
†●	5. Berkeley/Stanford Tibetan online					

Stanford University East Asia National Resource Center
2014-2017 Budget

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	Narrative Page Ref	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
	a. \$500 per quarter for instructor/students in online course collaboration to travel twice to/from Stanford	\$ 1,500.00	\$ 1,000.00	\$ 500.00	\$ -	\$ 3,000.00
	b. \$2,500/quarter, tech support and equipment rental at Stanford	\$ 7,500.00	\$ 7,000.00	\$ 6,500.00	\$ 6,000.00	\$ 27,000.00
†	6. Inner Asia Studies Project					
	a. Speaker's Fees, 4 @ \$250	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
	b. Travel & per diem, 4 @ \$500	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	c. A/V tech costs	\$ 2,000.00	\$ 1,500.00	\$ 1,000.00	\$ 500.00	\$ 5,000.00
†◆	7. Southeast Asia Forum Project					
	a. Speaker's Fees, 3 @ \$250	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 3,000.00
	b. Travel & per diem, 3 @ \$500	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
	c. Tech support and equipment rental	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
†◆	8. South Asian Studies Project					
	a. Speaker's Fees, 3 @ \$250	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 3,000.00
	b. Travel & per diem, 3 @ \$500	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
	c. Tech support and equipment rental	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
†	9. Public lectures					
	a. Speaker's Fees, 10 @ \$250	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
	b. Travel & per diem, 5 @ \$500	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
	10. External Evaluators					

Stanford University East Asia National Resource Center
2014-2017 Budget

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Narrative Page Ref.	Year 1	Year 2	Year 3	Year 4	TOTAL
	2014-15	2015-16	2016-17	2017-18	
a. Professional services, 3 @ \$1,000	\$ -	\$ -	\$ 3,000.00	\$ -	\$ 3,000.00
b. Travel and per diems, 3 @ \$500	\$ -	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
11. Performance Measures Evaluator					
a. Professional fees for development and implementation of assessment and measurement tools	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
Other Subtotal	\$ 88,500.00	\$ 84,500.00	\$ 84,500.00	\$ 76,000.00	\$ 333,500.00
TOTAL DIRECT COSTS	\$ 218,002.00	\$ 214,002.00	\$ 214,002.00	\$ 205,502.00	\$ 851,508.00
Indirect Costs at 8% (x Total Direct Costs)	\$ 17,440.16	\$ 17,120.16	\$ 17,120.16	\$ 16,440.16	\$ 68,120.64
TOTAL NRC COSTS	\$ 235,442.16	\$ 231,122.16	\$ 231,122.16	\$ 221,942.16	\$ 919,628.64

**Stanford University
Foreign Language and Area Studies Fellowships
2014-2017 Budget**

- = Competitive Priority 1
- = Competitive Priority 2

Narrative Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
A. Academic Year Awards					
●● 1. Graduate awards					
7 institutional payments @ \$18,000	\$ 126,000	\$ 126,000	\$ 126,000	\$ 126,000	\$ 504,000
7 subsistence payments @ \$15,000	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000	\$ 420,000
●● 2. Undergraduate awards					
1 institutional payment @ \$10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
1 subsistence payments @ \$5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
Academic Year Subtotal	\$ 246,000	\$ 246,000	\$ 246,000	\$ 246,000	\$ 984,000
B. Summer Awards					
●● 1. 5 institutional payments @ \$5,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
5 subsistence payments @ \$2,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Summer Subtotal	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000
TOTAL FLAS COSTS	\$283,500.00	\$283,500.00	\$283,500.00	\$283,500.00	\$1,134,000.00

Index of Faculty and Staff Biographies

NRC Project Director		NRC Administrative Staff	
Chang, Gordon	<i>p. 76</i>	Edman, Jonas	<i>p. 85</i>
		Groschwitz, John	<i>p. 99</i>
		Kutella, Kristin	<i>p.117</i>
		Romanoff, Marna	<i>p.146</i>

Regular Faculty (25-100% East Asia)		Faculty--Emeritus (25-100% East Asia)	
Adams, Jennifer	<i>p. 65</i>	Lipscy, Phillip Yukio	<i>p.127</i>
Antonio, Anthony	<i>p. 66</i>	Liu, Li	<i>p.128</i>
Armacost, Michael H.	<i>p. 67</i>	Ma, Jean	<i>p.129</i>
Atlas , Scott W.	<i>p. 68</i>	Manova, Kalina	<i>p.131</i>
Bielefeldt, Carl W.	<i>p. 70</i>	Matsumoto, Yoshiko	<i>p.132</i>
Braun, Chaim	<i>p. 71</i>	Moon, Yumi	<i>p.135</i>
Cai, Jindong	<i>p. 73</i>	Mullaney, Thomas	<i>p.136</i>
Carnoy, Martin	<i>p. 75</i>	Oi, Jean C.	<i>p.140</i>
Carter, Steven D.	<i>p. 75</i>	Ortolano, Leonard	<i>p.141</i>
Chang, Gordon	<i>p. 76</i>	Palumbo-Liu, David	<i>p.143</i>
Curran, Lisa M.	<i>p. 81</i>	Ramirez, Francisco O.	<i>p.144</i>
Dasher, Richard	<i>p. 82</i>	Reichert, James	<i>p.146</i>
Egan, Ronald	<i>p. 86</i>	Sano, Stephen Makoto	<i>p.152</i>
Eikenberry, Karl W.	<i>p. 89</i>	Shin, Gi-Wook	<i>p.154</i>
Feldman, Marcus W.	<i>p. 90</i>	Sommer, Matthew	<i>p.156</i>
Fingar, Thomas	<i>p. 94</i>	Sun, Chao Fen	<i>p.158</i>
Fishkin, James	<i>p. 95</i>	Takeuchi, Melinda R.	<i>p.159</i>
Freyberg, David	<i>p. 96</i>	Tse, Edison TS	<i>p.161</i>
Fruchter, Renate	<i>p. 96</i>	Uchida, Jun	<i>p.162</i>
Graham, Stephan A.	<i>p. 98</i>	Vinograd, Richard	<i>p.164</i>
Harrison, Paul M.	<i>p.101</i>	Voss, Barbara	<i>p.165</i>
Hecker, Siegfried S.	<i>p.101</i>	Walder, Andrew	<i>p.166</i>
Heller, Thomas C.	<i>p.102</i>	Wang, Ban	<i>p.167</i>
Hinds, Pamela J.	<i>p.103</i>	Wigen, Kären	<i>p.171</i>
Inoue, Miyako	<i>p.104</i>	Wolf, Arthur P.	<i>p.172</i>
Jensen, Erik	<i>p.107</i>	Wolfe, Mikael D.	<i>p.173</i>
Jurafsky, Dan	<i>p.108</i>	Wotipka, Christine Mi	<i>p.173</i>
Kapuscinski, Jaroslaw	<i>p.111</i>	Xie, Xiaoze	<i>p.175</i>
Kieschnick, John	<i>p.112</i>	Yanagisako, Sylvia J.	<i>p.176</i>
Kohrman, Matthew	<i>p.113</i>	Ye, Yinyu	<i>p.178</i>
Lambin, Eric	<i>p.117</i>	Yearley, Lee H.	<i>p.178</i>
Lee, Charles M.	<i>p.119</i>	Zhou, Xueguang	<i>p.181</i>
Lee, Haiyan	<i>p.120</i>	Zhou, Yiqun	<i>p.182</i>
Lee, Hau L.	<i>p.121</i>	Zur, Dafna	<i>p.182</i>
Levy, Indra	<i>p.122</i>		
Lewis, Mark E.	<i>p.123</i>		

Visiting Faculty (100% East Asia)	
de Bettignies, Henri Cl	<i>p. 82</i>
Sargent, Stuart H.	<i>p.152</i>

Research Fellows (10-100% East Asia)	
Ball, Jeffrey	<i>p. 69</i>
Diamond, Larry	<i>p.83</i>
Dossani, Rafiq	<i>p. 85</i>
Eggleston, Karen N	<i>p. 86</i>
Emmerson, Donald K.	<i>p. 89</i>
Henriksen, Thomas	<i>p.103</i>
Hope, Nicholas Charle	<i>p.104</i>
Hoshi, Takeo	<i>p.104</i>
Kuo, Tai-Chun	<i>p.115</i>
Nishi, Toshio	<i>p.140</i>
Ratliff, William	<i>p.145</i>
Rozelle, Scott D.	<i>p.147</i>
Sneider, Daniel C.	<i>p.155</i>
Tethong, Tenzin	<i>p.160</i>
Wolf, Charles	<i>p.172</i>
Xue, Li-Tai	<i>p.175</i>

Index of Faculty and Staff Biographies

Professional Staff (25-100% East Asia)			
Andreasen, Andrew	<i>p. 66</i>	Lee, Lisa	<i>p.122</i>
Boswell, Matthew	<i>p. 71</i>	Lim, Annie	<i>p.125</i>
Brown, Waka	<i>p. 72</i>	Lin, Irene	<i>p.126</i>
Bryant, Irene	<i>p. 72</i>	Liu, Ryan	<i>p.129</i>
Campbell, Stacy	<i>p. 74</i>	Masumoto, Denise	<i>p.131</i>
Chao, Connie	<i>p. 77</i>	Medina, Alexis	<i>p.133</i>
Cheng, Connie	<i>p. 77</i>	Mei, Yan	<i>p.134</i>
Chin, Connie	<i>p. 77</i>	Mukai, Gary	<i>p.136</i>
Chinn, Lori	<i>p. 78</i>	Rosario, Wena	<i>p.147</i>
Chu, Denise	<i>p. 78</i>	Sekiguchi, Rylan	<i>p.153</i>
Chu, James	<i>p. 79</i>	Seshadri, Shilpa	<i>p.153</i>
Crandall, Rustin	<i>p. 80</i>	Shaikh, Huma	<i>p.153</i>
Eguchi, Kiyoko	<i>p. 88</i>	Straub, William	<i>p.157</i>
Funahashi, Naomi	<i>p. 97</i>	Templeman, Kharis	<i>p.159</i>
Griswold, Lisa	<i>p. 100</i>	Tian, Yuan	<i>p.160</i>
Hao, Suhua	<i>p. 100</i>	Uehira, Hiromi	<i>p.163</i>
Huan, Shuye	<i>p.105</i>	Wang, Leigh	<i>p.168</i>
Hugh, Mike	<i>p.105</i>	Wang, Marian	<i>p.169</i>
Johnson, Caitlin	<i>p.108</i>	Wang, Xiaowen	<i>p.169</i>
Kim, Grace	<i>p.112</i>	Warren, Debbie	<i>p.170</i>
Kotani, Meiko	<i>p.114</i>	Watanabe, Mako	<i>p.170</i>
Krompacky, George	<i>p.114</i>	Wee, Johanna	<i>p.170</i>
Kushida, Kenji	<i>p.115</i>	Wilhelmsen, Victoria	<i>p.171</i>
Lamb, Stephanie	<i>p.117</i>	Yang, Xiaoneng	<i>p.177</i>
Lap, Lili	<i>p.118</i>	Yin-Stevenson, Siejen	<i>p.179</i>
Lee, Kristen	<i>p.121</i>		

East Asia Library Staff (100% East Asia)			
Ahn, Heather	<i>p. 65</i>	Murphy-Kao, Regan	<i>p.138</i>
Arita, Michiyo	<i>p. 67</i>	Nguyen, Lisa	<i>p.139</i>
Cao, Wenhao	<i>p. 74</i>	Oh, Eunseung	<i>p.140</i>
Chang, Ih-Hae	<i>p. 76</i>	Qiu, Qi	<i>p.144</i>
Chun, Kyungmi	<i>p. 79</i>	Tanaka, Kozo	<i>p.159</i>
Fosselman, Charles	<i>p. 95</i>	Xia, Qing	<i>p.174</i>
Fujimura, Seiko	<i>p. 97</i>	Xue, Zhaohui	<i>p.175</i>
Huo, Ying	<i>p.106</i>	Yang, Ai-Lin	<i>p.176</i>
Jin, Nanxing	<i>p.108</i>	Yang, Jidong	<i>p.177</i>
Li, Hui	<i>p.124</i>	Yang, Yonghong	<i>p.178</i>
Lin, Hsiao-ting	<i>p.125</i>	Yun, Hyunjeong	<i>p.180</i>
Mazza, Miekko	<i>p.132</i>		

Lecturers (25-100% East Asia)	
Gechlik, Mei	<i>p. 98</i>
Kunanbaeva, Alma B.	<i>p.115</i>
Lewis, Martin	<i>p.124</i>
Miller, Alice L.	<i>p.134</i>
Murphy-Shigematsu, S	<i>p.137</i>
Roquet, Paul	<i>p.147</i>
Uyechi, Linda	<i>p.163</i>
You, Hui (Daisy)	<i>p.179</i>

Language Lecturers (100% East Asia)	
Aquino, Luvee Hazel	<i>p. 67</i>
Busbin, Kazuko	<i>p. 73</i>
Chung, Marina	<i>p.79</i>
Clark, Robert W.	<i>p.80</i>
Dennig, Sik Lee C	<i>p.83</i>
DiBello, Michelle Leigh	<i>p.84</i>
Kim, Hee-sun	<i>p.113</i>
Lin, Nina Yushin	<i>p.126</i>
Lipton, Hisayo Okano	<i>p.128</i>
Lowdermilk, Momoyo	<i>p.129</i>
Magnani, Emiko Yasui	<i>p.130</i>
Nakamura, Kiyomi	<i>p.138</i>
Nguyen, Dzuong John	<i>p.139</i>
Rozelle, Yu-Hwa Liao	<i>p.151</i>
Tomiyama, Yoshiko	<i>p.161</i>
Wang, Huazhi	<i>p.167</i>
Zeng, Hong	<i>p.180</i>
Zhang, Youping	<i>p.180</i>

External Evaluator	
Steinberg, Diane H.	<i>p.157</i>

Adams, Jennifer**Faculty****Name (Title):** Jennifer Adams (Assistant Professor)**Department (Tenured?):** Education, School of (No)**Education:** Ed.D., Harvard Graduate School of Education (2005); M.Ed., Harvard Graduate School of Education (1998); B.A., Colgate University (1992)**Academic Experience:** Harvard Graduate School of Education, 1998-2002**Overseas Experience:** Hong Kong, 1995-97; Taipei, 1992-95**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-3**Reading:** Chinese-3**Writing:** Chinese-3**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** Introduction of International and Comparative Education (ED 202); Introduction to Survey Research (ED 291X); Educational Issues in Contemporary China (ED 309X); Politics, Policymaking, and Schooling around the World (ED 306B)**Research/Teaching Specializations:** Educational policy, poverty and child welfare, education and migration, community influence on schooling, school environment, Chinese education and society, survey research methods.**Distinctions:** No data**Recent Publications:** Renfu Luo, Linxiu Zhang, Chengfang Liu, Scott Rozelle, Brian Sharbono, Jennifer Adams, "Behind Before They Begin: The Challenge of Early Childhood Education in Rural China", *Australasian Journal of Early Childhood*, vol. 37, 1, 2012.; Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Jennifer Adams, Yaojiang Shi, Ai Yue, Hongbin Li, Xiaobing Wang, Thomas Glauben, "Early Commitment on Financial Aid and College Decision Making of Poor Students: Evidence from Randomized Evaluation in Rural China", *Economics of Education Review*, 2011.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Ahn, Heather****Staff****Name (Title):** Heather Ahn (Korean Studies Program Manager)**Department (Tenured?):** Shorenstein Asia Pacific Research Center (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A

Andreasen, Andrew**Staff****Name (Title):** Andrew Andreasen (Executive Director)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Antonio, Anthony****Faculty****Name (Title):** Anthony Antonio (Associate Professor)**Department (Tenured?):** Education, School of (Yes)**Education:** Ph.D., UCLA (1998); M.S., Stanford University (1992); B.S., UC Berkeley (1988)**Academic Experience:** Research Analyst, Higher Education Research Institute, UCLA (1994 - 1998); affiliated Faculty, Center for Comparative Study in Race and Ethnicity and Program in Asian American Studies; Resident Fellow, EAST House.**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 15%**Area Courses Taught:** Administration and Policy Analysis Research Seminar (Ed 331A, Ed 331B); Research Seminar in Higher Education (Ed 346); Multicultural Issues in Higher Education (Ed 381); Student Development and the Study of College Impact (Ed 382); Research and Policy on Postsecondary Access (Ed 417).**Research/Teaching Specializations:** The major issues currently facing American higher education; socialization in multicultural environments and the role that campus diversity plays in the civic development of students; transitions to postsecondary education; impact of diversity on college students; faculty diversity.**Distinctions:** No data**Recent Publications:** Astin, A.W., and Antonio, A.L., *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*, 2012.; Antonio, A.L., and Clarke, C.G., "The official organization of diversity in American higher education: A Retreat from Race?" In L. Stulberg and S. Weinberg, eds., *Diversity In American Higher Education: Toward A More Comprehensive Approach*, 2011.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data

Aquino, Luvee Hazel **Language Lecturer****Name (Title):** Aquino, Luvee Hazel (Language Lecturer (Vietnamese))**Department (Tenured?):** Stanford Language Center (No)**Education:** M.A., Mariano Marcos State University**Academic Experience:** N/A**Overseas Experience:** No Data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Vietnamese - 5**Reading:** Vietnamese - 5**Writing:** Vietnamese - 5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** No data**Research/Teaching Specializations:** No data**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** No data**Arita, Michiyo** **Library Staff****Name (Title):** Michiyo Arita (Japanese Cataloging Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A No data**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Armacost, Michael H** **Faculty****Name (Title):** Michael H. Armacost (Consulting Professor)**Department (Tenured?):** Shorenstein APARC (Yes)**Education:** Ph.D., Columbia University (1965); M.A., Columbia University (1961); B.A., Carleton College (1958)**Academic Experience:** served as president of the Brookings Institution (1995-2002)
a professor of government at Pomona College**Overseas Experience:** a special assistant to the U.S. ambassador in Tokyo from 1972-74, his first foreign diplomatic post; From 1982 to 1984, he served as U.S. Ambassador to the Philippines, and was a key force in helping the country undergo a nonviolent transition to democracy.; In 1989, President George Bush tapped him to become ambassador to Japan, considered one of the most important and sensitive U.S. diplomatic posts abroad.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: No data

Research/Teaching Specializations: Contemporary issues in U.S. relations with Northeast Asia; the impact of domestic developments in foreign policy decision-making.

Distinctions: President's Distinguished Service Award, the Defense Department's Distinguished Civilian Service Award, and the Secretary of State's Distinguished Service Award.

Recent Publications: Michael H. Armacost, Robert Carlin, Victor Cha, Thomas C. Hubbard, Don Oberdorfer, Charles L. "Jack" Pritchard, Evans J. R. Revere, Gi-Wook Shin, Daniel C. Sneider, David Straub. *New Beginnings" in the U.S.-ROK Alliance: Recommendations to the Obama Administration*, Walter H. Shorenstein Asia-Pacific Research Center, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Atlas, Scott W.

Faculty

Name (Title): Scott W. Atlas (Professor)

Department (Tenured?): Medicine, School of (Yes)

Education: Ph.D., M.D. University of Chicago School of Medicine (1981); B.S., University of Illinois in Urbana-Champaign (1977)

Academic Experience: No data

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: U.S. health care system, health care systems of emerging nations, and use of advanced medical technology.

Distinctions: Named by his peers in The Best Doctors in America every year since its initial publication, as well as in regional listings, such as The Best Doctors in New York, Silicon Valley's Best Doctors, Top 500 Doctors in the Bay Area, and other similar publications. Fulbright award to collaborate with academic leaders in China on structuring health care solutions for China

Recent Publications: Editor of *Magnetic Resonance Imaging of the Brain and Spine*.; *Embracing subspecialization: the key to the survival of radiology. Atlas SW, "J Am Coll Radiol" 2007 4: 11: 752-3 ; Progressive multifocal leukoencephalopathy in a patient treated with natalizumab. Langer-Gould A, Atlas SW, Green AJ, Bollen AW, Pelletier D "N Engl J Med" 2005 353: 4: 375-81*

Number of Theses Supervised in Last Five Years: No data

Ball, Jeffrey **Research Fellow****Name (Title):** Jeffrey Ball, (Scholar-in-Residence)**Department (Tenured?):** Stanford Law School, Steyer-Taylor Center for Energy Policy and Finance (N/A)**Education:** N/A**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 20%**Area Courses Taught:** LAW 430O: Policy Practicum: China's Solar Industry and its Global Implications**Research/Teaching Specializations:** Jeffrey Ball, a writer on energy and the environment, is scholar-in-residence at Stanford University's Steyer-Taylor Center for Energy Policy and Finance. At Stanford's Steyer-Taylor Center, a joint initiative of the university's law and business schools, Ball heads a project exploring how China and the U.S. might deploy clean-energy capital more efficiently if each one played more strategically to its economic strengths. The project focuses on the solar-energy industry, the subject of a law-school public-policy practicum that Ball has co-taught. In 2013, he conceived of and moderated a five-part series of public discussions at Stanford, called *Rising Power*, on China's energy business and its global implications.**Distinctions:** No data**Recent Publications:** Jeffrey Ball & Jonas Meckling, *Avoiding Sunstroke: Assessing National Competitiveness in the Global Solar Race: Results from a Scenario-Planning Workshop at Stanford University*, November 4, 2013 (organized by Steyer-Taylor Center for Energy Policy and Finance at Stanford University and the German Federal Ministry for the Environment).; Obama's Climate Plan Will Only Reduce Global Emissions by 1%, *New Republic*, June 2, 2014. How Tomorrow's Cars Will Be Powered, *Wall Street Journal: The Experts*, May 21, 2014.; Four Realities About Coal, *Wall Street Journal: The Experts*, May 20, 2014.; Why It's So Hard to Cut Back on Water Use, *Wall Street Journal: The Experts*, May 19, 2014.; The Climate Change Report Is Full of Scientific Equivocations, *New Republic*, May 8, 2014.; The Politics of Climate Change Stink. That's Why 'Think Globally, Act Locally' Is Back, *New Republic*, April 21, 2014.; The Proportion of Young Americans Who Drive Has Plummeted—And No One Knows Why, *New Republic*, March 12, 2014.; Trapped in a Devastating Drought, California Needs to Take on Some Surprising Sacred Cows, *New Republic*, March 6, 2014.; Valentine's Day Is an Environmental Travesty The carbon costs of greeting cards, *The New Republic*, February 12, 2014.; Obama's Meaningless 'All of the Above' Energy Strategy is Infuriating Both Environmentalists and Fossil Fuelers, *New Republic*, January 30, 2014.; Ending Energy Subsidies: Environmental No-Brainer, Political No-Winner, *New Republic*, December 18, 2013.; Companies are Ditching Environmental Schemes that Can't Pay for Themselves. Good, *New Republic*, December 4, 2013.; Climate Change Is Now in the Developing World's Hands, *Slate*, November 29, 2013 (reprinted in *The Breakthrough*, December 10, 2013).; Fracking Alone Won't Solve Our Energy Woes, *Wall Street Journal*, November 14, 2013.; Solar Isn't the Only Subsidized Energy Source, *Wall Street Journal*, November 14, 2013.; Why Wait for the

Government to Act on Energy Conservation?, Wall Street Journal: The Experts, November 12, 2013.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

Befu, Harumi

Faculty—Emeritus

Name (Title): Harumi Befu (Professor Emeritus)

Department (Tenured?): Anthropology (Yes)

Education: Ph.D., U of Wisconsin, Madison (1962); M.A., U of Michigan, Ann Arbor (1956); B.A., UCLA (1954)

Academic Experience: Prior to hire at Stanford--Univ. of Nevada(1961-62), Univ. of Missouri (1992-1994), Univ. of Michigan (1964-65)

Overseas Experience: Japan: 1959, 1966, 1968, 1969-70, 1978-79, 1979-1996 (every year for conference), 1984-85, 1996-2000 (teaching at Kyoto Bunkyo Univ.); Denmark: 1989; Germany, 1991, 2000; Mexico, 1998; Vietnam: 1999; Finland, 2000

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5, French-2

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Ethnological theory; anthropological methods; comparative social organization; cultural dynamics; comparative cultural nationalism; introductory anthropology; cultural anthropology; cultural evolution; comparative social systems; folk society; history of anthropological theory; ethnographic methods; cultures in crisis; peoples of East Asia; Japanese culture and society; environmental problems in Japan; kinship and social organization; Asian American ethnic identity; Japanese culture through novels and films; organization of face-to-face interaction; cultural background of Japanese business; ethnicity; Globalization and Japan
Research/Teaching Specializations: Japan's cultural and social globalization--Japan's 'soft power', different diasporic communities; Foreign workers in Japan--social/cultural adaptation, discrimination, and civil society.

Distinctions: Fulbright-Hays Research Fellowship to Japan, 1978-79; National Science Foundation Research Grant (BNS 78-24485), 1979-81; National Endowment for the Humanities Research Grant 1983-87; Maison des Sciences de l'Homme, Paris, France, fellowship, April-May 1987; Association for Asian Studies Northeast Asia Council Grant Summer 1987; Japan Ministry of Education Joint Research Grant, 1998-2001; Research Institute for Comparative Study in Race and Ethnicity, Fellow

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

Bielefeldt, Carl W.

Faculty

Name (Title): Carl W. Bielefeldt (Professor)

Department (Tenured?): Religious Studies (Yes)

Education: Ph.D., UC, Berkeley (1980); M.A., UC, Berkeley (1972); B.A., San Francisco State (1966)

Academic Experience: University of Virginia (1978-80)

Overseas Experience: Japan: 1967-69, 1972-73, 1976-78, 1985-86, 1991-92

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-2

Reading: Japanese-3

Writing: Japanese-2

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Zen Buddhism, Buddhist Yoga, Lotus Sutra, Performing Religion, Readings in Japanese Buddhist Texts, Japanese Buddhism

Research/Teaching Specializations: Editor of the Soto Zen Text Project, an initiative to translate the scriptural canon of the Japanese Soto Zen school.

Distinctions: Japan Foundation Arisawa Prize, 1990; Research Center for Sōtō Zen Texts, 1996-; Fulbright, 1991; Social Science Research Council, 1991, 1976; American Association of University Presse.

Recent Publications: “Shōbōgenzō kannon 正法眼藏觀音: Avalokiteśvara.” Dharma Eye (Hōgen 法眼) 29, 2012.; “Shōbōgenzō shin fukatoku 正法眼藏心不可得: The Mind Cannot Be Got.” Dharma Eye (Hōgen 法眼) 28, 2011.; “Shōbōgenzō mujō seppō 正法眼藏無情說法: The Insentient Preach the Dharma.” Dharma Eye (Hōgen 法眼) 27, 2011.; “Le Shōbōgenzō alors et maintenant” (“The Shōbōgenzō Then and Now”). Revue Zen 93, 2010.; “Shōbōgenzō busshō 正法眼藏佛性: Buddha Nature (Part 2).” Dharma Eye (Hōgen 法眼) 26, 2010.; “Shōbōgenzō busshō 正法眼藏佛性: Buddha Nature (Part 1).” Dharma Eye (Hōgen 法眼) 25, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/4/0

Boswell, Matthew

Staff

Name (Title): Matthew Boswell (Project Manager for Technology and Human Capital)

Department (Tenured?): Freeman Spogli Institute for International Studies--Rural Education Access Project (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Braun, Chaim

Faculty

Name (Title): Chaim Braun (Consulting Professor)

Department (Tenured?): Center for International Security and Cooperation (No)

Education: Ph.D., (No data); MA, (No data); B.A., (No data)

Academic Experience: a permanent lecturer at the World Nuclear University's (WNU) One-Week Courses

Overseas Experience: managed nuclear marketing in East Asia and Eastern Europe

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: No data

Research/Teaching Specializations: economics of nuclear power and fuel supply; nuclear nonproliferation

Distinctions: No data

Recent Publications: Siegfried S. Hecker, Sean Lee, Chaim Braun, "North Korea's Choice: Bombs Over Electricity", *The Bridge*, vol. 40, 2, 2010.; Chaim Braun, Scott D. Sagan, Michael E. Brown, Owen R. Coté Jr., Sean M. Lynn-Jones, Steven E. Miller, *Going Nuclear: Nuclear Proliferation and International Security in the 21st Century*, MIT Press (International Security reader), 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Brown, Waka

Staff

Name (Title): Waka Brown (Curriculum Specialist)

Department (Tenured?): SPICE (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Bryant, Irene

Staff

Name (Title): Irene Bryant (Administrative Associate)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: M.A., University of London: SOAS (2006); B.A., Smith College (2001)

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese - 4

Reading: Japanese - 4

Writing: Japanese - 4

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:**Number of Theses Supervised in Last Five Years:** N/A**Busbin, Kazuko** **Language Lecturer****Name (Title):** Kazuko Busbin (Senior Lecturer)**Department (Tenured?):** Stanford Language Center (Yes)**Education:** M.A., University of San Francisco (1980); B.A., Sophia University, Tokyo, Japan (1973)**Academic Experience:** 1981-83 Director of Japanese Language at Japanese Government School San Francisco, CA**Overseas Experience:** Japan 1973-1974**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5**Reading:** Japanese-5**Writing:** Japanese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Introductory & intermediate Modern Japanese**Research/Teaching Specializations:** Educational Psychology in language learning and teaching
Transformation of idea in language learning**Distinctions:** ASSU Outstanding Teaching Award 1992 at Stanford THE MBA of 2002 Fund Honoree at Stanford GSB**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Cai, Jindong** **Faculty****Name (Title):** Jindong Cai (Associate Professor)**Department (Tenured?):** Music (Yes)**Education:** D.Mus.A., University of Cincinnati (1992); M.Mus., New England Conservatory of Music (1989); B.A., Beijing Capital Normal University (1983)**Academic Experience:** 2004 Louisiana State University; 1998-2000 University of Arizona; 1997-98, College Conservatory of Music, University of Cincinnati**Overseas Experience:** Conducted several top orchestras in China including the China National Broadcasting Symphony, the National Opera and Ballet Theater of China, the Shanghai Symphony and the Shanghai Philharmonic Orchestras, the Guangzhou Symphony, the Tianjin Symphony, and the Wuhan Orchestra**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** Advanced Orchestral Conducting, MUSIC 230; A View from the Podium – the Art of Conducting, MUSIC 11N; Classical Music and Politics in China, MUSIC 13Q; Elementary Instrumental Conducting, MUSIC 130B; Intermediate Orchestral Conducting, MUSIC 131; Philharmonia Orchestra, MUSIC 160A; Stanford New Ensemble, MUSIC 160B; Stanford Symphony Orchestra, MUSIC 160**Research/Teaching Specializations:** orchestral and opera performances

Distinctions: 2007 ASCAP Award for Adventurous Programming of Contemporary Music
2006-07 Season: Stanford Symphony Orchestra; 1992 Conducting Fellowship Award from Aspen Music Festival, Aspen, Colorado; 1989 Boston Symphony Orchestra Scholarship for Tanglewood Studies; 1989 Young Artist Award from the Foundation for Chinese Performing Arts, Boston, MA

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Campbell, Stacy

Staff

Name (Title): Stacy Campbell (Admin Services Administrator)

Department (Tenured?): Freeman Spogli Institute for International Studies--Inter-University Center for Japanese Language Studies (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Cao, Wenhao

Library Staff

Name (Title): Wenhao Cao (Serials Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Carnoy, Martin Faculty**Name (Title):** Martin Carnoy (Professor)**Department (Tenured?):** Education, School of (Yes)**Education:** Ph.D., University of Chicago (1964); M..A, University of Chicago (1961); B.A. and B.S., California Institute of Technology (1960)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** Race, Education and Media (Ed141/241); Introduction to Comparative and International Education (Ed 202); Education and Economic Development (Ed 306A); Workshop in Economics of Education (Ed 314); Vouchers and Choice in Education (Ed 315X); Research Workshop in International and Comparative Education (Ed 408).**Research/Teaching Specializations:** the relation between the economy and the educational system; differences in teacher preparation and teacher salaries across countries as well as larger issues of the impact of economic inequality on educational quality; changes in university financing and the quality of engineering and science tertiary education in China, India, and Russia.**Distinctions:** No data**Recent Publications:** Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine M. Kuhns, Jandhyala B.G. Tilak, Rong Wang, *University Expansion in a Changing Global Economy: Triumph of the BRICs?* Stanford University Press, 2013.; Martin Carnoy, Rafiq Dossani, *The Changing Governance of Higher Education in India*, Stanford University, 2011.; Rafiq Dossani, "The Future of India's Muslims", *Avicenna: The Stanford Journal on Muslim Affairs* vol. 1, 1, 2011.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 2/35/10**Carter, Steven D.** Faculty**Name (Title):** Steven D. Carter (Professor)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., UC Berkeley (1980); M.A., UC Berkeley (1977); B.A., Brigham Young University (1974)**Academic Experience:** University of California, Irvine (1990-2003), Brigham Young University (1980-1990), UCLA (1979-80)**Overseas Experience:** Japan: 1969-71, 1978-79, 1999-2000, briefer visits perhaps every two years**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-4**Reading:** Japanese-5**Writing:** Japanese-3**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** I teach general courses on Japanese literature, courses on pre-modern Japanese language, and also seminars concentrating on poetics, The Tale of Genji, the Japanese

essay, and historical fiction (modern). **Research/Teaching Specializations:** I am working on the following projects: Books: Japanese Jottings: An Anthology of Japanese Essays. Volume of translations of Japanese zuihitsu, from medieval times to the present. Things Seen and Heard: A Translation and Commentary on the Journal of Prince

Distinctions: Yamato Ichihashi Chair in Japanese History and Civilization (2008--), National Institute of Japanese Literature Fellow, Japan-US Friendship Commission Prize for Translation, several teaching awards, Fulbright Doctoral Dissertation Fellowship

Recent Publications: Steven D. Carter, *Haiku Before Haiku: From the Renga Masters to Basho*, Columbia University Press, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/3/1

Chang, Gordon

Faculty

Name (Title): Gordon Chang (Professor)

Department (Tenured?): History (Yes)

Education: Ph.D., Stanford (1987); M.A., Stanford (1972); B.A., Princeton (1970)

Academic Experience: UC Irvine 1989-1991

Overseas Experience: U.S.: 20th century; China: 20th century

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-3

Reading: Chinese-3

Writing: Chinese-2

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: History 256/356 History of US-China Relations

Research/Teaching Specializations: I am working on a long history of America-China relations.

Distinctions: ACLS 2000 Guggenheim 2000 Stanford Humanities Center 1995, 2002

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 3/5/3

Chang, Ih-Hae

Library Staff

Name (Title): Ih-Hae Chang (Japanese Acquisitions Specialist)

Department (Tenured?): East Asia Library (N/A)

Education:

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking:

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Chao, Connie **Staff****Name (Title):** Connie Chao (Program Development Manager)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)**Education:** M.A., University of California-Berkeley (1988); B.A., University of California-Berkeley (1985)**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 4**Reading:** Chinese - 4**Writing:** Chinese - 4**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Cheng, Yanhua Connie** **Staff****Name (Title):** Yanhua Connie Cheng (Administrative Assistant)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Chin, Connie** **Staff****Name (Title):** Connie Chin (Department Manager)**Department (Tenured?):** East Asian Languages and Cultures (N/A)**Education:** M.A., San Jose State Univ. (2012); B.A., Oberlin College (1968)**Academic Experience:** N/A**Overseas Experience:** Hong Kong, Taiwan 1970-74 teaching English, journalist; China, summers 2004, 2013 (research); Mongolia, summer 2007 (archaeology dig)**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 4

Reading: Chinese - 4

Writing: Chinese - 2

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications: "Climate Change and Migrations of Peoples in the Jin dynasty," Early Medieval China, 2008

"Geography and Social Structure of Monasteries: Cultural Diffusion or Convergent Evolution?" SJSU ScholarWorks, 2012

Number of Theses Supervised in Last Five Years: N/A

Chinn, Lori

Staff

Name (Title): Lori Chinn (Program Coordinator)

Department (Tenured?): Ho Center for Buddhist Studies (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Chu, Denise

Staff

Name (Title): Denise Chu (Internship Program Coordinator)

Department (Tenured?): Stanford Global Studies (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Chu, James **Staff****Name (Title):** James Chu (Project Manager for Keeping Kids in School)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Rural Education Access Project (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Chun, Kyungmi** **Library Staff****Name (Title):** Kyungmi Chun (Korean Studies Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** Ph.D., University of North Texas (1999); M.A., University of Tennessee, Knoxville (1988); B.A., Hanyang University, Seoul (1980)**Academic Experience:** University of Hawaii at Manoa (1992-2007)**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Korean - 5**Reading:** Korean - 5**Writing:** Korean - 5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Bibliographical and Research Methods - Korean Studies, 2005, 2006

Asian Research: Materials & Methods (Team teaching), 2005

Research/Teaching Specializations: Co-authoring of a chapter in a tentatively planned handbook for Asian librarianship. The chapter will provide guides to reference materials, electronic resources and collection building tools related to Korean studies.**Distinctions:** Center for Korean Studies, University of Hawaii at Manoa, research grant, 1998**Recent Publications:** (2009) Zero to Thirty Thousand in Just Three Years: Building Stanford's Korean Collection. Imprint, 27(1), 19-26. Co-authored with Jaeun Ku. (2007). Collaborative virtual reference service for Korean studies. In Philip A. Melzer & Hyokyong Yi (Eds.), Scholarly information on East Asia in the 21st century: Papers presented at the IFLA WLIC Satellite Meeting, Seoul, Korea, August 18, 2006 (pp.119-123). Seoul: Korean Studies Information Co., Ltd.**Number of Theses Supervised in Last Five Years:** N/A**Chung, Marina** **Language Lecturer****Name (Title):** Marina Chung (Lecturer)

Department (Tenured?): Stanford Language Center (No)
Education: Ph.D., University of Oregon. (2002); M.A., University of Oregon (1994); B.A., Tamkang University (1985)
Academic Experience: No data
Overseas Experience: Born in Taiwan. Came to the States in 1990.
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Chinese – 5; Japanese - 3
Reading: Chinese – 5; Japanese -3
Writing: Chinese – 5; Japanese - 3
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: Second-year modern Chinese, advanced Chinese conversation
Research/Teaching Specializations: Teaching Chinese Language
Distinctions: No data
Recent Publications: N/A
Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

Clark, Robert W.**Language Lecturer**

Name (Title): Robert W. Clark (Lecturer)
Department (Tenured?): Stanford Language Center (No)
Education: Ph.D., University of Virginia (1994); M.A., University of Virginia (1983); B.A., Thomas Edison State College (1977)
Academic Experience: University of Mass.-Amherst (summer 1977), University of California - Santa Cruz (summer 1978), Iowa State Univ. (1994-1995), College of Charleston (1995-1996), California State University -Chico (1997-1998)
Overseas Experience: India/Tibet 1980, Thailand 1980, Korea 1980, Taiwan 2006, Vietnam-2006, China-2007, Tibet 2007
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Tibetan-4
Reading: Tibetan-4
Writing: Tibetan-3
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: Tibet- 90%, India 10%
Research/Teaching Specializations: Classical Tibetan Poetry with commentaries.
Distinctions: National Defense Foreign Language Grant 1981-1986 (tuition, fees, and stipend for graduate study in Tibetan Studies)
Recent Publications: Translated by Robert W. Clark, *Treasures of the Nying T'ik: Preliminaries and Auxilliary Texts*, San Francisco: Trilobite Publications, 2010.
Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

Crandall, Rustin**Staff**

Name (Title): Rustin Crandall (Program Administrator)
Department (Tenured?): Graduate School of Business--Stanford Program on Regions of Innovation and Entrepreneurship (N/A)
Education:
Academic Experience: N/A
Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Curran, Lisa M.

Faculty

Name (Title): Lisa M. Curran (Professor)

Department (Tenured?): Anthropology (Yes)

Education: Ph.D., Princeton University (1994); B.A., Harvard University (1984)

Academic Experience: Yale University (2001-2009); University of Michigan (1996-2001)

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: No data

Recent Publications: Carlson, K.M.,* L.M. Curran, G. P. Asner, A. M. Pittman, S.N. Trigg, J.M. Adeney, "Carbon emissions from forest conversion by Kalimantan oil palm plantations, 1990-2020", *Nature Climate Change*, 2012.; Carlson, K. M.,* L.M. Curran, D. Ratnasari, A. M. Pittman, B. S. Soares-Filho, G.P. Asner, S. N. Trigg, D. L. A. Gaveau, D. Lawrence, H.O. Rodrigues, "Committed C emissions, deforestation, and community land conversion from oil palm plantation expansion in West Kalimantan, Indonesia". *Proc. of Nat. Acad. Scsi.* 109, pp. 7559-7564, 2012.; Gaveau, D.L.A.,* L. M. Curran, G.D. Paoli, K.M. Carlson, P. Wells, A. Besse-Rimba, D. Ratnasari, N. Leader-Williams, "Examining protected area effectiveness in Sumatra: importance of regulations governing unprotected lands", *Conservation Letters*, 5, pp. 142-148, 2012.; Wich,* S., D. L. A. Gaveau, M. Curran et al, "Understanding the impacts of land-use change policies on a threatened species: Is there a future for the Bornean orang-utan?" *PLoS One* 7(11), pp. e49142s, 2012.; Paoli, G.D.,* K.M. Carlson, A. Hooijer, S.E. Page, L.M. Curran, P.L. Wells, R. Morrison, J. Jauhiainen, A. McDonald Pittman, D. Gilbert, D. Lawrence, "Policy perils of ignoring uncertainty in oil palm research", *Proc. of Nat. Acad. Sci.* 108, pp. E218, 2011.; Balch, J. K.,* D. C. Nepstad, L. M. Curran, P. M. Brando, O. Portela, P. Guilherme, J. D. Reuning-Scherer, O. de Carvalho, Jr., "Size, species, and fire characteristics predict tree and liana mortality from experimental understory fires in Mato Grosso, Brazil", *Forest Ecol & Management* 261, pp. 68-77, 2011; Ponette-Gonzalez, A.,* K. Weathers, L.M. Curran, "Land cover, rain and fog seasonality, and El Niño Southern Oscillation alter water inputs to a tropical montane landscape in Veracruz, Mexico", *Global Change Biology* 16, pp. 946-963, 2010.; Ponette-Gonzalez, A.,* K. Weathers,

L.M. Curran, "Tropical land-cover change alters biogeochemical inputs to ecosystems in a Mexican montane landscape", *Ecol. Applications* 20, pp. 1805-1819, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Dasher, Richard **Faculty**

Name (Title): Richard Dasher (Professor)

Department (Tenured?): Electrical Engineering / East Asian Languages & Cultures (No)

Education: Ph.D., Stanford University (1995); M.A., Stanford University (1980); B.A., San Francisco Conservatory of Music (1977)

Academic Experience: U.S. State Department Foreign Service Institute 1985 - 1990 (the Director of the Japanese advanced language and area training centers for U.S. diplomats, Yokohama, Japan, and Seoul, Korea, 1986 - 90)

Overseas Experience: Japan 1986 - 1993, short trips every year since then to Japan (9 times in 2009), and to China, Hong Kong, Taiwan, India average 1x/2 years

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese 4

Reading: Japanese 4

Writing: Japanese 4

Teaching/Research Time Devoted to East Asian Studies: 90%

Area Courses Taught: Japanese Business Culture (JAPANGEN 051, 251) Topics in International Technology Management (EE 402A) Entrepreneurship in Asian High-Tech Industries (EE-402S)

Research/Teaching Specializations: innovation systems (university-industry-government interactions) in different countries; Japanese corporate and university reform; globalization of research and development, especially in Asian countries; entrepreneurship and venture investment patterns in Japan and Asian countries

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

de Bettingnies, Henri Claude **Visiting Faculty**

Name (Title): Henri Claude de Bettingnies (Visiting Faculty)

Department (Tenured?): Graduate School of Business (N/A)

Education: Sorbonne (Licence ès Lettres), The Catholic University of Paris (EPP), Harvard Business School (ITP)

Academic Experience: He worked in Africa (MIFERMA, Mauritania), at the University of California (IIR, Berkeley), in New York (for IBM), and then in Tokyo for 5 years

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Managing Change & Change of Management in Asia; Strategies for Asia-Pacific; The Transformation of Japan: Implications for the World; AVIRA: Changing CEOs' Mindset; Culture and Management in Asia; Joint-Venture Management in Asia;

Individual, Business and Society: The Ethical Dilemma.

Research/Teaching Specializations: Business Leaders' Vision and Corporate Transformation; Corruption and Managerial Behaviour across Cultures; Social Change and Management Practices in Asia.

Distinctions: No data

Recent Publications: Beyond Control: Crisis Strategies and Stakeholder Media in the Danone Boycott of 2001, January 2008 (Working Papers); Climate Change and the Global Common Good: Emerging Corporate Responsibility Strategies in the Insurance Industry, February 2007 (Chapters In Book); The Insurance Business and its Image in Society: Traditional Issues and New Challenges, April 2006 (Working Papers); Who Won the Danone Boycott? , February 2006 (Case Studies); Developing Leadership and Responsibility: No Alternative for Business Schools, Palgrave Macmillan, January 2006 (Chapters In Book)

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Dennig, Sik Lee C.

Language Lecturer

Name (Title): Sik Lee C. Dennig (Lecturer)

Department (Tenured?): Stanford Language Center (No)

Education: Ph.D., Stanford University (1992); M.S., University of Alberta (1986); B.Ed., Concordia University (1983)

Academic Experience: No data

Overseas Experience: Born in Hong Kong, studied in Canada, worked in Hong Kong and Japan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Cantonese - 5

Reading: Cantonese - 5

Writing: Cantonese - 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Beginning Cantonese Conversation, Intermediate Cantonese Conversation, Advanced Cantonese Conversation, and Reading and Writing for Cantonese Learners.

Research/Teaching Specializations: Right now I am researching how to enhance cross-cultural competence in this increasing globalized world by using social media such as blogs and wikis and by bringing in a comparative, global perspective on the target culture.

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Diamond, Larry

Faculty

Name (Title): Larry Diamond (Senior Fellow)

Department (Tenured?): Hoover Institution (No)

Education: Ph.D., Stanford University (1980); M.A., Stanford University (1978); B.A., Stanford University (1974)

Academic Experience: No data

Overseas Experience: Taiwan, Academia Sinica, 1997-98 / Taiwan, China, Korea – lectures, conferences

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: Building democracy after conflict winter '09 / Democracy promotion in American foreign policy: Fall '08 / Comparative democratic development: Winter '08 / Building democracy after conflict: Spring '07

Research/Teaching Specializations: Comparative problems of democratic development and consolidation / U.S. and international policies to promote democracy and foster development / Challenges of post-war state-building, in Iraq and comparatively / Democratic transitions and prospects in Africa / Public attitudes and values toward democracy in new democracies / Democratic consolidation in Taiwan, in comparative perspective

Distinctions: No data

Recent Publications: Larry Diamond, "The Next Democratic Century", *Current History*, vol. 99, 641, 2014.; Larry Diamond, Gi-Wook Shin, *New Challenges for Maturing Democracies in Korea and Taiwan*, Stanford University Press, 2014.; Larry Diamond, Nigel Li, Jiunn-rong Yeh, Eric Chen-hua Yu, Da-Chi Liao, *Taiwan's Maturing Democracy*, 2012.; Larry Diamond, *Why the Wind of Freedom Blows*, 2012.; Larry Diamond, Marc F. Plattner, *Liberation Technology: Social Media and the Struggle for Democracy*, The Johns Hopkins University Press, 2012; Larry Diamond, "The Coming Wave", *The Journal of Democracy*, vol. 23, 1, 2012.; Larry Diamond, "Why Are There No Arab Democracies?", *Journal of Democracy*, vol. 21, 1, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

DiBello, Michelle Leigh

Language Lecturer

Name (Title): Michelle Leigh DiBello (Lecturer)

Department (Tenured?): Stanford Language Center (No)

Education: Ph.D., Stanford (1996); M.A., Stanford (1992); B.A., Middlebury College (1989)

Academic Experience: Between my Ph.D.. and returning to teach at Stanford I worked outside of academe, at China Institute in NYC (currently home of a Confucius Institute), and at the Chinese American International School in SF

Overseas Experience: Taiwan: 6 months in 1988, 3 months in 1993. China: 9 months in 1993-1994, one month in 2009, and several short trips

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4

Reading: Chinese-4

Writing: Chinese-3

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Introduction to Traditional Chinese Poetry

Research/Teaching Specializations: not currently engaged in research, per se, other than Chinese as a Foreign Language Pedagogy. I would like to create a textbook, perhaps within the next few years.

Distinctions: None recently

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Dien, Albert Faculty—Emeritus**Name (Title):** Albert Dien (Professor Emeritus)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., University of California, Berkeley (1960); M.A., University of California, Berkeley (1950); B.A., University of California, Berkeley (1951)**Academic Experience:** University of Hawaii 1960-62, Columbia University 1966-68**Overseas Experience:** Taiwan 1962-64, 2001, 2004; Soviet Union, 1976; Japan 1968-69, 1976; China 1977, 1980, 1981, 1982, 1983, 1984, 1986, 1987, 1988, 1989, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2004, 2005, 2006, 2008, 2009; Czechoslovakia, 20**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-4**Reading:** Chinese-4**Writing:** Chinese-3**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:****Research/Teaching Specializations:** Chief editor, Six Dynasties Handbook. Contributor, Source Book of Six Dynasties Literature. Paper, "The Sogdian Experience in China: Assimilation or Hybridization" for the Cultural Crossings Conference and Digital Workshop (March 11-13, 2010), University**Distinctions:** Inter-University Fellowship for Field Training in Chinese, 1956-57, Taiwan Ford Foundation Fellowship, 1957-59, Taiwan and Berkeley Woodrow Wilson Foundation Fellowship in Oriental Languages, 1959-60 American Council of Learned Societies Fellowship, 1968-69, Japan Fulbright Visiting Lectureship, Spring, 1975, University of Copenhagen International Research and Exchanges Board grant, 1976, USSR Fulbright-Hays Faculty Research Abroad Program grant, 1976, USSR American Council of Learned Societies Fellowship, 1976, Japan and Taiwan Award for Distinguished Lifetime Achievement in Teaching, Stanford University, 2009**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0**Dossani, Rafiq** Research Fellow**Name (Title):** Rafiq Dossani (Senior Research Scholar)**Department (Tenured?):** Shorenstein APARC (No)**Education:** Ph.D., Northwestern University (1982); MBA, Indian Institute of Management (1976); B.A. St. Stephen's College (1974)**Academic Experience:** Pennsylvania State University (1980-82); College of Notre Dame (1998-99)**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 15%**Area Courses Taught:** Development Issues in South Asia; Religion and Nationalism in South Asia

Research/Teaching Specializations: The software industry's globalization, engineering education, Asian entrepreneurship in Silicon Valley, federalism in South Asia, regional integration in South Asia, South Asian technology policies in telecommunications, venture capital and IT, security in South Asia.

Distinctions: No data

Recent Publications: Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine M. Kuhns, Jandhyala B.G. Tilak, Rong Wang, *University Expansion in a Changing Global Economy: Triumph of the BRICs?* Stanford University Press, 2013.; Dimitris G. Assimakopoulos, Elias G. Carayannis, Rafiq Dossani, *Knowledge Perspectives of New Product Development: A Comparative Approach*, Springer, 2012.; Martin Carnoy, Rafiq Dossani, *The Changing Governance of Higher Education in India*, Stanford University, 2011.; Rafiq Dossani, "The Future of India's Muslims", *Avicenna: The Stanford Journal on Muslim Affairs*, vol. 1, 1, 2011.; Rafiq Dossani, *Social Media in the Workplace*, Stanford University, 2011.; Rafiq Dossani, Ashish Kumar, "Network Associations and Professional Growth among Engineers from India and China in Silicon Valley", *American Behavioral Scientist*, vol. 55, 7, 2011.; Rafiq Dossani, S. Vijaykumar, A. Mattoo, H. Joseph, "Indian Federalism and the Conduct of Foreign Policy in Border States: State Participation and Central Accommodation since 1990", *Har-Anand in Shaping India's Foreign Policy: People, Politics, and Places*, 2010.; Rafiq Dossani, Ejaz Ghani, *Software Production: Globalization and its Implications*, in *The Service Revolution in South Asia*, Oxford University Press, 2010.; Rafiq Dossani, Daniel C. Sneider, Vikram Sood, *Does South Asia Exist? Prospects for Regional Integration*, Shorenstein APARC, 2010.; Martin Carnoy, Rafiq Dossani, Jandhyala Tilak, *Understanding the Expansion and Quality of Engineering Education in India (draft)*, Stanford University, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Edman, Jonas

Staff

Name (Title): Jonas Edman (Curriculum Writer)

Department (Tenured?): SPICE (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Egan, Ronald

Faculty

Name (Title): Ronald Egan (Professor)

Department (Tenure Status): East Asian Languages and Cultures (Yes)

Education: M.A., Harvard University (1973); B.A., University of Washington (1970)

Academic Experience: Yes

Overseas Experience: China: twice every year since 1995 for conferences;
Hong Kong twice every year since 1990 for conferences; Hangzhou, China: 2006 six months;
Hong Kong 2001-02 12 months

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese 5

Reading: Chinese 5;

Writing: Chinese 4

Teaching/Research Time Devoted to East Asian Studies: 100

Area Courses Taught: CHINGEN 91: Traditional China; CHINLIT 130/230 Lyrical Prose;
CHINGEN 160/260 New Directions in Study of Literary Culture; CHINLIT 166/266 Ci Poetry;
CHINGEN 151/251 Manuscripts and Circulation of Texts; CHINLIT 135/235 Ghost Stories and
Other Strange Tal

Research/Teaching Specializations: Song dynasty literary culture and aesthetics; non-canonical
writings; notebooks and anecdote collections

Distinctions: ACLS Fellow 1981-82; NEH Fellow 1994

Recent Publications: *The Burden of Female Talent: The Poet Li Qingzhao and Her History in
China*. Asia Center, Harvard University, 2013. (Anxiety over beauty: aesthetic thought and
pursuits of Northern Song literati) . Shanghai: Shanghai guji chubanshe, 2013. (Chinese
translation of *The Problem of Beauty*, Harvard University Press, 2006.) (Anxiety over beauty:
aesthetic thought and pursuits of Northern Song literati) . Shanghai: Shanghai guji chubanshe,
2013. (Chinese translation of *The Problem of Beauty*, below.)

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Eggleston, Karen N.

Research Fellow

Name (Title): Karen N. Eggleston (Center Fellow)

Department (Tenured?): Shorenstein APARC (No)

Education: Ph.D., Harvard University (1999); M.A., University of Hawaii at Mano (1992);
B.A., Dartmouth College (1988)

Academic Experience: Tufts University (1999-2007); UCLA (visiting, 2006)

Overseas Experience: China: 1986-87, 1988-89, almost every year since for a month or two;
South Korea 1989-90

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin 3

Reading: Mandarin 3

Writing: Mandarin 3

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: East Asian Studies 117/217 Health and Healthcare in East Asia

Research/Teaching Specializations: Comparative health policy in East Asia; health economics

Distinctions: Stanford University Center for East Asian Studies Faculty Grant, 2009. National
Institutes of Health/National Institute on Aging, Stanford University Center for Demography and
Economics of Health and Aging (CDEHA) grant; 2009. Hewlett Faculty Grant, FSI; 2007.
World Bank Beijing Office grant; U.S. Department of Health and Human Services, research
grant; 2004. The Robert Wood Johnson Foundation's Health Care Financing and Organization
Initiative grant; Faculty Research Awards, Tufts University, March 2001, May 2003, April 2006.
National Bureau of Economic Research (NBER) fellowship, economics of aging, 1998. East-

West Center fellowship, Honolulu/Manoa, Hawaii, 1990-1992. Fulbright Scholarship, Yonsei University, Seoul, Korea, 1989-1990. Reynolds Scholarship, Johns Hopkins-Nanjing University Center for Chinese and American Studies, Nanjing, PRC, 1988-1989. A.B. Summa Cum Laude, Phi Beta Kappa, Dartmouth Valedictorian.

Recent Publications: Karen Eggleston, Jean C. Oi, Scott Rozelle, Andrew G. Walder, Xueguang Zhou, Ang Sun, “Will Demographic Change Slow China's Rise?”, *The Journal of Asian Studies*, vol. 72, 03, 2013.; Brian K. Chen, Karen Eggleston, “Patient Copayments, Provider Incentives and Income Effects: Theory and Evidence from China’s Essential Medications List Policy”, *Asia Health Policy Program working paper # 37*, 2013.; Yan Wang (former), Karen Eggleston, Zhenjie Yu, Qiong Zhang, “Contracting with Private Providers for Primary Care Services: Evidence from Urban China”, *Health Economics Review*, vol. 3:1, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Ang Sun, Xueguang Zhou, “Children of China's Future”, *YaleGlobal Online*, 2012.; Karen Eggleston, Victor R. Fuchs, “The New Demographic Transition: Most Gains in Life Expectancy Now Realized Late in Life”, *Asia Health Policy Program working paper # 29*, 2012.; Karen Eggleston, “Health Care for 1.3 Billion: An Overview of China’s Health System”, *Asia Health Policy Program working paper # 28*, 2012.; H. Li, Brian Chen, N. Shah, Z. Wang, Karen Eggleston, “Socioeconomic Correlates of Inpatient Spending for Patients with Type 2 Diabetes Mellitus in China: Evidence from Hangzhou”, *Experimental and Clinical Endocrinology & Diabetes*, vol. 120, No. 1, 2012.; Xiaobing Wang, Linxiu Zhang, Renfu Luo, Guofei Wang, Yingdan Chen, Alexis Medina, Karen Eggleston, Scott Rozelle, D. Scott Smith, “Soil-Transmitted Helminth Infections and Correlated Risk Factors in Preschool and School-aged Children in Rural Southwest China”, *PLoS One*, vol. 7, 9, 2012.; Young Kyung Do, Karen Eggleston, “Educational Disparities in Quality of Diabetes Care in a Universal Health Insurance System: Evidence from the 2005 Korea National Health and Nutrition Examination Survey”, *International Journal for Quality in Health Care*, vol. 23, No. 4, 2011.; Karen Eggleston, “Prescribing Institutions: Explaining the Evolution of Physician Dispensing”, *Journal of Institutional Economics*, FirstView Article, 2011.; Karen Eggleston, Nilay D. Shah, Steven A. Smith, Ernst R. Berndt, Joseph P. Newhouse, “Quality Adjustment for Health Care Spending on Chronic Disease: Evidence from Diabetes Treatment”, 1999-2009, *American Economic Review*, vol. 101, No. 3 2011.; Karen Eggleston, “Prescribing Institutions: Explaining the Evolution of Physician Dispensing (working paper)”, *Asia Health Policy Program working paper #24*, 2011.; Karen Eggleston, Yu-Chu Shen, “Soft Budget Constraints and Ownership: Empirical Evidence from U.S. Hospitals”, *Elsevier*, vol. 110, 1, 2011.; Richard Zeckhauser, Karen Eggleston, John Rizzo, Hai Fang, “Jobs and Kids: Female Employment and Fertility in Rural China”, *VoxEU.org*, 2010.; Karen Eggleston, Mingshan Lu, Congdong Li, Jian Wang, Zhe Yang, Jing Zhang, Hude Quan, “Comparing Public and Private Hospitals in China: Evidence from Guangdong”, *BMC Health Services Research*, vol. 10:76, 2010.; Karen Eggleston, Shripad Tuljapurkar, *Aging Asia: The Economic and Social Implications of Rapid Demographic Change in China, Japan, and South Korea*, Shorenstein APARC, distributed by the Brookings Institution Press, 2010.; Karen Eggleston, Ruifang Zhang, Richard J. Zeckhauser, “The Global Challenge of Antimicrobial Resistance: Insights from Economic Analysis”, *International Journal of Environmental Research and Public Health*, vol. 7, (8), 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 5/4/0

Eguchi, Kiyoko

Staff

Name (Title): Kiyoko Eguchi (Internship Coordinator & Language Instructor)

Department (Tenured?): Bing Overseas Studies-Kyoto (N/A)

Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions:
Recent Publications:
Number of Theses Supervised in Last Five Years: N/A

Eikenberry, Karl**Faculty**

Name (Title): Karl Eikenberry (Title)
Department (Tenure Status): Freeman Spogli Institute for International Studies (No)
Education: M.A., Harvard University and Stanford University (1981); B.A., United States Military Academy (1973)
Academic Experience: No
Overseas Experience: Military and diplomatic service [but not research or teaching] in Korea 1974 and 1984-5; China 1981-4, 1986-87, 1997-2000; Italy 1988-89; Afghanistan 2002-3, 2005-7, 2009-11; Belgium 2007-9
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Mandarin- 4
Reading: Mandarin - 4
Writing: Mandarin - 4
Teaching/Research Time Devoted to East Asian Studies: 85%
Area Courses Taught:
Research/Teaching Specializations: US Asia Pacific security strategy; US strategy in Afghanistan
Distinctions: Military and civilian service awards listed on attached CV; George Kennan Award for Distinguished Public Service, 2011; Harvard Graduate School of Arts and Sciences Centennial Award 2012; American Academy of Arts and Sciences Fellow, 2012
Recent Publications: "The Limits of Counterinsurgency Doctrine in Afghanistan", Foreign Affairs, September 2013; "Reassessing the All Volunteer Force", The Washington, Quarterly, Winter 2013; "The Humanities and Global Engagement:", The American Academy of Arts and Sciences Bulletin, Summer 2013
Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Emmerson, Donald**Research Fellow**

Name (Title): Donald Emmerson (Senior Fellow Emeritus)
Department (Tenured?): Shorenstein APARC (No)
Education: Ph.D., Yale University (1972); M.A., Yale University (1966); B.A., Princeton University (1961)
Academic Experience: University of Wisconsin-Madison (1970-1999)

Overseas Experience: Indonesia: 1967-2010; Singapore: 1966 (teaching); Malaysia, Philippines, Singapore, Thailand (research: off and on since 1967)
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Indonesian
Reading: Indonesian
Writing: Indonesian
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: As faculty sponsor and lecturer: International Relations [IR] #51SI ("A Taste of Thailand: An Introduction to Thai History, Culture, and Political Economy"), Spring 2009 and Spring 2007
Research/Teaching Specializations: Southeast Asian, East Asian, and Asia-Pacific regionalism; U.S. relations with Southeast Asia (especially Indonesia); democracy in Southeast Asia; Indonesian politics; Indonesian national identity; Islamism; epistemologies of area vs. disciplinary studies
Distinctions: Ford Foundation Foreign Area Fellowship, 1967; Fulbright Fellowship, 1974; Australian National University Fellowship, 1975; Woodrow Wilson International Center for Scholars Fellowship, 1980; University of Wisconsin-Madison Award for Excellence in Teaching, 1985; Hoover Institution National Fellowship, 1981; National Bureau of Asian Research Research Fellowship, 1995; Institute for Advanced Study (Princeton), 1988; Smith Richardson Foundation, 1997
Recent Publications: Donald K. Emmerson, "Kishore's World", *Journal of Democracy* vol. 24 No. 3, 2013.; Donald K. Emmerson, *A Northeast Asian TAC*, Nautilus Institute for Security and Sustainability, 2012.; Donald K. Emmerson, "Regional Efforts to Advance Democracy and Human Rights in Asia: APID, the PG20, and a Possible GGAIN", *The ASAN Institute for Policy Studies Issue Brief Series*, No. 32, 2012.; Donald K. Emmerson, "The Problem and Promise of Focality in World Affairs", *Strategic Review: The Indonesian Journal of Leadership, Policy, and World Affairs*, 2011.; Donald K. Emmerson, "Asian Regionalism and US Policy: The Case for Creative Adaptation", *S. Rajaratnam School of International Studies Working Paper #193*, 2010.; Donald K. Emmerson, *Exit Sri Mulyani: Corruption and reform in Indonesia*, East Asia Forum, 2010.
Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Feldman, Marcus W.**Faculty**

Name (Title): Marcus W. Feldman (Professor)
Department (Tenured?): Biology (Yes)
Education: Ph.D., Stanford University (1969); M.A., Monash University (1966); B.A., University of Western Australia (1964)
Academic Experience: La Trobe University, 1970-1971
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Hebrew-2
Reading: German-2
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 15%
Area Courses Taught: No data

Research/Teaching Specializations: Sex-ratio and marriage market in rural China. Rural-urban migration in China. Environmental changes due to migration in rural China. Social networks of migrants in China.

Distinctions: 1. Government Exhibition (1959) 2. Commonwealth (of Australia) Scholarship (1959) 3. Colonial Sugar Refining Company Scholarship (1959) 4. Monash University Research Scholarship (1964) 5. Research Development Fund Grant, Stanford University (1973) 6. Mellon Junior Faculty Leave (1973-74) 7. J.S. Guggenheim Fellowship (1976-77) 8. Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1983-84 9. Elected Fellow, American Association for the Advancement of Science, 1986 10. Elected Member, American Academy of Arts and Sciences, 1987 11. Elected Fellow, California Academy of Sciences, 1996 12. Jacob Marschak Lecturer, UCLA, November 1998 13. China Population Study Award, 1998: Best paper previous four years 14. First Gifford Lecturer in Population Studies, Stanford 2000 15. Burrows Wellcome Lecturer, Princeton University, April 2002 16. Jacob Marschak Lecturer, UCLA, May 2002 17. Honorary Professor, Beijing Normal University, 2002-2007 18. Paper of the Year 2002/2003, *The Lancet* (bibliography number 294) 19. Doctor Philosophiae Honoris Causa, Hebrew University Jerusalem, June 2005 20. Honorary Professor, Xi-an Jiaotong University, 2005-2010 21. S. Ulam Lecturer, Santa Fe, 2005

Recent Publications: L. Li, Z. Shang, and M. W. Feldman, "Social management of gender imbalance in China: a holistic governance Framework", *Econ. Polit. Weekly* 48 (35), pp. 79-86, 2013.; Q. Jiang, M. W. Feldman, and S. Li, "Marriage squeeze, never-married proportion, and mean age at first marriage in China", *Popul. Res. Policy Rev.*, 2013.; A. M. Casto, B. M. Henn, J. M. Kidd, C. D. Bustamante, and M. W. Feldman, "A tale of two haplotypes: the ERA2R/AR intergenic region is the most divergent genomic segment between Africans and East Asians in the Human genome", *Human Biol.*, 2013.; H. Liu, S. Li, and M. W. Feldman, "Gender in marriage and life satisfaction under gender imbalance in China: the role of intergenerational support at SES", *Social Indic. Res.*, 2013.; Z. Yue, S. Li, X. Jin, and M. W. Feldman, "The role of social networks in the integration of Chinese rural-urban migrants: a migrant-resident tie perspective", *Urban Studies* 50, pp. 1704-1723, 2013.; O. Carja, U. Liberman, and M. W. Feldman, "Evolution with stochastic fitnesses: a role for recombination", *Theor. Popul. Biol.* 86, pp. 29-42, 2013.; Z. Song and M. W. Feldman, "The coevolution of long-term pair bonds and cooperation", *J. Evol. Biol.* 26, pp. 963-970, 2013.; X. Yang, S. Li, and M. W. Feldman, "Development and validation of a gender ideology scale for family planning services in rural China", *PLoS ONE* 8(4), pp. e59919, 2013.; J. Odling-Smee, D. H. Erwin, E. P. Palkovacs, M. W. Feldman, and K. N. Laland, "Niche construction theory: a practical guide for ecologists", *Q. Rev. Biol.* 88, pp. 3-28, 2013.; M. E. Palmer, A. Moudgil, and M. W. Feldman, "Long-term evolution is surprisingly predictable in lattice proteins", *J. Roy. Soc. Interface* 10, 2013.; G. C. Daily, Z. Ouyang, H. Zheng, S. Li, Y. Wang, M. W. Feldman, P. Kareiva, S. Polasky, and M. Ruckelshaus, "Securing natural capital and human well-being: innovation and impact in China", (In Chinese.), *Acta Ecologica Sinica* 33, pp. 677-685, 2013.; Y. Liang, M. W. Feldman, S. Li, G. C. Daily, and J. Li, "Asset endowments, non-farm participation, and local separability in remote rural China", *China Agri. Econ. Rev.* 5, pp. 66-88, 2013.; A. Belmaker, U. Motro, M. W. Feldman, and A. Lotem, "Learning to choose among social foraging strategies in adult house sparrows (*Passer domesticus*)", *Ethology* 18, pp. 1111-1121, 2012.; L. Fogarty and M. W. Feldman, "The cultural and demographic evolution of son preference and marriage type in contemporary China", *Biol. Theory* 6, pp. 272-282, 2012.; Q. Jiang, S. Li, M. W. Feldman, and J. J. Sanchez-Barricarte, "Estimates of missing women in twentieth-century China", *Continuity and Change* 27, pp. 461-479, 2012.; H. Liu, S. Li, and M.

W. Feldman, "Forced bachelors, migration, and HIV transmission risk in the context of China's gender imbalance: a meta-analysis", *AIDS Care* 24, pp. 1487-1495, 2012.; X. Tai, S. Li, and M. W. Feldman, "Can labor out-migration reduce firewood consumption by rural households in western mountainous China?", *Chinese J. Popul. Resour. Environ.* 10, pp. 110-119, 2012.; J. M. Granka, B. M. Henn, C. R. Gignoux, J. M. Kidd, C. D. Bustamante, and M. W. Feldman, "Limited evidence for classic selective sweeps in African populations", *Genetics* 192, pp. 1049-1064, 2012.; B. M. Henn, L. L. Cavalli-Sforza, and M. W. Feldman, "The great human expansion", *Proc. Natl. Acad. Sci. USA* 109, pp. 17758-17764, 2012.; Q. Jiang, S. Li, and M. W. Feldman, "China's missing girls in the three decades of 1980 to 2010", *Asian Women* 28, pp. 53-73, 2012.; N. Creanza, L. Fogarty, and M. W. Feldman, "Models of cultural niche construction with selection and assortative mating", *PLoS ONE* 7(8), pp. e42744, 2012.; T. J. Pemberton, D. Absher, M. W. Feldman, R. M. Myers, N. A. Rosenberg, and J. Z. Li, "Genomic patterns of homozygosity in worldwide human populations", *Am. J. Hum. Genet.* 91, pp. 275-292, 2012.; C. Li, S. Li, M. W. Feldman, G. Daily, and J. Li, "Does out-migration reshape rural households' livelihood capitals in the source communities? Recent evidence from western China", *Asian Pac. Migra. J.* 21, pp. 1-30, 2012.; M. E. Palmer and M. W. Feldman, "Survivability is more fundamental than evolvability", *PLoS ONE* 7(6), pp. e38025, 2012.; L. Song, S. Li, and M. W. Feldman, "Out-migration of young adults and gender division of intergenerational support in rural China", *Res Aging* 34, pp. 399-424, 2012.; R. Pinho, E. Borenstein, and M. W. Feldman, "Most networks in Wagner's model are cycling", *PLoS ONE* 7(4), pp. e34285, 2012.; Y. Liang, S. Li, M. W. Feldman, and G. C. Daily, "Does household composition matter? The impact of the Grain for Green Program on rural livelihoods in China", *Ecol. Econ.* 75, pp. 152-160, 2012.; E. Katsnelson, U. Motro, M. W. Feldman, and A. Lotem, "Evolution of learned strategy choice in a frequency-dependent game", *Proc Roy Soc B*, 2012.; O. Carja and M. W. Feldman, "An equilibrium for phenotypic variance in fluctuating environments owing to epigenetics", *J Roy Soc Interface*, 2012.; C. Meng, H. Du, Y. Ren, and M. W. Feldman, "A new network structure entropy-based node difference and edge difference". (In Chinese), *Acta Physica Sinica* 60, pp. 110513, 2011.; M. W. Feldman, Comment on "The domain of replicators: selection, neutrality, and cultural evolution" by J. Lansing and M.P. Cox, *Curr. Anthropol.* 52, pp. 118-119, 2011.; R. E. Furrow, F. B. Christiansen, and M. W. Feldman, "Environment-sensitive epigenetics and the heritability of complex diseases", *Genetics*, 2011.; M. Arbilly, U. Motro, M. W. Feldman, and A. Lotem, "Recombination and the evolution of coordinated phenotypic expression in a frequency-dependent game", *Theor Popul Biol*, 2011.; D. S. Rogers, O. Deshpande, and M. W. Feldman, "The spread of inequality", *PLoS ONE* 6, 2011.; Q. Jiang, J. J. Sánchez-Barricarte, S. Li, and M. W. Feldman, "Marriage squeeze in China's future", *Asian Popul Stud* 7, pp. 177-193, 2011.; M. Arbilly, U. Motro, M. W. Feldman, and A. Lotem, "Evolution of social learning when high expected payoffs are associated with high risk of failure", *J Roy Soc Interface* 8, pp. 1604-1615, 2011.; M. W. Feldman, "Life models: biology is too complex to be unified by mathematics", Review of *The Mathematics of Life*, by I. Stewart, *Nature* 476, pp. 396, 2011.; Q. Jiang, S. Li, and M. W. Feldman, "Demographic consequences of gender discrimination in China: simulation analysis of policy options", *Popul Res Policy Rev* 30, pp. 619-638, 2011.; M. E. Palmer and M. W. Feldman, "Spatial environmental variation can select for evolvability", *Evolution* 65, pp. 2345-2356, 2011.; J. Li, M. W. Feldman, S. Li, and G. C. Daily, "Rural household income and inequality under the Sloping Land Conversion Program in western China", *Proc Natl Acad Sci USA* 108, pp. 7721-7726, 2011.; K. Aoki, L. Lehmann, and M. W. Feldman, "Rates of cultural change and patterns of cultural accumulation in stochastic models of social transmission", *Theor Popul Biol* 79, pp. 192-202, 2011.; M. Reiner, M. S.

Korsnes, G. Glover, J. D. E. Gabrieli, and M. W. Feldman, "Seeing shapes and hearing textures: two neural categories of touch", *The Open Neurosci J* 5, pp. 8-15, 2011.; C. S. Pepperell, J. M. Granka, D. C. Alexander, M. A. Behr, L. Chui, J. Gordon, J. L. Guthrie, F. B. Jamieson, D. Langlois-Klassen, R. Long, D. Nguyen, W. Wobeser, and M. W. Feldman, "Dispersal of *Mycobacterium tuberculosis* via the Canadian fur trade", *Proc Natl Acad Sci USA* 108, pp. 6526-6531, 2011.; B. M. Henn, C. D. Bustamante, J. L. Mountain, and M. W. Feldman, "Reply to Hublin and Klein: Locating a geographic point of dispersion in Africa for contemporary humans", *Proc Natl Acad Sci USA* 108, 2011.; Brenna M. Henn, C. R. Gignoux, M. Jobin, J. M. Granka, J. M. Macpherson, J. M. Kidd, L. Rodriguez-Botigue, S. Ramachandran, L. Hon, A. Brisbin, A. A. Lin, P. A. Underhill, D. Comas, K. K. Kidd, P. J. Norman, P. Parham, C. D. Bustamante, J. L. Mountain, and M. W. Feldman, "Hunter-gatherer genomic diversity suggests a southern African origin for modern humans", *Proc Natl Acad Sci USA* 108, pp. 5154-5162, 2011.; U. Liberman, J. Van Cleve, and M. W. Feldman, "On the evolution of mutation in changing environments: recombination and phenotypic switching", *Genetics* 187, pp. 837-851, 2011.; L. Rendell, R. Boyd, M. Enquist, M. W. Feldman, L. Fogarty, and K. N. Laland, "How copying affects the amount, evenness and persistence of cultural knowledge: insights from the social learning strategies tournament", *Philos T Roy Soc B* 366, pp. 1118-1128, 2011.; S. Li, M. W. Feldman, X. Jin, and D. Zuo, "Gender, migration, and well-being of the elderly in rural China", in *Aging Asia: Economic and Social Implications of Rapid Demographic Change in China, Japan, and South Korea*, K. Eggleston and S. Tuljapurkar, eds., pp. 63-76, 2011.; A. Livnat, C. Papadimitriou, and M. W. Feldman, "Letter to editor. An analytical contrast between fitness maximization and selection for mixability", *J Theor Biol* 273, pp. 232-234, 2011.; M. Lipatov, M. J. Brown, and M. W. Feldman, "The influence of social niche on cultural niche construction: Modeling changes in belief about marriage form in Taiwan", *Philos T Roy Soc B* 366, pp. 901-917, 2011.; A. M. Casto and M. W. Feldman, "Genome-wide association study SNPs in the human genome diversity project populations: does selection affect unlinked SNPs with shared trait associations?", *PLoS Genet* 7, 2011.; M. Salathé, M. Kazandjieva, J. W. Lee, P. Levis, M. W. Feldman, and J. H. Jones, "A high-resolution human contact network for infectious disease transmission", *Proc Natl Acad Sci USA* 107, pp. 22020-22025, 2011.; E. Katsnelson and U. Motro and M. W. Feldman and A. Lotem, "Individual-learning ability predicts social-foraging strategy in house sparrows", *Proc Roy Soc B*, 2010.; L. Lehmann, K. Aoki, and M. W. Feldman, "On the number of independent cultural traits carried by individuals and populations", *Philos T Roy Soc B* 366, pp. 424-435, 2011.; D. B. Weissman, M. W. Feldman, and D. S. Fisher, "The rate of fitness-valley crossing in sexual populations", *Genetics* 186, pp. 1389-1410, 2010.; M. Arbilly and U. Motro and M. W. Feldman and A. Lotem, "Co-evolution of learning complexity and social foraging strategies", *J Theor Biol* 267, pp. 573-81 2010.; L. Lehmann and M. W. Feldman and R. Kaeuffer, "Cumulative cultural dynamics and the coevolution of cultural innovation and transmission: an ESS model for panmictic and structured populations", *J Evol Biol* 23, pp. 2356-69, 2010.; J. Van Cleve and M. W. Feldman and L. Lehmann, "How Demography, Life History, and Kinship Shape the Evolution of Genomic Imprinting", *Am Nat* 176, pp. 440-5, 2010.; M. Stylianou-Korsnes and M. Reiner and S. J. Magnussen and M. W. Feldman, "Visual recognition of shapes and textures: an fMRI study", *Brain Struct Funct* 214, pp. 355-9, 2010.; L. Rendell and R. Boyd and D. Cownden and M. Enquist and K. Eriksson and M. W. Feldman and L. Fogarty and S. Ghirlanda and T. Lillicrap and K. N. Laland, "Why copy others? Insights from the social learning strategies tournament", *Science* 328, pp. 208-13, 2010. M. W. Feldman, "The biology of ancestry: DNA, genomic variation, and race", in H.R. Markus and P.M.L. Moya, eds., *Doing Race: 21 Essays for the 21st Century*, New York: W.W.

Norton, 2010.; S. Li and Y. Chen and H. Du and M. W. Feldman, "A genetic algorithm with local search strategy for improved detection of community structure", *Complexity* 15, pp. 53-60, 2010.; H. Gao and J. M. Granka and M. W. Feldman, "On the classification of epistatic interactions", *Genetics* 184, pp. 827-37, 2010.; Z. Yue and S. Li and M. W. Feldman and H. Du, "Floating choices: a generational perspective on intentions of rural - urban migrants in China", *Environment and Planning A* 42, pp. 545-62, 2010.; C. Pepperell and V. H. Hoepfner and M. Lipatov and W. Wobeser and G. K. Schoolnik and M. W. Feldman, "Bacterial genetic signatures of human social phenomena among M. tuberculosis from an Aboriginal Canadian population", *Mol Biol Evol* 27, pp. 427-40, 2010.; A. M. Casto and J. Z. Li and D. Absher and R. Myers and S. Ramachandran and M. W. Feldman, "Characterization of X-linked SNP genotypic variation in globally distributed human populations", *Genome Biol* 11, R10, 2010.; A. Livnat and C. Papadimitriou and N. Pippenger and M. W. Feldman, "Sex, mixability, and modularity", *Proc Natl Acad Sci USA* 107, pp. 1452-7, 2010.; S. Li and Y. Zhang and M. W. Feldman, "Birth Registration in China: Practices, Problems and Policies", *Population Research and Policy Review* 29, pp. 297-317, 2010.
Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/6

Fingar, Thomas**Faculty****Name (Title):** Thomas Fingar (Consulting Professor)**Department (Tenured?):** Freeman Spogli Institute for International Studies (No)**Education:** Ph.D., Stanford (1977); M.A., Stanford (1969); B.A., Cornell (1968)**Academic Experience:** Stanford 1975-86**Overseas Experience:** Germany 1970-72; Taiwan 1973-74; Chile 2010; multiple trips abroad each year to dozens of countries on 6 continents during 23 year career in State Department and as Deputy Director of National Intelligence--1994-2008 formal job description covered all countries**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-4**Reading:** Chinese-3**Writing:** Chinese-1**Teaching/Research Time Devoted to East Asian Studies:** 50%**Area Courses Taught:** None; I will teach on China on the World Stage at Beijing Center in 2011**Research/Teaching Specializations:** China on the World Stage--how China's engagement in global affairs is changing the international system and China North Korea and the Bomb--lessons learned by Pyongyang from interaction with the US and from nuclear related developments in Iran, Pakistan, India and elsewhere Reducing Uncertainty: Intelligence and National Security--roles and requisites of intelligence support to policy making process Pakistan and its Neighbors--how other nations view and influence developments in Pakistan and Afghanistan.**Distinctions:** Numerous awards from US Government including two Presidential Rank Awards and senior awards from the US Intelligence Community, the Department of State, and the Department of Defense.**Recent Publications:** Thomas Fingar, Fan Jishe, "Ties that Bind: Strategic Stability in the U.S.-China Relationship", *The Washington Quarterly*, vol. 36, 4, 2013.; Banning Garrett, Thomas Fingar, "The World Is Counting on the U.S. and China", *US News*, 2013.; Gi-Wook Shin, Thomas Fingar, David Straub, "A Chance to Defuse North Korea", *The New York Times*, 2013.; Thomas Fingar, "Commentary on "Communicating Uncertainty: Fulfilling the Duty to Inform"", *Issues in Science and Technology*, 2012.; Thomas Fingar, David Lobell, *Climate and Social Stress:*

Implications for Security Analysis, The National Academies Press, 2012.; Thomas Fingar, *China's Vision of World Order*, National Bureau of Asian Research, 2012.; Thomas Fingar, "Intelligence as a Service Industry", *The American Interest*, vol. VII, 4, 2012.; Thomas Fingar, "China's Rise: Contingency, Constraints, and Concerns", *Survival: Global Politics and Strategy*, vol. 54, 1, 2012.; Thomas Fingar, "Global Implications of China's Challenges – Part I", *YaleGlobal Online*, 2012.; Thomas Fingar, "Intelligence and Grand Strategy", *Orbis*, vol. 56, 1, 2012.; Thomas Fingar, *Global Trends 2025: Implications for South Korea and the US-ROK Alliance*, Walter H. Shorenstein Asia-Pacific Research Center, 2011.; Thomas Fingar, *Reducing Uncertainty: Intelligence Analysis and National Security*, Stanford University Press, 2011.; Thomas Fingar, "How China views US nuclear policy", *Bulletin of the Atomic Scientists*, 2011.; Thomas Fingar, L. Gordon Flake, "Alternate Trajectories of the Roles and Influence of China and the United States in Northeast Asia and the Implications for Future Power Configurations", in *One Step Back? Reassessing an Ideal Security State for Asia 2025*, Maureen and Mike Mansfield Foundation, 2011.; Thomas Fingar, Roger Z. George, Harvey Rishikof, "Office of the Director of National Intelligence: Promising Start Despite Ambiguity, Ambivalence, and Animosity", in *The National Security Enterprise: Navigating the Labyrinth*, Georgetown University Press, 2011. Thomas Fingar, "Analysis in the U.S. Intelligence Community: Missions, Masters, and Methods", *National Research Council of the National Academies*, 2011. Thomas Fingar, "Worrying About Washington: China's Views on the US Nuclear Posture", *The Nonproliferation Review*, vol. 18, 1, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 5/5/0

Fishkin, James

Faculty

Name (Title): James Fishkin (Professor)

Department (Tenured?): Communication (Yes)

Education: Ph.D., Yale University/Cambridge (No data); M.A., N/A; B.A., Yale University (1970)

Academic Experience: No data

Overseas Experience: Professor Fishkin and his collaborators have conducted Deliberative Polls in the US, Britain, Australia, Denmark, Bulgaria, China, Greece and other countries.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: No data

Recent Publications:N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Fosselman, Charles

Library Staff

Name (Title): Charles Fosselman (Access & Digital Services Librarian)

Department (Tenured?): East Asia Library (N/A)

Education: M.A., UCLA (1993); B.A., UC Santa Barbara (1988)

Academic Experience: N/A

Overseas Experience: Hong Kong 1985-2000
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Chinese - 4
Reading: Chinese - 4
Writing: Chinese - 4
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: Library electronic resources
Research/Teaching Specializations: Library technology and implementation of Chinese, Japanese, Korean web developments in library/research environments.
Distinctions: UC Pacific Rim Research Fellowship (1986, 1988); Institute of Museum and Library Services Scholar (2003-4)
Recent Publications: N/A
Number of Theses Supervised in Last Five Years: N/A

Freyberg, David**Faculty**

Name (Title): David Freyberg (Associate Professor)
Department (Tenured?): Civil and Environmental Engineering (Yes)
Education: Ph.D., Stanford University (1981); MS., Stanford University (1977); BE, Dartmouth College (1972)
Academic Experience: No data
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 15%
Area Courses Taught: CEE 166A/266A, Watersheds and Wetlands; CEE 166B/266B, Floods and Droughts, Dams and Aqueducts; CEE 166D/266D, Water Resources and Water Hazards Field Trips; CEE 169, Environmental and Water Resources Engineering Design CEE 266C, Advanced Topics in Hydrology and Water Resources
Research/Teaching Specializations: hydrologic phenomena, engineering pedagogy
Distinctions: Stanford Tau Beta Pi Award for Excellence in Undergraduate Teaching, 1993; Bing Teaching Fellowship Award, 1994; Landreth Family University Fellow in Undergraduate Education, 2002-07; Editor's Citation for Excellence in Refereeing, Water Resources Research, 2002
Recent Publications: No data
Number of Theses Supervised in Last Five Years: No data

Fruchter, Renate**Faculty**

Name (Title): Renate Fruchter (Director of PBL Lab/Lecturer)
Department (Tenured?): Civil and Environmental Engineering (No)
Education: Ph.D., Israel Institute of Technology (1990); M.Sc. Israel Institute of Technology (1986); Diploma. Civil Engineering Institute Bucharest (1981)
Academic Experience: Israel Institute of Technology (1983-1989)
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: Best Journal Paper Award CERA: Concurrent Engineering Research and Application International Journal, 1998; Stanford President Award for PBL Laboratory, 1997.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Fujimura, Seiko

Library Staff

Name (Title): Seiko Fujimura (Japanese Cataloging/Acquisitions Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Funahashi, Naomi

Staff

Name (Title): Naomi Funahashi (Reischauer Scholars Program Instructor)

Department (Tenured?): SPICE (N/A)

Education: Ph.D., No data; M.A. No data; B.A., Brown University (2000)

Academic Experience: No data

Overseas Experience: Japan: 1995-1998 (summers)

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-3

Reading: Japanese-2

Writing: Japanese-2

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Reischauer Scholars Program: Introduction to Japan and U.S.-Japan Relations (online course taught to high school students in the United States), 2005-present

Research/Teaching Specializations: N/A

Distinctions: 2007 Media/Technology Prize, Goldman Sachs Foundation Prize for Excellence in International Education

Recent Publications: Curriculum materials: "Along the Silk Road" (2006), "Storytelling of Indigenous People in the United States" (2006), "Central Asia: Between Peril and Promise" (2006), "Immigration to the United States" (2007)

Number of Theses Supervised in Last Five Years: N/A

Gechlik, Mei

Lecturer

Name (Title): Mei Gechlik (Lecturer)

Department (Tenure Status): Stanford Law School (No)

Education: M.A., University of Pennsylvania (2006); B.A., University of Hong Kong (1990)

Academic Experience: No

Overseas Experience: China-1994-2014

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Cantonese-5

Reading: Cantonese-5

Writing: Cantonese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: China Law and Business

Research/Teaching Specializations: Guiding Cases in China and eGovernment in China.

Distinctions: N/A

Recent Publications: see list posted on <https://www.law.stanford.edu/profile/mei-gechlik/publications>

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Graham, Stephan A.

Faculty

Name (Title): Stephan A. Graham (Professor)

Department (Tenured?): School of Earth Sciences (Yes)

Education: Ph.D., Stanford University (1976); M.S., Stanford University (1974); A.B., Indiana University (1972)

Academic Experience: Director of the Stanford-China Geosciences Industrial Affiliates Program, 1987-2005

Overseas Experience: 22 years (1987-2009) of field expeditions and other collaborative work in every corner of China (19 provinces and regions) and Mongolia (all provinces but one).

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese - 1; German - 4

Reading: German - 4

Writing: German - 4

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: No data

Research/Teaching Specializations: Long-Term climate history of Tibet Plateau and areas to the north; Tectonic assembly of north China and south China blocks Mesozoic climate history of eastern Asia; Editing a volume on Chinese nonmarine basins for *Basin Research*

Distinctions: No data

Recent Publications: Graham, S.A., Cope, T., Johnson, C.L., and Ritts, B.D., "Sedimentary basins of the late Mesozoic extensional domain of China and Mongolia", in Bally, A.W., and Roberts, D.G., eds., *Phanerozoic Regional Geology of the World, 1*: Elsevier, pp. 421-436, 2012.; Maier, K.L., Fildani, A., McHargue, T.R., Paull, C.K., Graham, S.A., Caress, D.W., "Deep-water

punctuated channel migration: high-resolution subsurface data from the Lucia Chica channel System, offshore California”, *Journal of Sedimentary Research*, v. 82, Hsiao, L.Y., and Graham, S.A., “Xialiao basin arm of the North China basin: A Paleogene rift basin modified by strike-slip deformation”, in Bally, A.W., and Roberts, D.G., eds., *Phanerozoic Regional Geology of the World, 1*: Elsevier, pp. 217-234, 2012; Fosdick, J.C., Romans, B.W., Fildani, A., Bernhardt, A., Calderón, A., and Graham, S.A., “Kinematic history of the Cretaceous-Neogene Patagonian fold-thrust belt and Magallanes foreland basin, Chile and Argentina (51°30’S)”, *Geological Society of America Bulletin*, v. 123, pp. 1679-1698, 2011.; Cassel, E.J., and Graham, S.A., “Paleovalley morphology and fluvial system evolution of Eocene–Oligocene sediments (“auriferous gravels”), northern Sierra Nevada, California: Implications for climate, tectonics, and topography”, *Geological Society of America Bulletin*, 2011.; Zhu, Mangzheng, McHargue, T., and Graham, S.A., “3-D reflection seismic characterization of submarine slides on a Pliocene siliciclastic continental slope and its implications for tectonics, sediment supply, and climate change, South China Sea”, in Shipp, C., Weimer, P., and Posamentier, H., eds., *Submarine slope systems: Society of Sedimentary Geology (SEPM) Special Publication 96*, pp. 111-126, 2011.; Maier, K.L., Fildani, A., Paull, C.K., Graham, S.A., McHargue, T.R., “The elusive character of discontinuous deep-water channels: New insights from Lucia Chica channel system, offshore California”, *Geology* 39, pp. 327-330, 2011.; Covault, J.A., Roman, B.W., Graham, S.A., Andrea Fildani, A., and Hilley, G.E., “Terrestrial source to deep-sea sink sediment budgets at high and low sea levels: Insights from tectonically active Southern California”, *Geology* v. 39; no. 7, pp. 619–622, 2011.; Romans, B.W., Fildani, A., Graham, S.A., Hubbard, S.M., Covault, J.A., “Importance of predecessor basin history on the sedimentary fill of a retroarc foreland basin: provenance analysis of the Cretaceous Magallanes basin, Chile (50°-52°S)”, *Basin Research*, v. 22, pp. 640-658, 2010.; Covault, J.A., and Graham, S.A., “Submarine fans at all sea level stands: tectonomorphologic and climatic controls on coarse-grained sediment delivery to the deep sea”, *Geology*, v. 38, pp. 939-942, 2010.; Romans, B.W., Fildani, A., Hubbard, S.M., Covault, J.A., Fosdick, J.C., and Graham, S.A., “Evolution of deep-water stratigraphic architecture, Magallanes Basin, Chile: Marine and Petroleum”, *Geology*, 2010.; Kent-Corson, M., Mulch, A., Graham, S., Carroll, A., Ritts, B., Chamberlain, P., “Diachronous isotopic and sedimentary responses to topographic change as indicators of mid-Eocene hydrologic reorganization in the western United States” *Basin Research*, 2010.; Carroll, A.R., Graham, S.A., and Smith, M.E., “Walled sedimentary basins of China”, *Basin Research*, v. 22, pp. 17-32, 2010.; Hsiao, L.Y., Graham, S.A., and Tilander, N., “Stratigraphy and sedimentation in a rift basin modified by synchronous strike-slip deformation: Southern Xialiao Basin, Bohai, offshore China”, *Basin Research*, v. 22, pp. 61-79, 2010.; Graham, S.A., Carroll, A.R., and Luo, P., “Tectonic and stratigraphic evolution of nonmarine basins of China”, *Basin Research*, v. 22, pp. 1-3, 2010.; Graham, S.A., Carroll, A.R., and Luo, P., editors, “Nonmarine sedimentary basins of China”, *Basin Research special issue*, 2010.; Weislogel, A.L., Graham, S.A., Chang, E.Z., Wooden, J.L., Gehrels, G.E., “Detrital zircon provenance from three turbidite depocenters of the Middle-Upper Triassic Songpan-Ganzi complex, central China: Record of collisional tectonics, erosional exhumation, and sediment production”, *Geological Society of America Bulletin*, 2010.; Covault, J.A., Romans, B.W., Fildani, A., McGann, M., and Graham, S.A., “Rapid climatic signal propagation from source to sink in a southern California sediment-routing system”, *The Journal of Geology*, volume 118, pp. 247–259, 2010.; Mitchell, C., Graham, S.A., and Suek, D., “Subduction complex uplift and exhumation and its influence on Maastrichtian forearc stratigraphy in the Great Valley basin, northern San Joaquin Valley, California”, *Geological Society of America Bulletin I*, v. 122, pp. 2063-2078, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

Griswold, Lisa

Staff

Name (Title): Lisa Griswold (Communications & Outreach Coordinator)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Groschwitz, John

Staff

Name (Title): John Groschwitz (Associate Director)

Department (Tenured?): Center for East Asian Studies (N/A)

Education: Ph.D., (n/a); M.A., Stanford University (2001); B.A., U.C. Berkeley (1996)

Academic Experience: Diablo Valley College (2003)

Overseas Experience: China--1994, 1996, 1997, 1998, 2002, 2004, 2005, 2007, 2008; Japan--2001, 2002, 2005; Thailand--2006, 2008, 2009

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4; German-3; Japanese-1

Reading: Chinese-4; German-3

Writing: Chinese-4

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:

Number of Theses Supervised in Last Five Years: N/A

Hao, Suhua

Staff

Name (Title): Suhua Hao (Office Assistant)

Department (Tenured?): Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Harrison, Paul M.

Faculty

Name (Title): Paul M. Harrison (Professor)

Department (Tenured?): Religious Studies (Yes)

Education: Ph.D., Australian National University (1979); M.A., Auckland University (1976); B.A., Auckland University (1973)

Academic Experience: University of Auckland 1981-1983; University of Canterbury 1983-2005

Overseas Experience: New Zealand 1981-2005; Germany 1980; Japan 1980, 1991-1992, 1992-1994, every year since 1994 for conferences, etc.; United Kingdom 1994, 1999, 2002; Norway 2002; Netherlands 1996; People's Republic of China 1987

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-2

Reading: Japanese-3

Writing: Japanese-1

Teaching/Research Time Devoted to East Asian Studies: 70%

Area Courses Taught: RELIGST 14: Introduction to Buddhism/Exploring Buddhism (Winter 2008, Winter 2009, Winter 2010) RELIGST 247: Chinese Buddhist Texts (Winter 2007, Spring 2008, Fall 2008, Fall 2009). RELIGST 135: From Monastery to Boardroom: The Diamond Sutra and Its History

Research/Teaching Specializations: History of Buddhist literature, especially Mahayana sutras, in their Sanskrit, Chinese and Tibetan versions; the study of Buddhist manuscripts; history of Buddhist ideas RELIGST 135: From Monastery to Boardroom: The Diamond Sutra and Its History (Fall 2006).

Distinctions: Commonwealth Scholarship 1976; DAAD Stipendiat 1980

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Hecker, Siegfried S.

Faculty

Name (Title): Siegfried S. Hecker (Professor-Research)

Department (Tenured?): Management Science and Engineering (No)

Education: Ph.D., Case Western Reserve University (1968); M.A., Case Western Reserve University (1967); B.A., Case Institute of Technology (1965)

Academic Experience: None prior to Stanford

Overseas Experience: None

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: German-5

Reading: German-3

Writing: German-3

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: MSE 193/293, The Role of Technology in National Security, Important East Asia focus, but more like 15 to 20 % of course content. MSE 93Q, Sophomore Seminar on Nuclear Weapons, nuclear energy and nuclear nonproliferation

Research/Teaching Specializations: Nuclear weapons policy, nuclear nonproliferation and arms control

Distinctions: Fermi Award, 2009; Seaborg Award, 2005, E.O. Lawrence Award, 1984; National Academy of Engineering, 1988; Russian Academy of Sciences, 2003, plus others

Recent Publications: Siegfried S. Hecker, *Longer Q&A on North Korea*, 2013.; Siegfried S. Hecker, *A Winning Gambit*, CTBTO Spectrum, 2012.; Siegfried S. Hecker, Can North Korea nuclear crisis be resolved?, 2012.; Siegfried S. Hecker, *Congressional testimony for governance, oversight and management of Nuclear Security Enterprise*, 2012.; Siegfried S. Hecker, Robert Carlin, "North Korea in 2011: Countdown to Kim il-Sung's centenary", *Bulletin of the Atomic Scientists*, vol. 68, 50, 2012.; Niko Milonopoulos, Siegfried S. Hecker, Robert Carlin, "North Korea from 30,000 feet", *Bulletin of the Atomic Scientists*, 2012.; Siegfried S. Hecker, Matthias Englert, Michael C. Miller, "Nuclear non-proliferation", Cambridge University Press, *Chapter 14*, 2011.; Siegfried S. Hecker, "Adventures in scientific nuclear diplomacy", *Physics Today*, vol. 64, 7, 2011.; Siegfried S. Hecker, "What I found in Yongbyon and Why It Matters", *American Physical Society*, vol. 20, 3, 2011.; Siegfried S. Hecker, "Where is North Korea's Nuclear Program Heading?", *Physics & Society*, vol. 40, 2, 2011.; Siegfried S. Hecker, "What I Found in North Korea: Pyongyang's Plutonium Is No Longer the Only Problem", *Foreign Affairs*, 2010.; Siegfried S. Hecker, "Redefining denuclearization in North Korea", *Bulletin of the Atomic Scientists*, 2010.; Siegfried S. Hecker, *North Korea's Yongbyon Nuclear Complex: A Report by Siegfried S. Hecker*, CISAC, 2010.; Siegfried S. Hecker, Sean Lee, Chaim Braun, "North Korea's Choice: Bombs Over Electricity", *The Bridge*, vol. 40, 2, 2010.; Siegfried S. Hecker, "Lessons Learned from the North Korean Crises", *Daedalus*, vol. Vol. 2, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Heller, Thomas C

Faculty

Name (Title): Thomas C Heller (Professor)

Department (Tenured?): Law, School of (Yes)

Education: LL.B., Yale Law School (1968); B.A., Princeton University (1965)

Academic Experience: Stanford University, 1978-present; European University institute, 1993-96 and 1997-2000; University of Miami, 1977-78; University of Wisconsin-Madison, 1971-1977; Yale Law School, 1970-71;

Overseas Experience: 1993-2000 (Italy); 1992 (Chile); 1968 (Belgium)

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Spanish – 4, French – 4, Portuguese – 4, German – 4, Japanese - 1

Reading: Spanish – 4, French – 4, Portuguese – 4, German – 4, Japanese - 1

Writing: Spanish – 4, French – 4, Portuguese – 4, German – 4, Japanese - 1

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Henriksen, Thomas	Research Fellow
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Name (Title): Thomas Henriksen (Senior Fellow)

Department (Tenured?): Hoover Institution (No)

Education: Ph.D., Michigan State University (1969); M.A., Michigan State University (1966); B.A., Virginia Military Institute (1962)

Academic Experience: SUNY, 1969-1979

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 10%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: Mozambique: A History was chosen for the Outstanding Book Award for African History by Choice;

Recent Publications: Thomas Henriksen, *America and the Rogue States*, Palgrave Macmillan, 2012.; Thomas Henriksen, *WHAM: Winning Hearts and Minds in Afghanistan and Elsewhere*, CreateSpace Independent Publishing Platform, 2013.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Hinds, Pamela	Faculty
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Name (Title): Pamela Hinds (Associate Professor)

Department (Tenured?): Materials Science & Engineering (Yes)

Education: Ph.D., Carnegie Mellon University (1997); M.Phil. Carnegie Mellon University (1993); MA, University of San Francisco (1989), B.A., Claremont McKenna College (1982)

Academic Experience: Stanford University, 1998-current

Overseas Experience: Faculty-in-Residence – Stanford Overseas Study Program in Beijing, China (2007); Faculty Director – Stanford-Tsinghua Graduate Student Exchange Program (2006-current); Denmark during undergraduate years

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: Global Work (undergraduate, since 2007); Understanding Design within a Cultural Context (undergraduate, BOSP 2007); Cross-cultural Design (graduate & undergraduate, since 2007)

Research/Teaching Specializations: My research focuses on globally distributed teams, intercultural collaboration, and cultural differences in work practices and the use of technology.

Distinctions: Undergraduate Teaching Award – Department of Management Science & Engineering, 2007; Nominee – Carolyn Dexter Best International Paper Award, Academy of Management, 2007; Best Paper 2004 – Runner up (co-authored with Rosanne Siino). Awarded by the Organizational Communication & Information Systems Division of the Academy of

Management; Best Paper 2001- Runner up (co-authored with Mark Mortensen). Awarded by the Organizational Communication & Information Systems Division of the Academy of Management; 2000 New Investigator Award in Experimental Psychology: Applied. Awarded by the Division of Experimental Psychology of the American Psychological Association; Best Paper 2000 (co-authored with Diane Bailey). Awarded by the Organizational Communication & Information Systems Division of the Academy of Management.

Recent Publications: Neely, T., Hinds, P., & Cramton, C., "The (Un)Hidden Turmoil of Language in Global Collaboration", *Organizational Dynamics*, 2012.; Koehler, T., Cramton, C., & Hinds, P., *The meeting genre across cultures: Insights from three German-American collaborations*, Small Group Research, 2012.; Hinds, P., Liu, L. & Lyon, J., "Putting the global in global work: An intercultural lens on the process of cross-national collaboration", *Academy of Management Annals*, 5(1), pp. 1-54, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Hope, Nicholas C.

Research Fellow

Name (Title): Nicholas C. Hope (Director, China Program; Director, Stanford Center for International Development)

Department (Tenured?): Stanford Institute for Economic Policy Research (No)

Education: Ph.D., Princeton University (1975); M.A., University of Oxford (1969); B.A., Oxford University (1967); B.Sc., Tasmania, Oxford (1965)

Academic Experience: Monash University 1971-76

Overseas Experience: Indonesia 1990-94; China, 1994-2010; India, selected years 2001-2008

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-3

Reading: Chinese-2

Writing: Chinese-1

Teaching/Research Time Devoted to East Asian Studies: 90%

Area Courses Taught: Reading unit in Chinese development

Research/Teaching Specializations: Economic policy reform in China, with particular emphasis on the financial system

Distinctions: Tasmanian Rhodes Scholarship 1965 Brookings Institution Fellowship 1974 Numerous academic prizes and scholarships

Recent Publications: Nicholas C. Hope, Anjini Kochar, *Economic Reform in India*, SCID, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/5/0

Hoshi, Takeo

Research Fellow

Name (Title): Takeo Hoshi (Senior Fellow)

Department (Tenured?): Shorenstein Asia-Pacific Research Center (No)

Education: Ph.D., Massachusetts Institute of Technology (1988), B.A. University of Tokyo (1983)

Academic Experience: Stanford University (2012 – Present), University of California, San Diego (1988-2012)

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese – 5

Reading: Japanese – 5

Writing: Japanese – 5

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: N/A

Research/Teaching Specializations: Japanese financial system; monetary policy; corporate governance

Distinctions: N/A

Recent Publications: Takeo Hoshi, Takero Doi and TAtsuyoshi Okimoto, “Japanese Government Debt and Sustainability of Fiscal Policy,” *Journal of the Japanese and International Economies*, vol. 25, 4 2011.; Takeo Hoshi, Kimie Harada, Kaoru Hosono, Satoshi Koibuchi, and Masaya Sakuragawa, “Japan in the Global Financial Crisis,” in Robert Litan, (Ed), *The World in Crisis: Insights from Six Shadow Financial Regulatory Committees from Around the World*, Philadelphia, PA: FIC Press, pp. 193-225, November 2011.; Takeo Hoshi, “Financial Regulation: Lessons from the Recent Financial Crises,” *Journal of Economic Literature*, vol. 49, 1, March 2011.; Takeo Hoshi, Satoshi Koibuchi and Ulrike Schaede, “Corporate Restructuring in Japan during the Lost Decade” in Koichi Hamada, Anil Kashyap, and David Weinstein (Eds.), *Japan’s Bubble, Deflation and Long-term Stagnation*, Cambridge, MA: MIT Press, January 2011.; Takeo Hoshi, Anil Kashyap, “Will the U.S. Bank Recapitalization Succeed? Eight Lessons from Japan”, *Journal of Financial Economics*, vol. 97, September 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Huan, Shuye

Staff

Name (Title): Shuye Huan (China Program Administrator)

Department (Tenured?): Stanford Center for International Development (SCID) (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:

Number of Theses Supervised in Last Five Years: N/A

Hugh, Mike

Staff

Name (Title): Mike Hugh (Director)

Department (Tenured?): Bing Overseas Studies-Kyoto (N/A)

Education: M.A., Imperial College London (2000); B.A., University College London (1998)

Academic Experience: No

Overseas Experience: Japan - Taught courses on resource management and Japan's energy-environment situation at Bachelor's and MBA level for two years (2012-2013) at the Nagoya University of Commerce and Business.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese -

Reading: Japanese -

Writing: Japanese -

Teaching/Research Time Devoted to East Asian Studies: 90%

Area Courses Taught: 2012 and 2013 "Resource Management in Japan" (Bachelor level) - Nagoya University of Commerce and Business; 2013 "Green Business" (MBA level) - Nagoya University of Commerce and Business

Research/Teaching Specializations: I am not currently significantly engaged in research, though as part of preparation for a new course I will teach in Winter Quarter 2015 called "Japan's energy-environment conundrum" I am currently researching Japan's energy policy options. This takes the form of attempting to construct a framework for quantitatively assessing various energy scenarios in consultation with local stakeholder groups.

Distinctions: NA

Recent Publications: Hugh, M. J., Yetano Roche, M., Bennett, S. J. (2007) *A structured and qualitative systems approach to analysing hydrogen transitions: Key changes and actor mapping*. International Journal of Hydrogen Energy, 32 (10-11) 1314-1323.

Number of Theses Supervised in Last Five Years: N/A

Huo, Ying

Library Staff

Name (Title): Ying Huo (Chinese Cataloging/Acquisitions Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Inoue, Miyako

Faculty

Name (Title): Inoue Miyako (Associate Professor)

Department (Tenured?): Anthropology (Yes)

Education: Ph.D., Washington University, St. Louis (1996); M.A., Washington U, St. Louis and Tsukuba U. (1989); B.A., Kyoto U of Foreign Studies (1986)

Academic Experience: Stanford was my first job

Overseas Experience: Japan 1990-1993 fieldwork, every year since 1990

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese=5

Reading: Japanese=5

Writing: Japanese=5

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: Japanese Culture and Society, City and Sounds in Kyoto (to be taught in Spring 2010), Contemporary Japanese Popular Culture (to be taught in Spring 2010)

Research/Teaching Specializations: The social history of Japanese stenography, neoliberalism in Japan, language and law, the transnational network of the consumption and production of the matsutake mushroom.

Distinctions: 2007-2008, Gordon and Dailey Pattee Faculty Fellowship (for outstanding faculty in the humanities and social sciences), Stanford University 2007, The Northeast Asia Council grant for research travel to Japan

Recent Publications: Inoue Miyako, "Neoliberal Speech Acts: The Equal Opportunity Law and Projects of the Self in a Japanese Corporate Office", In *Global Futures in East Asia*, Ann Anagnost, Andrea Arai, and Ren Hai, eds., Stanford University Press, 2012.; Inoue Miyako, "Stenography and Ventriloquism in Late Nineteenth Century Japan", *Language and Communication*, 31(3), pp. 181-190, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Jensen, Erik

Faculty

Name (Title): Erik Jensen (Professor)

Department (Tenured?): Law, School of (No)

Education: LL.M., London School of Economics and Political Science (1983); J.D., William Mitchell College of Law (1981); B.A., Augustana College (1977)

Academic Experience: Stanford Law School

Overseas Experience: 14 years in Asia: Afghanistan, Bangladesh, Bhutan, Cambodia, China, East Timor, India, Indonesia, Japan, Korea, Laos, Malaysia, Mexico, Mongolia, Nepal, Pakistan (6 years), Philippines, Singapore, Sri Lanka, Thailand, United Kingdom, Venezuela, Vietnam

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: French – 2, Tagalog - 2

Reading: French – 2, Tagalog - 2

Writing: French – 2, Tagalog - 2

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: the political economy of reform; the connections between legal systems and the economies, politics and societies in which they are situated; the relationship of Islam to the rule of law

Distinctions: Fulbright Scholar, 1985-86

Recent Publications: Debra Ladner, Erik G. Jensen, and Samuel E. Saunders, "A Critical Assessment of Legal Identity: what it promises and what it delivers", *6 Hague Journal on the Rule of Law* 1, 2013.; Erik Jensen and Sam Saunders, *New Texts Boost Timor-Leste's Legal Capacity*, Notes From the Field, Asia Foundation, 2013.; Erik Jensen, "Comparing and Contrasting Yesterday's Military Coup in Egypt with the Military Coup in Pakistan in 1999", *Stanford Lawyer*, 2013.; Erik G. Jensen, "Law Books for Afghanistan, Written With a Stanford Professor's Guidance", *The Chronicle of Higher Education*, 2013.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Jin, Nanxing**Library Staff****Name (Title):** Nanxing Jin (Evening & Weekend/End-processing Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Johnson, Caitlin****Staff****Name (Title):** Caitlin Johnson (Asian Art)**Department (Tenured?):** Cantor Arts Center (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:****Recent Publications:****Number of Theses Supervised in Last Five Years:** N/A**Jurafsky, Dan****Faculty****Name (Title):** Dan Jurafsky (Professor)**Department (Tenured?):** Linguistics (Yes)**Education:** Ph.D., University of California, Berkeley (1992); B.A., University of California, Berkeley (1983)**Academic Experience:** University of Colorado, Boulder (1995-2003)**Overseas Experience:** Taiwan, 2003**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Mandarin-3**Reading:** Chinese-2**Writing:** Chinese-2**Teaching/Research Time Devoted to East Asian Studies:** 20%

Area Courses Taught:

Research/Teaching Specializations: Computational linguistics (including machine translation, natural language understanding, and Chinese natural language processing), phonetics and speech processing in English and Chinese, computational social science, computational psycholinguistics

Distinctions: MacArthur Fellowship, 2003

Recent Publications: Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Breaking Out of Local Optima with Count Transforms and Model Recombination: A Study in Grammar Induction*. EMNLP, 2013.; Heeyoung Lee, Angel Chang, Yves Peirsman, Nathanael Chambers, Mihai Surdeanu, and Dan Jurafsky, “Deterministic Coreference Resolution Based on Entity-Centric, Precision-Ranked Rules”, *Computational Linguistics* 39:4, pp. 885-916, 2013.; Daniel Cer, Christopher D. Manning and Dan Jurafsky, *Positive Diversity Tuning for Machine Translation System Combination*, Proceedings of the Eighth Workshop on Statistical Machine Translation (WMT), 2013.; McFarland, Daniel A., Christopher D. Manning, Daniel Ramage, Jason Chuang, Jeffrey Heer, and Dan Jurafsky, “Differentiating Language Usage Through Topic Models”, *Poetics* 41 (6), pp. 607-625, 2013.; McFarland, Daniel A., Dan Jurafsky, and Craig M. Rawlings, “Making the Connection: Social Bonding in Courtship Situations”, *American Journal of Sociology*, vol. 118, No. 6, pp. 1596-1649, 2013.; Cristian Danescu-Niculescu-Mizil, Robert West, Dan Jurafsky, Jure Leskovec, Christopher Potts, *No country for old members: User lifecycle and linguistic change in online communities*, Proceedings of WWW, 2013.; Adam Vogel, Christopher Potts, and Dan Jurafsky, *Implicatures and Nested Beliefs in Approximate Decentralized-POMDPs*, In Proceedings of ACL, 2013.; Kevin Reschke, Adam Vogel, and Dan Jurafsky, *Generating Recommendation Dialogs by Extracting Information from User Reviews*, ACL, 2013.; Cristian Danescu-Niculescu-Mizil, Moritz Sudhof, Dan Jurafsky, Jure Leskovec, and Christopher Potts, *A computational approach to politeness with application to social factors*, Proceedings of ACL, 2013.; Marta Recasens, Cristian Danescu-Niculescu-Mizil, and Dan Jurafsky, *Linguistic Models for Analyzing and Detecting Biased Language*, Proceedings of ACL, 2013.; Marta Recasens, Matthew Can, and Dan Jurafsky, *Same Referent, Different Words: Unsupervised Mining of Opaque Coreferent Mentions*, Proceedings of NAACL, 2013.; Vogel, Adam, Max Bodoia, Dan Jurafsky, and Christopher Potts, *Emergence of Gricean maxims from multi-agent decision theory*, Proceedings of HLT NAACL, 2013.; Rob Voigt and Dan Jurafsky, *Tradition and Modernity in 20th Century Chinese Poetry*, NAACL Second Workshop on Computational Linguistics for Literature, 2013.; Rajesh Ranganath, Dan Jurafsky, and Daniel A. McFarland, “Detecting friendly, flirtatious, awkward, and assertive speech in speed-dates” *Computer Speech and Language* 27:1, pp. 89-115, 2013.; J. J. McAuley, J. Leskovec, D. Jurafsky, *Learning attitudes and attributes from multi-aspect reviews*, International Conference on Data Mining, 2012.; Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Bootstrapping Dependency Grammar Inducers from Incomplete Sentence Fragments via Austere Models*, In Proceedings of the 11th International Conference on Grammatical Inference (ICGI), 2012.; Heeyoung Lee, Marta Recasens, Angel Chang, Mihai Surdeanu, and Dan Jurafsky, *Joint Entity and Event Coreference Resolution across Documents*, In Proceedings of the Conference on Empirical Methods in Natural Language Processing and Computational Natural Language Learning (EMNLP-CoNLL), 2012.; Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Three Dependency-and-Boundary Models for Grammar Induction*, EMNLP-CoNLL, 2012.; Adam Vogel and Dan Jurafsky, *He Said, She Said: Gender in the ACL Anthology*, ACL Workshop on Rediscovering 50 Years of Discoveries, 2012.; Ashton Anderson, Dan McFarland, and Dan Jurafsky, *Towards a*

Computational History of the ACL: 1980-2008, ACL Workshop on Rediscovering 50 Years of Discoveries, 2012.; Justine Kao and Dan Jurafsky, *A Computational Analysis of Style, Affect, and Imagery in Contemporary Poetry*, NAACL Workshop on Computational Linguistics for Literature, 2012.; Rob Voigt and Dan Jurafsky, *Towards a Literary Machine Translation: The Role of Referential Cohesion*, NAACL Workshop on Computational Linguistics for Literature, 2012.; Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Capitalization Cues Improve Dependency Grammar Induction*, In NAACL HLT 2012 Workshop on Inducing Linguistic Structure (WILS), 2012.; Gabor Angeli, Chris Manning, Dan Jurafsky, *Parsing Time: Learning to Interpret Time Expressions*, North American Chapter of the Association for Computational Linguistics (NAACL), 2012.; Michael Levin, Stefan Krawczyk, Steven Bethard, and Dan Jurafsky, "Citation-based bootstrapping for large-scale author disambiguation". *Journal of the American Society for Information Science and Technology* 63:5, pp. 1030-1047, 2012.; Joshua Freedman and Dan Jurafsky, "Authenticity in America: Class Distinctions in Potato Chip Advertising", *Gastronomica* 11, 4, pp. 46-54, 2011.; Valentin I. Spitzkovsky, Hiyan Alshawi, Angel X. Chang, and Daniel Jurafsky, *Unsupervised Dependency Parsing without Gold Part-of-Speech Tags*, Proceedings of the 2011 Conference on Empirical Methods in Natural Language Processing, EMNLP, 2011.; Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Lateen EM: Unsupervised Training with Multiple Objectives, Applied to Dependency Grammar Induction*, Proceedings of the 2011 Conference on Empirical Methods in Natural Language Processing, EMNLP, 2011.; Nathanael Chambers and Dan Jurafsky, *Template-Based Information Extraction without the Templates*, ACL-2011, Portland, OR, 2011.; Valentin I. Spitzkovsky, Hiyan Alshawi, and Daniel Jurafsky, *Punctuation: Making a Point in Unsupervised Dependency Parsing*, In Proceedings of the Fifteenth Conference on Computational Natural Language Learning CoNLL, 2011.; Heeyoung Lee, Yves Peirsman, Angel Chang, Nathanael Chambers, Mihai Surdeanu, Dan Jurafsky, *Stanford's Multi-Pass Sieve Coreference Resolution System at the CoNLL-2011 Shared Task*, Proceedings of CoNLL, 2011.; Nikhil Johri, Daniel Ramage, Daniel A. McFarland, Dan Jurafsky, *A Study of Academic Collaborations in Computational Linguistics using a Latent Mixture of Authors Model*, In ACL 2011 Workshop on Language Technology for Cultural Heritage, Social Sciences, and Humanities, 2011.; Ramesh Nallapati, Xiaolin Shi, Dan McFarland, Jure Leskovec and Daniel Jurafsky, *LeadLag LDA: Estimating Topic Specific Leads and Lags of Information Outlets*. Proceedings of ICWSM, 2011.; Andrey Gusev, Nathanael Chambers, Divye Raj Khilnani, Pranav Khaitan, Steven Bethard, and Dan Jurafsky, *Using query patterns to learn the duration of events*, In International Conference on Computational Semantics, 2011.; Xiaolin Shi, Ramesh Nallapati, Jure Leskovec, Dan McFarland and Dan Jurafsky, *Who Leads Whom: Topical Lead-Lag analysis across corpora*, NIPS Workshop on Computational Social Science and Wisdom of Crowds, 2010.; Adam Vogel, Karthik Raghunathan, and Dan Jurafsky, *Eye Spy: Improving Vision through Dialog. Dialog with Robots*, Papers from the AAAI Fall Symposium (FS-10-05). 2010.; Sasha Calhoun, Jean Carletta, Jason M. Brenier, Neil Mayo, Dan Jurafsky, Mark Steedman, and David Beaver, "The NXT-format Switchboard Corpus: a rich resource for investigating the syntax, semantics, pragmatics and prosody of dialogue", *Language Resources & Evaluation* 44, pp. 387-419, 2010.; Karthik Raghunathan, Heeyoung Lee, Sudarshan Rangarajan, Nathanael Chambers, Mihai Surdeanu, Dan Jurafsky, Christopher Manning. *A Multi-Pass Sieve for Coreference Resolution*. Proceedings of the 2010 Conference on Empirical Methods in Natural Language Processing (EMNLP-2010), 2010.; Steven Bethard and Dan Jurafsky, *Who should I cite? Learning literature search models from citation behaviour*, In ACM Conference on Information and Knowledge Management, 2010.; Valentin I. Spitzkovsky, Daniel Jurafsky, and Hiyan Alshawi,

Profiting from Mark-Up: Hyper-Text Annotations for Guided Parsing, In Proceedings of ACL-2010, Uppsala, Sweden, 2010.; Adam Vogel and Dan Jurafsky, *Learning to Follow Navigational Directions*. In Proceedings of ACL-2010, Uppsala, Sweden, 2010.; Nathanael Chambers and Dan Jurafsky, *Improving the Use of Pseudo-Words for Evaluating Selectional Preferences*, ACL-2010, Uppsala, Sweden, 2010.; Elie Bursztein, Steven Bethard, John C. Mitchell, Dan Jurafsky, and Celine Fabry. *How good are humans at solving CAPTCHAs? A large scale evaluation*, In IEEE Symposium on Security and Privacy, 2010.; Daniel Cer, Michel Galley, Daniel Jurafsky and Christopher Manning, *Phrasal: A Toolkit for Statistical Machine Translation with Facilities for Extraction and Incorporation of Arbitrary Model Features*, Proceedings of NAACL 2010 Demo Session, 2010.; Daniel Cer, Daniel Jurafsky and Christopher Manning, *The Best Lexical Metric for Phrase-Based Statistical MT System Optimization*. Proceedings of NAACL, 2010.; Sharon Goldwater, Dan Jurafsky, and Christopher D. Manning, "Which words are hard to recognize? Prosodic, lexical, and disfluency factors that increase speech recognition error rates", *Speech Communication* 52, pp. 181-200, 2010.; Valentin I. Spitzkovsky, Hiyam Alshawi, Daniel Jurafsky, and Christopher D. Manning, *Viterbi Training Improves Unsupervised Dependency Parsing*, In Proceedings of CoNLL, 2010.; Valentin I. Spitzkovsky, Hiyam Alshawi, and Daniel Jurafsky, *From Baby Steps to Leapfrog: How "Less is More" in Unsupervised Dependency Parsing*, In Proceedings of NAACL HLT, 2010.; Daniel Cer, Marie-Catherine de Marneffe, Daniel Jurafsky and Christopher D. Manning, *Parsing to Stanford Dependencies: Trade-offs between speed and accuracy*, In Proceedings of LREC-10, Malta, 2010.; Nathanael Chambers and Dan Jurafsky, *A Database of Narrative Schemas*, Proceedings of LREC, Malta, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Kapuscinski, Jaroslaw

Faculty

Name (Title): Jaroslaw Kapuscinski (Assistant Professor)

Department (Tenured?): Music (No)

Education: Ph.D., UC San Diego (1997); M.A., Chopin Academy of Music in Warsaw, Poland (1987)

Academic Experience: University of the Pacific (2004-2008)

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Polish – 5, French – 4, Russian – 2, German - 2

Reading: Polish – 5, French – 4, Russian – 3, German - 3

Writing: Polish – 5, French – 4, Russian – 2, German - 2

Teaching/Research Time Devoted to East Asian Studies: 30%

Area Courses Taught: Music 6A. From Gamelan to Kabuki: Musical Traditions of Far-East Asia

Research/Teaching Specializations: Intermedia Performance and Installation, study of traditional Japanese arts and music (current project for an immersive installation and intermedia performance involves traditional Japanese orchestra - gagaku)

Distinctions: UNESCO Film sur l'Art Festival in Paris in 1992, VideoArt Festival in Locarno in 1992 and 1993, Manifestation Internationale Video et Art Electronique in Montreal in 1993 and International Festival of New Cinema and New Media in Montreal in 2000

Recent Publications: Jaroslaw Kapuscinski, François Rose, *Temps et le timbre dans la musique de Gagaku*, Paris : L'Harmattan, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 4/4/0

Kieschnick, John**Faculty****Name (Title):** John Kieschnick (Title)**Department (Tenure Status):** Religious Studies (Yes)**Education:** M.A., Stanford (1988); B.A., University of California at Berkeley (1986)**Academic Experience:** No**Overseas Experience:** Taiwan: full-time 1996-2005; U.K. 2005-2011; Hong Kong 2011-12.
Periodic trips to PRC.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-4;**Reading:** Chinese-5;**Writing:** Chinese-2;**Teaching/Research Time Devoted to East Asian Studies:** 85%**Area Courses Taught:** Introduction to Chinese religion; Chinese Buddhism; Chinese Buddhist texts**Research/Teaching Specializations:** Chinese Buddhism, in particular the cultural history of Chinese Buddhism. I am currently writing a book on the interpretation of the past in Chinese Buddhism.**Distinctions:** N/A**Recent Publications:** 2013: *A History of the Bathhouse in Chinese Buddhist Monasteries, in Religion and Society*. Papers from the Fourth International Conference on Sinology, History; Section (Taipei: Academia Sinica, Institute of History and Philology), pp.107-138. 2011: *Buddhism: Biographies of Eminent Monks*, chapter in the *Oxford History of Historical Writing*, edited by Grant Hardy (Oxford: Oxford University Press, 2011), pp.535-552. 2010: Guanyu fojiao Hanhua de (Reflections on the sinification of Buddhism), in Chinese, in Lin Fu-shih ed., *Zhongguo shi xinlun. Zongjiaoshi fence* (Taipei: Lianjing, 2010), pp.259-274. 2009: *Buddhist Monasticism in John Lagerwey ed.*, Early Chinese Religion. Part Two (Leiden: Brill, 2009), pp.545-574. 2007 Material Culture, chapter in John Corrigan ed., *The Oxford Handbook of Religion and Emotion* (Oxford: Oxford University Press), pp.223-237. 2007: *Celibacy in East Asian Buddhism*, chapter in Carl Olson ed., *Celibacy and Religious Traditions* (Oxford: Oxford University Press), pp.225-240. 2005 *History of Buddhist Vegetarianism in China*, chapter in Roel Sterckx ed. *Of Tripod and Palate: Food, Politics and Religion in Traditional China* (New York: Palgrave-Macmillan Press, 2005), pp.186-212.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Kim, Grace****Staff****Name (Title):** Grace Kim (Curriculum Writer)**Department (Tenured?):** SPICE (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Kim, Hee-Sun

Language Lecturer

Name (Title): Hee-Sun Kim (Lecturer)

Department (Tenured?): Stanford Language Center (No)

Education: Ph.D., Stanford University (2004); M.A., Ewha University (1995); B.A., Ewha University (1993)

Academic Experience: Stanford University (2003-Current)

Overseas Experience: None

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Korean-5, Japanese - 1

Reading: Korean-5, Chinese – 3, French – 3, Japanese - 1

Writing: Korean- 5, Japanese - 1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: First-Yr Korean, Second-Yr Korean, Third-Yr Korean, Fourth-Yr Korean (content-based language courses)

Research/Teaching Specializations: Designing and Implementation of Online Language Teaching based on Web 2.0 technology, Developing Advanced level Korean language textbooks (Business Korean, Reading Korean)

Distinctions: Graduate Thesis Research Grant, Stanford (2003)

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Kohrman, Matthew

Faculty

Name (Title): Matthew Kohrman (Associate Professor)

Department (Tenured?): Anthropology (Yes)

Education: Ph.D., Harvard (1999); M.A., Harvard (1994); B.A., University of Wisconsin-Madison (1988)

Academic Experience: No data

Overseas Experience: China: Every year since 1986

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin - 4

Reading: Mandarin - 4

Writing: Mandarin - 4

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: Contemporary China: Ruptures of the Everyday Health, Politics, and Culture of Modern China

Research/Teaching Specializations: Matthew Kohrman's research and writing bring anthropological methods to bear on the ways health, culture, and politics are interrelated. Focusing on the People's Republic of China, he engages various intellectual terrains such as governmentality, gender

Distinctions: National Cancer Institute, Career Development Award, 2003-2009 American Cancer Society University, Grant for Tobacco Research in China (co-PI), 2005-2006 University

of California Tobacco-Related Disease Research Program Research Grant, 2000-2002 University of Michigan, Population Studies Center Postdoctoral Fellowship, 1999-2001 (declined) Irving K. Zola Emerging Scholar Award for the Society of Disability Studies, 1998 National Institute of Mental Health, Pre-Doctoral Fellowship, 1997-1998 Foreign Language Area Scholarship for East Asia, 1992-1993, 1995-1996 Mellon Foundation, Dissertation Completion Fellowship, 1995-1996 Committee on Scholarly Communication with China, Research Fellowship, 1993-1994 Harvard University, Sinclair Kennedy Traveling Fellowship, 1993-1994 National Institute of Mental Health, Medical Anthropology Pre-Doctoral Fellowship

Recent Publications: Matthew Kohrman, Kai-Wen Cheng et al., "Smoking Intensity Among Male Factory Workers in Kunming, China", *Asia-Pacific Journal of Public Health*, 2013.; Matthew Kohrman, Peter Benson, "Tobacco", *Annual Review of Anthropology*, vol. 40, pp. 329-344, 2011.; Matthew Kohrman, "New Steps for Tobacco Control In and Outside of China", *Asia-Pacific Journal of Public Health*, vol. 22(3), pp. 189S-196S, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Kotani, Meiko

Staff

Name (Title): Meiko Kotani (Administrative Associate, Japan Studies Program)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Krompacky, George

Staff

Name (Title): George Krompacky (Publications Manager)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: M.A., Yale University (1994); B.A., Rutgers University (1988)

Academic Experience: No

Overseas Experience: China 1993-94

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-3

Reading: Chinese-3

Writing: Chinese-1

Teaching/Research Time Devoted to East Asian Studies: NA

Area Courses Taught: NA

Research/Teaching Specializations: NA

Distinctions: NA

Recent Publications: NA

Number of Theses Supervised in Last Five Years: N/A

Kunanbaeva, Alma B. **Lecturer**

Name (Title): Alma B. Kunanbaeva (Lecturer)

Department (Tenured?): Anthropology (No)

Education: Ph.D., State Institute of Theatre, Music and Cinematography, St. Petersburg

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Kazakh-5, Russian-5

Reading: Kazakh-5, Russian-5

Writing: Kazakh-5, Russian-5

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: Minaret and Mahallah: Women and Islam in Central Asia , Central Asia

Through Films: A Weekly 3-Hour Seminar, Films of Central Asia

Research/Teaching Specializations: cultural anthropology, ethnomusicology, storytelling, and linguistics

Distinctions N/A

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Kuo, Tai-Chun **Research Fellow**

Name (Title): Tai-Chun Kuo (Research Fellow)

Department (Tenured?): Hoover Institution (No)

Education: No data

Academic Experience: Tamkang University (Taiwan, 1997–2000)

Overseas Experience: Taiwan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese - 5

Reading: Chinese - 5

Writing: Chinese - 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: No data

Research/Teaching Specializations: Political economy, China politics, Chinese economic reforms, U.S.-China relations, modern Chinese historical archives and researches.

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Kushida, Kenji **Staff**

Name (Title): Kenji Kushida (Takahashi Research Associate in Japanese Studies, Shorenstein APARC)

Department (Tenure Status): Shorenstein Asia-Pacific Research Center (No)

Education: M.A., Stanford University (2003); B.A., Stanford University (2001)

Academic Experience: No

Overseas Experience: Japan, partial years 2004-2009

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 80%

Area Courses Taught: Japanese Politics

Research/Teaching Specializations: Political Economy of Japan, Information Technology in Japan, East Asia, and worldwide, Silicon Valley and Japan

Distinctions: Mansfield Foundation Network of the Future, 2013-2014; David Rockefeller Fellow, Trilateral Commission, 2014-2017; US-Japan Leadership Program 2014-2015

Recent Publications: Books (edited)

Kushida, Kenji E. and Phillip Lipsky, ed. 2013. *Japan Under the DPJ: The Politics of Transition*; Kushida, Kenji E. and Phillip Lipsky. *The Rise and Fall of the Democratic Party of Japan*; Kushida, Kenji E., *Information and Communications Technology (ICT) Policy in a Post-LDP Japan: Caught Between Distributive Politics and Strategic Policy Again?*; Kushida, Kenji E., *The DPJ Political Response to the Fukushima Nuclear Disaster*; Kushida, Kenji E., Kay Shimizu, and Jean Oi ed. 2013. *Syncretism: The Politics of Economic Restructuring and System Reform in Japan*. Stanford, CA: Walter H. Shorenstein Asia Pacific Research Center/Brookings Press; Kushida, Kenji E. and Kay Shimizu. *Introduction: Syncretic Evolution in Japan's Political Economy from the 1990s* in *ibid.* Kushida, Kenji E. and Kay Shimizu. *The Politics of Syncretism in Japan's Financial Reforms*; Kushida, Kenji E. *Foreign Multinational Corporations and Systemic Change in Japan*. Refereed Journal Articles:

Kushida, Kenji E. 2014. "The Fukushima Nuclear Disaster and the DPJ: Leadership, Structure, and Information Challenges During the Crisis." *Japanese Political Economy* 40 (1): 29-68.

Kushida, Kenji E. 2013. Public-Private Interplay for Next Generation Access Networks: Lessons and Warnings from Japan's Broadband Success. *Communications & Strategies* 91: 13-34.

Kushida, Kenji E. and Kay Shimizu. 2013. Syncretism: The Politics of Japan's Financial Reforms, *Socio-Economic Review*. 11(2) doi:10.1093/ser/mwt003. Lipsky, Phillip Y., Kenji E.

Kushida, and Trevor Incerti. 2013. The Fukushima Disaster and Japan Nuclear Plant Vulnerability in Comparative Perspective. *Environmental Science & Technology*. DOI:

10.1021/es4004813. Kushida, Kenji E., Jonathan Murray, and John Zysman. 2012. The Gathering Storm: Analyzing the Cloud Computing Ecosystem and Implications for Public Policy, *Communications and Strategies*. (85): 63-85.

Kushida, Kenji E. 2012. Entrepreneurship in Japan ICT Sector: Opportunities and Protection from Japan Regulatory Regime Shift, *Social Science Japan Journal* 15(1): 3-30.

Kushida, Kenji E. 2011. Leading without Followers: How Politics and Market Dynamics Trapped Innovations in Japan's Domestic Telecommunications Sector, *Journal of Industry, Competition and Trade*. 11(3): 279-307.

Kushida, Kenji E., Jonathan Murray and John Zysman. 2011. Diffusing the Cloud: Cloud Computing and Implications for Public Policy, *Journal of Industry, Competition and Trade* 11(3): 209-237.

Kushida, Kenji E. and John Zysman. 2009. The Services Transformation and IT Network Regulation: The New Logic of Value Creation. *Review of Policy Research* 26(1-2).

Kushida, Kenji E. 2008. Wireless Bound and Unbound: The Politics Shaping Cellular Markets in Japan and South Korea, *Journal of Information Technology and Politics* 5(2).

Kushida, Kenji E. and Seung-Youn Oh. 2007. The Political Economies of Broadband Development in South Korea and Japan, *Asian Survey*, 47(3).

Number of Theses Supervised in Last Five Years: N/A

Kutella, Kristin **Staff**

Name (Title): Kristin Kutella (Acting Student Services Coordinator)
Department (Tenured?): Center for East Asian Studies (N/A)
Education: M.A., University of Illinois (2010); B.A., Marquette University (2003)
Academic Experience: No
Overseas Experience: Japan: 2003-2006 (English Teaching Experience)
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Japanese-1
Reading: Japanese-1
Writing: Japanese-1
Teaching/Research Time Devoted to East Asian Studies: NA
Area Courses Taught: NA
Research/Teaching Specializations: NA
Distinctions: University of Illinois Global Studies in Education Tuition Fellowship
Recent Publications: NA
Number of Theses Supervised in Last Five Years: N/A

Lamb, Stephanie **Staff**

Name (Title): Stephanie Lamb (Curriculum Specialist)
Department (Tenured?): SPICE (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 25%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Lambin, Eric **Research Fellow**

Name (Title): Eric Lambin (Senior Fellow, George and Setsuko Ishiyama Provostial Professor)
Department (Tenured?): , Stanford Woods Institute for the Environment (N/A)
Education: No data
Academic Experience: No data
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 15%
Area Courses Taught: No data

Research/Teaching Specializations: Eric Lambin's research is in the area of land-use change. He develops integrated approaches to study human-environment interactions in land systems by linking remote sensing and socioeconomic data. This includes research to better detect subtle land changes based on time series of Earth observation satellites at multiple scales. His goal is to improve modeling of causes and impacts of deforestation, dryland degradation, agricultural intensification and conflicts between wildlife and agriculture around natural reserves. New research directions include land-use transitions – i.e., the shift from deforestation or land degradation to reforestation or land sparing for nature -- and the impact of land change on vector-borne diseases.

Distinctions: No data

Recent Publications: Globalization's Unexpected Impact on Soybean Production in South America: Linkages Between Preferences for Non-Genetically Modified Crops, Eco-Certifications, and Land Use; Responding to Globalization: Impacts of Certification on Colombian Small-Scale Coffee Growers; The New Economic Geography of Land Use Changes: Supply Chain Configurations and Land Use in the Brazilian Amazon; Globalization of Land Use: Displacement and Distant Drivers; Estimating the World's Potentially Available Cropland Using a Bottom-Up Approach

Number of Theses Supervised in Last Five Years: N/A

Lap Lili

Staff

Name (Title): Lap Lili Li (Project Coordinator)

Department (Tenured?): Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

LeBaron, Samuel

Faculty—Emeritus

Name (Title): Samuel LeBaron (Professor Emeritus)

Department (Tenured?): Medicine, School of (No)

Education: Ph.D., Michigan State University (1979); M.D. University of Calgary (1989)

Academic Experience: No data

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: Physician-patient communication; cross cultural dimensions of health care; strategies for health maintenance and promotion; integrative medicine.

Distinctions: Compassion in Medicine Award, Lance Armstrong Foundation (2003); Humanism in Medicine National Award, American Association of Medical Colleges (2003); Physician of the Year, California Academy of Family Medicine (2006)

Recent Publications: *Use of traditional medicine by immigrant chinese patients.* Wu AP, Burke A, Lebaron S *Fam Med* 2007; 39: 3: 195-200

Number of Theses Supervised in Last Five Years: N/A

Lee, Charles

Faculty

Name (Title): Charles Lee (Title)

Department (Tenure Status): Graduate School of Business (Yes)

Education: M.A., Cornell University (1989); B.A., University of Waterloo (1981)

Academic Experience: Yes

Overseas Experience: I was Co-chair of the Accounting Dept at Guanghua Graduate School of Management, Peking University, 2003-2012. This post involved annual stays at Beijing of anywhere from a week to over a month.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin - 3

Reading: Mandarin - 3

Writing: Mandarin - 3

Teaching/Research Time Devoted to East Asian Studies: 30%

Area Courses Taught: - Stanford-Tsinghua Exchange Program (STEP); Faculty Director, 2009-12.

Research/Teaching Specializations: My research spans financial statement analysis, equity valuation, behavioral finance, quantitative investment strategies, and market regulation. Broadly speaking, I am interested in the effect of human cognitive constraints on markets, as well as factors that affect the efficiency with which prices incorporate information. In recent years my interests have encompassed the investment environment in Asia and regulatory oversight of Asian markets.

Distinctions: Stanford University Asian American Faculty Award for outstanding achievements and service to Stanford and to the Asian American community, 2014. Stanford GSB Distinguished Service Award for the PHD Program, 2013. Graduate School of Business (GSB) Trust Faculty Fellow, Stanford GSB, 2012-13. Doctoral Consortium, Distinguished Visiting Faculty, 2012. Stanford GSB Teaching Excellent Award for the MSx Program (Sloan Fellows), 2012. Stanford GSB Teaching Excellent Award for the MSx Program (Sloan Fellows), 2011. Robert and Marilyn Jaedicke Faculty Fellow, Stanford GSB, 2010-2011. Price Waterhouse Coopers Global Competency Center Research Grant, 2004. Moskowitz Prize for Best Quantitative Study of Socially Responsible Investing, 2003. Notable Contribution to Accounting Literature Award, 2003. Cornell Johnson School MBA Apple Award for Teaching Excellence: 1997; 2000; 2003. Cornell Johnson School Stephen Russell Distinguished Teaching Award, 200. Cornell Johnson School Faculty Award for Research Excellence, 200. Four-star Citation for

Teaching Excellence, Business Week, 1998, 200. AIMR Graham and Dodd Award of Excellence in Financial Writing, 1999. First Prize, Chicago Quantitative Alliance CQA-IBES Academic Competition, 1998. First Prize, IBES Global Expectation Academic Research Competition, 1996. Award for Teaching Excellence (PhD Program), Michigan Business School, 1999. First Prize, CQA-IBES Academic Competition, 1995. The Q-Group Grant for Financial Research, 1993, 1995. Award for Teaching Excellence (MBA Program), Michigan Business School, 1994

Recent Publications: *Capital market governance: How do security laws affect market performance?* (with David Ng and Hazem Daouk). *Journal of Corporate Finance*, 12, 2006, 560-593. *Information uncertainty and expected returns* (with Guohua Jiang and Grace Zhang). *Review of Accounting Studies*, 10, 2005, 185-221. *Retail Investor Sentiment and Return Comovements* (with Alok Kumar). *Journal of Finance*, 61, 2006, 2451-2486. *Testing international asset pricing models using implied costs of capital* (with David Ng and Bhaskaran Swaminathan). *Journal of Financial and Quantitative Analysis*, 44, 2009, 307-335. *Corruption and international valuation: Does virtue pay?* (with David Ng). *Journal of Investing*, 18, 2009, Winter, 23-41. *Tunneling through Inter-corporate Loans: the China experience* (with Guohua Jiang and Heng Yue). *Journal of Financial Economics*, 98, 2010, 1-20. *Earnings Manipulation and Expected Returns* (with Daniel Beneish and Craig Nichols). *Financial Analysts Journal*, 69:2, 2013, 57-82. *Performance measurement: An investor perspective*. *Accounting and Business Research*, 2014, forthcoming. *Value investing: Bridging theory and practice*. *China Finance and Accounting Research*, 2014, forthcoming. *Aggregate Investment and Investor Sentiment* (with Salman Arif). *Review of Financial Studies*, 2014, forthcoming.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Lee, Haiyan	Faculty
Name (Title): Haiyan Lee (Assistant Professor)	
Department (Tenured?): East Asian Languages & Cultures (No)	
Education: Ph.D., Cornell University (2002); M.A., University of Chicago (1994); B.A., Beijing University (1990)	
Academic Experience: University of Colorado, Boulder (2003-06) University of Hong Kong (2007-08)	
Overseas Experience: China: 1998-99	
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)	
Speaking: Mandarin-5	
Reading: Mandarin-5	
Writing: Mandarin-5	
Teaching/Research Time Devoted to East Asian Studies: 100%	
Area Courses Taught: CHINGEN91. Traditional East Asian Cultures: China	
CHINGEN137/237. Tiananmen Square: History, Literature, Iconography CHINGEN70N.	
Marvelous Creatures: Animals and Humans in Chinese Literature (freshman seminar)	
CHINLIT289. The Poetics and Politics of Affect (grad seminar) CHINGEN201. Teaching	
Chinese Humanities	
Research/Teaching Specializations: The Stranger and the Chinese Moral Imagination This study investigates the figure of the stranger (the foreigner, peasant migrant, bourgeois intellectual, class enemy, dangerous woman) as a source of both fear and hope in the Chinese moral imagination. By	

Distinctions: Association for Asian Studies Joseph Levenson Book Prize, 2009 An Wang Postdoctoral Fellowship, John K. Fairbank Center for Chinese Studies, Harvard University, 2006-2007 Eugene M. Kayden Manuscript Prize, University of Colorado, 2005 Andrew W. Mellon Postdoctoral Fellowship in Comparative Literature, 2002-03 Committee on Scholarly Communication with China (CSCC) Graduate Fellowship

Recent Publications: Haiyan Lee, "Woman, Sacrifice, and the Limits of Sympathy", *Frontiers of Literary Studies in China*, 2012.; Haiyan Lee, "The Charisma of Power and the Military Sublime in Tiananmen Square." *Journal of Asian Studies*, vol. 70, no. 2, pp. 397-424, 2011.; Haiyan Lee, "Enemy under My Skin: Eileen Chang's 'Lust, Caution' and the Politics of Transcendence." *PMLA*, vol. 125, no. 3, pp. 640-656, 2010.; Haiyan Lee, "From the Iron Rice Bowl to the Beggar's Bowl: What Good Is (Chinese) Literature?" *Telos*, no. 151, pp. 129-150, 2011.; Haiyan Lee, "Nowhere in the World does There Exist Love or Hatred without Reason'." *In Words and Their Stories: The Language of the Chinese Revolution*, Ban Wang, ed., Leiden: Brill, pp. 149-170, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Lee, Hau	Faculty
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Name (Title): Hau Lee (Professor)

Department (Tenured?): Business, Graduate School of (Yes)

Education: Ph.D., University of Pennsylvania (1983); M.S. University of Pennsylvania (1979); MSc, London School of Economics (1975); B.S. University of Hong Kong (1974)

Academic Experience: Stanford University since 1983

Overseas Experience: Hong Kong, United Kingdom

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese - 5

Reading: Chinese - 5

Writing: Chinese - 5

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: GSBGEN 698 Doctoral Practicum in Teaching GSBGEN 699 Doctoral Practicum in Research OIT 357 Value Chain Strategies OIT 364 Global Operations OIT 553 Socially Responsible and Sustainable Supply Chains OIT 665 Seminar on Information-Based Supply Chain Management STRAMGT 350 Global Value Chain Strategies

Research/Teaching Specializations: No data

Distinctions: Honorary Doctorate, 2008, Erasmus University of Rotterdam MBA Distinguished Teaching Award, 2007, Graduate School of Business Honorary Doctorate of Engineering, 2006, Hong Kong University of Science and Technology Fellow, 2005, Production and Operations Management Society Fellow, 2005, INFORMS

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Lee, Kristen	Staff
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Name (Title): Kristen Lee (Executive Assistant to Director)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Lee, Lisa**Staff**

Name (Title): Lisa Lee (Administrative Associate for AHPP and SEAF)
Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Levy, Indra**Faculty**

Name (Title): Indra Levy (Associate Professor)
Department (Tenured?): East Asian Languages & Cultures (No)
Education: Ph.D., Columbia University (2001); M.A., Columbia University (1994); B.A., Columbia College in the City of New York (1988)
Academic Experience: Rutgers University 2000-2004
Overseas Experience: Japan 1993-98; every summer 1999-2003; summer 2009
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Japanese-5
Reading: Japanese-5
Writing: Japanese-4
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: JapanGen 92 "Traditional East Asian Cultures: Japan" JapanGen 121 "Translating Japan, Translating the West" JapanGen 148/248 "Modern Japanese Narratives: Literature and Film" JapanGen 149/249 "Screening Japan: Issues in Cross-Cultural Interpretation" JapanLit 396 Translated Modernities: Love and Revolution in Modern Japanese Literature" JapanLit 201 "Proseminar: Introduction to Graduate Studies in Japanese Literature"

Research/Teaching Specializations: Humor in modern Japanese literature; translation, especially into Japanese; Japanese literary criticism; women's intellectual history; Japanese theater; Japanese cinema.

Distinctions: 2007-08 Hellman Junior Faculty Fellow 1996-98 Shincho Fellowship for doctoral research in Japan 1993-95 Fulbright Fellowship for doctoral research in Japan 1991-93 Javits Fellowship for graduate research 1990-91 Orient Fellowship for graduate research

Recent Publications: Indra Levy, Book review - Lee Yeounsuk, *The Ideology of Kokugo: Nationalizing Language in Modern Japan*. Trans. Mariko Hirano Hubbard. (University of Hawai'i Press, 2010) in *The Journal of Japanese Studies*, vol. 38, issue 2, 2012.; Indra Levy, Book review - Leith Morton, *The Alien Within: Representations of the Exotic in Twentieth Century Japanese Literature*. (University of Hawai'i Press, 2009) in *The International Journal of Asian Studies*, vol. 8, issue 1, 2011.; Indra Levy, "Comedy Can Be Deadly: The Story of How Mark Twain Killed Hara Hōitsuan", *The Journal of Japanese Studies*, 2011.; Indra Levy, ed., *Translation in Modern Japan*. Routledge. A revised edition of the special issue of *The Review of Japanese Culture and Society*, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Lewis, John W. Faculty—Emeritus

Name (Title): John W. Lewis (Professor Emeritus)

Department (Tenured?): Political Science (Yes)

Education: Ph.D., UCLA (1962); M.A., UCLA (1958); B.A., UCLA (1953)

Academic Experience: Cornell University (1961-68)

Overseas Experience: Taiwan and Hong Kong: 1959-61; London: 1965

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: n/a

Research/Teaching Specializations: Chinese nuclear history and posture, China-U.S. security relations, Chinese technological and military development, peace and cooperation on the Korean Peninsula, U.S.-North Korea relations.

Distinctions: Ford Foundation Fellow, 1958-59, 1960-61; Social Science Research Council Fellowship, 1964-65; London-Cornell Project Field Resesarch Grant, 1965; Ford Foundation Grant, 1971-72; National Endowment for the Humanities Grant, 1971-73; Honorary Docorate, Morningside College, 1969; Honorary Doctorate Lawrence University, 1986; Honorary Doctorate, Russian Academy of Sciences, 1996.

Recent Publications: John W. Lewis, Xue Litai, "Making China's Nuclear War Plan", *Bulletin of the Atomic Scientists*, vol. 68, 5, 2012.; Robert Carlin, John W. Lewis, "North Korea's new course", *Los Angeles Times*, 2011.; Robert Carlin, John W. Lewis, "Review U.S. policy toward North Korea", *The Washington Post*, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/1/0

Lewis, Mark E. Faculty

Name (Title): Mark E. Lewis (Professor)

Department (Tenured?): East Asian Languages & Cultures (Yes)

Education: Ph.D., University of Chicago (1985); M.A., University of Chicago (1979); B.A., University of Chicago (1977)

Academic Experience: Cambridge University (1986-2002)

Overseas Experience: China 1980-1981, Japan 1982, England 1986-2002, China 2006, Germany 2008-2009

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4

Reading: Chinese-4

Writing: Chinese-2

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Early Chinese Empires, City in Imperial China, The Body in Imperial China, Female Divinities in Late Imperial China, Mythology in Early China, Tang Narratives, Romance in Late Imperial Fiction, The Age of Disunion in China, The Family in Early China

Research/Teaching Specializations: Writing a monograph on the emotions in early China. Writing commissioned articles on cities in the Roman and Han empires, on emotional FEs to parents in China's Northern and Southern Dynasties, and on the Qin dynasty as a model of empire.

Distinctions: Humboldt Stiftung Forschungspreis 2008-2009

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Lewis, Martin

Lecturer

Name (Title): Martin Lewis (Senior Lecturer)

Department (Tenured?): History (No)

Education: Ph.D., University of California, Berkeley (1988); M.A., University of California, Berkeley (1985); B.A., University of California, Santa Cruz (1979)

Academic Experience: George Washington University (1988-1993). Duke University (1993-2002)

Overseas Experience: Philippines, 1985-1986, and numerous shorter trips.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Spanish-1, French - 1

Reading: Spanish-2, French - 2

Writing: None

Teaching/Research Time Devoted to East Asian Studies: 20%

Area Courses Taught: Global Human Geography A: Asia and Africa

Research/Teaching Specializations: The global system of geopolitical divisions.

Distinctions: Award for Best New Textbook in the Humanities and Social Sciences, Text and Academic Authors Association. 2001

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Li, Hui

Staff

Name (Title): Hui Li (Chinese Acquisitions Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:****Recent Publications:****Number of Theses Supervised in Last Five Years:** N/A**Lim, Annie****Staff****Name (Title):** Annie Lim (Sejong Korean Scholars Program Coordinator)**Department (Tenured?):** SPICE (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:****Recent Publications:****Number of Theses Supervised in Last Five Years:** N/A**Lin, Hsiao-ting****Library Staff****Name (Title):** Hsiao-ting Lin (Curator, East Asia Collection)**Department (Tenured?):** Hoover Institution (No)**Education:** Ph.D., University of Oxford (2003); M.A., National Chengchi University (1997); B.A., National Taiwan University (1994)**Academic Experience:** University of Oxford (2002-2003): Tutorial Fellow U.C. Berkeley (2003-2004): Postdoctoral Fellow University of San Francisco (2003-2004): Kiriyaama Fellow**Overseas Experience:** China and Taiwan: every year since 2004 for conferences and field works**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-5**Reading:** Chinese-5**Writing:** Chinese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** NA**Research/Teaching Specializations:** Current book projects: 1. Editing a book volume based on Hoover Institution Archives's T. V. Soong Papers; 2. Working on a book manuscript discussing

America's role in the making of Nationalist China on Taiwan, from the early 1940s to the mid-1950s.

Distinctions: Elected Fellow, Royal Asiatic Society of Great Britain and Ireland 2008; International Convention of Asia Scholars Book Prize, finalist, 2007; W. Glenn Campbell and Rita-Ricardo Campbell National Fellowship, Hoover Institution, 2006; Kiriya Distinguished Fellowship, University of San Francisco, 2004.

Recent Publications: Hsiao-ting Lin, *Modern China's Ethnic Frontiers: A Journey to the West*, Routledge, 2011.; Hsiao-ting Lin, *T. V. Soong: Selected War Correspondences, 1940-1943*, Fudan University Press, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Lin, Irene H.

Staff

Name (Title): Irene H. Lin (Associate Director)

Department (Tenured?): Ho Center for Bushist Studies

Education: Ph.D., Stanford University, J.D., University of Southern California, M.A., Stanford University

Academic Experience: No data

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: N/A

Reading: N/A

Writing: N/A

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: N/A

Research/Teaching Specializations: Divine boys in the Japanese religious imaginaire.

Distinctions: N/A

Recent Publications: No data

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Lin, Nina Yushin

Language Lecturer

Name (Title): Nina Yushin Lin (Lecturer)

Department (Tenured?): Stanford Language Center (No)

Education: Ph.D., Stanford University (ABD); M.A., Stanford University (1998); B.A., UC Berkeley (1995)

Academic Experience: UC Davis (2003-2004), Pitzer college, 2000

Overseas Experience: Taiwan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin-5, Southern Min Taiwanese - 5, Cantonese - 1, Japanese - 1

Reading: Chinese-5, Southern Min Taiwanese - 5, Cantonese - 1, Japanese - 1

Writing: Chinese-5, Southern Min Taiwanese - 5, Cantonese - 1, Japanese - 1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Chinese language classes; Taiwanese language classes;

Research/Teaching Specializations: Chinese language, Mandarin

Distinctions: UC Davis, ASUCD Excellence in Education Award, 2004

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Lipsy, Phillip Yukio **Faculty****Name (Title):** Phillip Yukio Lipsy (Assistant Professor)**Department (Tenured?):** Political Science (No)**Education:** Ph.D., Harvard University (2008); M.A., Stanford University (2002); B.A., Stanford University (2001)**Academic Experience:** Stanford University since 2008**Overseas Experience:** Japan: Every Year since 1997.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5**Reading:** Japanese-5**Writing:** Japanese-5**Teaching/Research Time Devoted to East Asian Studies:** 50%**Area Courses Taught:** Political Economy of East Asia Political Economy of Financial Crises**Research/Teaching Specializations:** Rise of Asia and Contestation over International

Organizations Political Economy of Energy Efficiency US-Japan Relations Japanese Politics

Distinctions: Mansfield-CGP Fellow, The Maureen and Mike Mansfield Foundation and Japan Foundation (2009). Center for Global Partnership Grant, Japan Foundation (2009). Sakurako &

William Fisher Family Faculty Scholar, Stanford University (2009). Japan Fellowship, Center for Strategic and International Studies (2009). Research Grant, FSI Takahashi Fund (2008).

Research Grant, Stanford University Japan Fund (2008). Member of Research Team, "An Enhanced Agenda for US-Japan Partnership," Japan Center for International Exchange (2008).

Japan-U.S. Emerging Leaders Program Participant, Government of Japan and the Japan Foundation Center for Global Partnership (2007). Supplementary Dissertation Grant, Reischauer

Institute of Japanese Studies, Harvard University (2006-2007). Akiyama Award, Program on U.S.-Japan Relations, Harvard University (2006).

Stanford President's Scholar (1997)

Recent Publications: Phillip Yukio Lipsy, Philippe de Koning, "The Land of the Sinking Sun: Is Japan's Military Weakness Putting America in Danger?", *Foreign Policy*, 2013.; Phillip Yukio Lipsy, "ナショナリズムではなく科学進歩で国をまとめよ (安倍内閣への提言) (Recommendations on the Foreign Policy of the Abe Government)", *外交 (Diplomacy)*, pp. 45-50, 2013.; Phillip Yukio Lipsy, "The Politics of Energy", *Annual Review of Political Science*, 16:1, pp. 449-469, 2013.; Phillip Yukio Lipsy, Hirofumi Takinami, "The Politics of Financial Crisis Response in Japan and the United States", *Japanese Journal of Political Science*, 2013.; Phillip Yukio Lipsy, Lee Schipper, "Energy Efficiency in the Japanese Transport Sector", *Energy Policy*, 56, pp. 248-258, 2013.; Phillip Yukio Lipsy, Kenji Kushida and Trevor Incerti, "The Fukushima Disaster and Japan's Nuclear Plant Vulnerability in Comparative Perspective", *Environmental Science and Technology*, 47, pp. 6082-6088, 2013.; Phillip Yukio Lipsy, Kenji Kushida, "The Rise and Fall of the Democratic Party of Japan", In Kenji Kushida and Phillip Lipsy, eds., *Japan Under the DPJ: The Politics of Transition and Governance*, Brookings/Shorenstein APARC, 2013.; Phillip Yukio Lipsy, Kenji Kushida, "Japan Under the DPJ: The Politics of Transition and Governance", Brookings/Shorenstein APARC, 2013.; Phillip Yukio Lipsy "選挙戦略: 大勝と惨敗を生んだジレンマ (Electoral Strategy: the Dilemma of Landslide Victories and Defeats)", In Yoshinori Ohnoki ed. *民主党政権 失敗の検証: 日本政治は何を活かすか (Analysis and Lessons from the Government of the Democratic Party of Japan)*. Tokyo, Japan: Chuo Koron 2013.; Phillip Yukio Lipsy, "A Casualty of Political Transformation? The Politics of Japanese Energy Efficiency in the Transportation Sector", *Journal of East Asian*

Studies, 12:3, 2012.; Phillip Yukio Lipsy, Ethan Scheiner, "Japan under the DPJ: The Paradox of Political Change without Policy Change", *Journal of East Asian Studies* 12:3, 2012.; Phillip Yukio Lipsy, Llewelyn Hughes, "US-Japan Cooperation on the Reform of International Organizations," *JCIE US-Japan Papers*, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 4/5/1

Lipton, Hisayo Okano

Language Lecturer

Name (Title): Hisayo Okano Lipton (Lecturer)

Department (Tenured?): Stanford Language Center (N/A)

Education: M.A., San Francisco State University (1992); B.A., San Francisco State University (1990)

Academic Experience: UC Berkeley (1995-1997); City College of San Francisco (1993-1995); San Jose State University (1993); Cabrillo College (1994-1995)

Overseas Experience: NA

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese 5

Reading: Japanese 5

Writing: Japanese 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: First-Year Japanese Language, Culture & Communication (Japanlng 7, 8, 9) Advanced Conversation (Japanlng111a, b & c)

Research/Teaching Specializations: Japanese Language

Distinctions: The Dean's Award for Distinguished Teaching

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Liu, Li

Faculty

Name (Title): Li Liu (Professor)

Department (Tenured?): East Asian Languages and Cultures (Yes)

Education: Ph.D., Harvard University (1994), M.A., Temple University (1987), B.A., Northwestern University (1982)

Academic Experience: No data

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-5

Reading: Chinese-5

Writing: Chinese-5

Teaching/Research Time Devoted to East Asian Studies:

Area Courses Taught: Archaeology of East Asia, Emergence of Chinese Civilization, Art and Religion in Ancient China

Research/Teaching Specializations: Archaeology of early China (Neolithic and Bronze Age), Ritual practice in ancient China, Cultural interaction between China and other parts of the Old World, Domestication of plants and animals in China, Development of complex societies and state formation, Settlement archaeology, Urbanism

Distinctions: N/A

Recent Publications: Li Liu and Xingcan Chen, *Archaeology of China: From the Paleolithic to*

the Early Bronze Age, Cambridge: Cambridge University Press, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Liu, Ryan **Staff**

Name (Title): Ryan Liu (Program Administrator)

Department (Tenured?): Bing Overseas Studies-Beijing (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Lowdermilk, Momoyo Kubo **Language Lecturer**

Name (Title): Momoyo Kubo Lowdermilk (Lecturer)

Department (Tenured?): Stanford Language Center (N/A)

Education: M.A., University of California, Davis (1992); B.A., California State University, Fresno (1988)

Academic Experience: Stanford University

Overseas Experience: Born and raised in Japan.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: First-Year Japanese Language, Culture and Communication; Second-Year Japanese Language, Culture and Communication; Third-year Japanese Language, Culture and Communication; Intermediate Japanese Conversation; Advanced Japanese Conversation; Advanced Japanese (Graduate-level); First-Year Modern Japanese; Second-Year Modern Japanese

Research/Teaching Specializations: Language Teaching

Distinctions: Dean's award for excellence in teaching, at Stanford, 2002 Graduate fellowship at UC Davis, 1989 Dean's list, 1988

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Ma, Jean **Faculty**

Name (Title): Jean Ma (Assistant Professor)

Department (Tenured?): Art & Art History (No)

Education: Ph.D., U Chicago (2003); M.A., University of Chicago (1998); B.A., UC Berkeley (1995)

Academic Experience: Bard College, 2003-06

Overseas Experience: No data.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: French - 3

Reading: French - 4

Writing: French - 1

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: 6

Research/Teaching Specializations: Chinese cinema; historiography and media; gender and sexuality

Distinctions: Grant for Research Release, Freeman Foundation Undergraduate Asian Studies Funding Initiative, Bard College, Spring 2004; Whiting Dissertation Fellowship and residence at the Franke Institute for the Humanities, University of Chicago, 2001-2002

Recent Publications: Jean Ma, *Melancholy Drift: Marking Time in Chinese Cinema*, Hong Kong University Press, 2010.; Jean Ma, "Delayed Voices: Music, Intertextuality, and Gender in The Hole," *Journal of Chinese Cinemas*, 5.2, pp. 123-139, 2011 (refereed).; Jean Ma, "Tsai Ming-liang's Haunted Movie Theater," in *Global Art Cinema: New Theories and Histories*, edited by Rosalind Galt and Karl Schoonover, Oxford University Press, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/2/0

Magnani, Emiko Yasumoto

Language Lecturer

Name (Title): Emiko Yasumoto Magnani (Lecturer)

Department (Tenured?): Stanford Language Center (N/A)

Education: M.A., University of Wisconsin (1999); B.A., Notre Dame Seishin University (1997)

Academic Experience: Beloit College (Summers 1998, 2001), University of Wisconsin-Madison (1998-99); Hamilton College (1999-2000), Colby College (2000-01), Kansai Gaidai (2001-02)

Overseas Experience: Japan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese – 5, Italian – 1, Chinese - 1

Reading: Japanese – 5, Italian – 1, Chinese - 1

Writing: Japanese – 5, Italian – 1, Chinese - 1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: First-Year Japanese Summer Intensive (J10); First-Year Japanese Language Culture & Communication (7A, 8A, 9A); First-Year Japanese Language Culture & Communication (7B, 8B, 9B)

Research/Teaching Specializations: Computer Assisted Language Learning; Language acquisition

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Manova, Kalina Faculty**Name (Title):** Kalina Manova**Department (Tenured?):** Economics (No)**Education:** Ph.D., Harvard University (2007), A.M., Harvard University (2004), A.B., Harvard College (2002)**Academic Experience:** N/A**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Bulgarian-5, English-4, German-3, French-3**Reading:** Bulgarian-5, English-4, German-3, French-3**Writing:** Bulgarian-5, English-4, German-3, French-3**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** No data**Research/Teaching Specializations:** N/A**Distinctions** Hoover Institution National Fellow, 2012-2013, Excellence Award in Global Economic Affairs, Kiel Institute for World Economy, 2012, Excellence in Refereeing Award, American Economic Review, 2011, Peter B. Kenen Fellow, Princeton International Economics Section, 2009-2010**Recent Publications:** Kalina Manova, Zhiwei Zhang, "Export Prices across Firms and Destinations," *Quarterly Journal of Economics*, 127, 201.; Kalina Manova, Davin Chor, "Off the Cliff and Back: Credit Conditions and International Trade during the Global Financial Crisis", *Journal of International Economics*, 87, 2012.; Kalina Manova, "Credit Constraints and the Adjustment to Trade Reform", in G. Porto and B. Hoekman ed., *Trade Adjustment Costs in Developing Countries: Impacts, Determinants and Policy Responses*, The World Bank and CEPR, 2010.; Kalina Manova, Philippe Aghion, Marios Angeletos, and Abhijit Banerjee, "Volatility and Growth: Credit Constraints and the Composition of Investment", *Journal of Monetary Economics*, 57, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Masumoto, Denise** Staff**Name (Title):** Denise Masumoto (Manager of Corporate Relations)**Department (Tenured?):** Shorenstein Asia Pacific Research Center (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:****Number of Theses Supervised in Last Five Years:** N/A

Matsumoto, Yoshiko Faculty**Name (Title):** Yoshiko Matsumoto (Professor)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., U. C. Berkeley (1989); M.A., U.C. Berkeley (No data); M.A., University of Tsukuba (No data); MIA, University of Tsukuba (No data); B.A., Japan Women's University (No data)**Academic Experience:** Ohio State University 1989-1992**Overseas Experience:** Japan: almost every year for conference or short-term research or lecture visits, 6 months 2002; Australia, Austria, Belgium, Canada, Great Britain, Finland, France, Hungary, Italy, Ireland, Mexico, Sweden for conferences since 1988.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese -5**Reading:** Japanese -5**Writing:** Japanese -5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Japanese 117/217 The Structure of Japanese Japanese 200 Directed Reading in Japanese Japanese 208 Teaching Asian Languages (organization and coordination) Japanese 211-3 Advanced Modern Japanese Japanese 281 Japanese Pragmatics JAPANLIT 157/257 Points in**Research/Teaching Specializations:** My research and publications focus on linguistic analyses of Japanese from the points of view of pragmatics, construction grammar, discourse analysis and sociolinguistics. Two major areas of current interest are (1) Noun-modifying constructions in Japanese**Distinctions:** 2009-(2011) (PI) Presidential Fund for Innovation in the Humanities 2009. Various faculty grants for VPUE and Center for East Asian Studies for research; Cognitive Science Program Award from Alfred P. Sloan Foundation, 1987**Recent Publications:** Yoshiko Matsumoto, ed., *Faces of Aging: The Lived Experiences of the Elderly in Japan*. Stanford University Press, 2011.; Yoshiko Matsumoto, "Painful to Playful: Quotidian frames in the conversational discourse of older Japanese speakers," *Language in Society*, 40:5, pp. 591-616, 2011.; Yoshiko Matsumoto, "Reframing to regain identity with humor: What conversations with friends suggest for communication in elderly care," in *Communication in Elderly Care: Cross-Cultural Approaches*, (ed.) Backhaus, Peter, Continuum, 2011.; Yoshiko Matsumoto, "Introduction," *Faces of Aging: The Lived Experiences of the Elderly in Japan*, (ed.) Yoshiko Matsumoto. Stanford University Press, 2011.; Yoshiko Matsumoto. "Interactional frame and grammatical descriptions: The case of Japanese noun-modifying constructions," *Constructions and Frames*, 2:2, pp. 136-157, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Mazza, Mieko** Staff**Name (Title):** Mieko Mazza (Japanese Technical Services Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** M.A., Ohio University (2001); B.A., Tokyo University of Foreign Studies (1999)**Academic Experience:** No**Overseas Experience:** Myanmar, 2 weeks, 1999**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: NA

Area Courses Taught: NA

Research/Teaching Specializations: NA

Distinctions: NA

Recent Publications: NA

Number of Theses Supervised in Last Five Years: N/A

McKinnon, Ronald

Faculty—Emeritus

Name (Title): Ronald McKinnon (Professor)

Department (Tenured?): Economics (Yes)

Education: Ph.D., University of Minnesota (1961); B.A., University of Alberta (1956)

Academic Experience: Syracuse University, 1960-61; University of Minnesota, 1957-59

Overseas Experience: Canada, China, Japan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: International Economics and Federalism; Money and Finance; Economic Development; East Asian Economy

Distinctions: 1956 University of Alberta, Gold Medal in Economics; 1959–60 Earhart Memorial Foundation, Doctoral Dissertation Grant; 1989 Kenan Trust Enterprise Award for Distinguished Teaching and Research, Chapel Hill, North Carolina; 2003 IIS Stanford Faculty Fellowship

Recent Publications: *Exchange Rates under the East Asian Dollar Standard: Living with Conflicted Virtue* (2005) MIT Press. Translations: Chinese (2005); “How to Unblock the Credit Markets”, *Quarterly Journal of Central Banking*, vol. 19, #2, Nov. 2008.; “The Case for Stabilizing China’s Exchange Rate: Setting the Stage for Fiscal Expansion” (with Gunther Schnabl) in *China & World Economy* Vol 17, Jan-Feb 2009.

Number of Theses Supervised in Last Five Years: No data

Medina, Alexis

Staff

Name (Title): Alexis Medina (Project Manager for Health & Nutrition)

Department (Tenured?): Freeman Spogli Institute for International Studies--Rural Education Access Project (N/A)

Education: M.A., Yale University (2006); B.A., Williams College (2005)

Academic Experience: No

Overseas Experience: China: 2004, 2008-9, 3 months per year from 2010 onwards

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4,

Reading: Chinese-4,

Writing: Chinese-4,

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: NA

Research/Teaching Specializations: health and education in rural China, focusing especially on nutrition and maternal and child issues

Distinctions: NA

Recent Publications: *Survey using Incognito Standardized Patients Shows Poor Quality Care in China’s Rural Clinics; Text Messaging and Its Impacts on the Health and Education of the Poor: Evidence from Field Experiments in Rural China; The Prevalence of Anemia in Central and*

Eastern China: Evidence from the China Health and Nutrition Survey; Maternal Health Services in China's Western Rural Areas: Uptake and Correlates; Neglected Rural Public Health Issue: The Case of Intestinal Roundworms; Do You Get What You Pay For with School-Based Health Programs? Evidence from a Child Nutrition Experiment in Rural China; Gender Inequality in Education in China: A Meta-Regression Analysis; Eggs versus Chewable Vitamins: Which Intervention Can Increase Nutrition and Test Scores in Rural China?; Effectiveness of provider incentives for anemia reduction in rural China: a cluster randomised trial; Gender Inequality in Education in China: A Meta-Regression Analysis; The Limits of Health and Nutrition Education: Evidence from Three Randomized Controlled Trials in Rural China; Soil-Transmitted Helminth Infections and Correlated Risk Factors in Preschool and School-aged Children in Rural Southwest China; Transfer Paths and Academic Performance: The Primary School Merger Program in China; Multiple Micronutrient Supplementation Reduces Anemia and Anxiety in Rural China's Elementary School Children; Anemia among Students of Rural China's Elementary Schools: Prevalence and Correlates in Ningxia and Qinghai's Poor Counties

Mei, Yan**Staff****Name (Title):** Yan Mei (Program Administrator)**Department (Tenured?):** Graduate School of Business--Stanford Program on Regions of Innovation and Entrepreneurship (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Miller, Alice L.****Lecturer****Name (Title):** Alice L. Miller (Lecturer)**Department (Tenured?):** Hoover Institution (No)**Education:** Ph.D., George Washington University (1974); M.A., George Washington University (1969); B.A., Princeton University (1966)**Academic Experience:** Johns Hopkins University 1981-1999; Georgetown University 1995-97; US Naval Postgraduate School, 1999-present**Overseas Experience:** Japan: 1972-73**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** Chinese-4**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%

Area Courses Taught: At Stanford: China in World Politics. Seminar on Chinese Foreign Policy The United States and Asia during the Cold War Historical Factors in Modern East Asia Introduction to Chinese Politics Chinese Politics during the Era of Reform At Monterey

Research/Teaching Specializations: Dilemmas of Oligarchy in Chinese Leadership Politics--book project with Susan Shirk. Evolution of Chinese Grand Strategy, 1550-Present--book project. Quarterly articles for China Leadership Monitor, Hoover Institution.

Distinctions: Distinguished Teaching Award, Johns Hopkins University, 1994-1995; U.S. Naval ; Postgraduate School, 2002, 2004, 2006, 2007 & 2008; Fulbright-Hayes Doctoral Dissertation Research Fellowship, Kyoto University, Japan, 1972-1973

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Miller, William F.

Faculty—Emeritus

Name (Title): William F. Miller (Professor Emeritus)

Department (Tenured?): Business, Graduate School of (No)

Education: DSc Honorary, Purdue University (1972); Ph.D., Purdue University (1956); M.A., Purdue University (1951); BS, Purdue University (1949)

Academic Experience: Adjunct professor at the University of Chicago, a visiting professor at Purdue,

Overseas Experience: honorary Professor at Zhejiang University in Hangzhou, China University, honorary dean of the William F. Miller School of Management, Konkuk University (2009).

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations: Development of new information infrastructures, technology development, and global changes in business strategy. Industrial development, the evolution of regions of innovation and entrepreneurship, the “habitat” for entrepreneurship, and the globalization of R&D.

Distinctions: Okawa Prize 2000, Dongbaeg Medal from the Republic of Korea 2000, David Packard Civic Entrepreneur Award 2008.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Moon, Yumi

Faculty

Name (Title): Yumi Moon (Assistant Professor)

Department (Tenured?): History (No)

Education: Ph.D., Harvard University (2006); M.A., Seoul National University (1994); B.A., Seoul National University (1990)

Academic Experience: No data

Overseas Experience: Korea: every year since 1998

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Korean-5,

Reading: Korean-5,

Writing: Korean-5,

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: The Modern Korean; History Colonialism and Collaboration in East Asia; The Korean War: Origins, Outbreak, and Aftermath

Research/Teaching Specializations: The Late Colonial Korea and the formation of South Korean State (1930-50).

Distinctions: Korea Institute Dissertation Completion Grant, Harvard University 2003-2004 Scholarship for Doctoral Studies, Harvard-Yenching Institute 1999 - 2002 Scholarship for Visiting Fellows, Harvard-Yenching Institute 1998-1999

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 3/2/0

Mukai, Gary

Staff

Name (Title): Gary Mukai (Director)

Department (Tenured?): SPICE (N/A)

Education: M.A., Stanford (1981); B.A., U.C. Berkeley (1976)

Academic Experience: No data

Overseas Experience: Japan: 1977-80

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-3

Reading: Japanese-2

Writing: Japanese-1

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: 30-hour East Asia seminars for teachers

Research/Teaching Specializations: Curriculum development for K-12 education; teacher professional development; distance-learning education

Distinctions: Franklin Buchanan Prize, 1997 Japanese Foreign Minister's Commendation, 2007 Japanese Foreign Minister's Commendation (for SPICE)

Recent Publications: Author, "Baseball: A Shared Legacy on Both Sides of the Pacific." Japan Now, a publication of the Japan Embassy, Vol. 9, No.9, 2006; Contributing Author, Along the Silk Road. SPICE, Stanford University, 2006; Author, "Citizen Tanouye" Teacher's Guide, Tanouye Memorial Foundation, Los Angeles, 2007; Author, "American Pastime" Teacher's Guide, Warner Bros., Los Angeles, 2008; Co-Author, The Road to Beijing. SPICE, Stanford University, 2008; Author, Wings of Defeat Teacher's Guide. SPICE, Stanford University and Edgewood Pictures, Inc., 2008; Author, Teacher's Guide for Calliope Magazine, "Music Travels the Silk Road," SPICE, 2009;

Number of Theses Supervised in Last Five Years: N/A

Mullaney, Thomas

Faculty

Name (Title): Thomas Mullaney (Associate Professor)

Department (Tenured?): History (No)

Education: Ph.D., Columbia University (2006); M.A., Johns Hopkins University (2000); B.A., Johns Hopkins University (1999)

Academic Experience: N/A

Overseas Experience: China: 8 times over the past 10 years; Japan: 2002; UK: 2007

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4,

Reading: Chinese-4,

Writing: Chinese-4

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: History of Modern China Mao Zedong: The Man Who Would Become China; Race and Ethnicity in East Asia Communism and Revolution in China Chinese Science; Technology, and Medicine Archaeology and Modernity in Asia; The Qing-Republican Transition; The Communist Revolution
Research/Teaching Specializations: History of the Chinese typewriter, the puzzle of how to fit a non-alphabetic script containing tens of thousands of characters on an apparatus of a manageable size and a user-friendly design.

Distinctions: Hellman Faculty Research Award, 2009; American Council of Learned Societies/Chiang Ching-kuo Foundation 2008; New Perspectives on Chinese Culture and Society Award

Recent Publications: Thomas Mullaney, "The Moveable Typewriter: How Chinese Typists Developed Predictive Text during the Height of Maoism", *Technology and Culture*, 2012.; Thomas Mullaney, "Critical Han Studies: Introduction and Prolegomenon." In *Critical Han Studies: The History, Identity and Representation of China's Majority*, Berkeley: University of California Press, 2012.; Thomas Mullaney, "Seeing for the State: The Role of Social Scientists in China's Ethnic Classification Project." *Asian Ethnicity*, 2010.; Thomas Mullaney, James Leibold, Stephane Gros, and Eric Vanden Bussche, eds., *Critical Han Studies: The History, Representation, and Identity of China's Majority*, University of California Press, 2012.; Thomas Mullaney, *Coming to Terms with the Nation: Ethnic Classification in Modern China*, Berkeley: University of California Press, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/8/3

Murphy-Shigematsu, Stephen

Lecturer

Name (Title): Stephen-Murphy Shigematsu (Lecturer)

Department (Tenured?): Shorenstein Asia-Pacific Research Center

Education: Ph.D., Harvard University

Academic Experience: N/A

Overseas Experience: University of Tokyo

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese - 5

Reading: Japanese - 5

Writing: Japanese - 5

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: N/A

Recent Publications: Stephen-Murphy Shigematsu, *When Half is Whole: Multiethnic Asian American Identities*, Stanford University Press, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Murphy Kao, Regan**Library Staff****Name (Title):** Regan Murphy Kao (Japanese Studies Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** M.A., NA (0); B.A., Columbia University (1999)**Academic Experience:** No**Overseas Experience:** Japan: every year between 2004-2010 for short term (2-3 months) research trips**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-4**Reading:** Japanese-4**Writing:** Japanese-4**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** Japanese religions, world religions, ancient Chinese philosophy, East Asian history, modern Confucianism in China**Research/Teaching Specializations:** Early modern and modern Japanese thought, ritual, literature**Distinctions:** Kokugakuin University Visiting Scholar Award, 2009**Recent Publications:** Murphy, Regan E. "Esoteric Buddhist Theories of Language in Early Kokugaku: the Soshaku of the Man'yo Daishoki," *Critical Readings in the Intellectual History of Early Modern Japan*, W. J. Boot, ed., Brill, 2012: p521-543. Takagi Hiroshi. "Fabricating Antiquity in Modern Nara." Regan E. Murphy and John Breen trans., *Jinbun Kagaku Kenkyusho*, Kyoto University, Zinbun 2011 No. 43: p51-60. Murphy, Regan E. "Sanskrit Studies in Early Modern Japan," in *Esoteric Buddhism and Tantras in East Asia*, Richard Payne, Charlie Orzech, and Henrik Sorensen, ed., Brill 2010. Murphy, Regan E. "Esoteric Buddhist Theories of Language in Early Kokugaku: the Soshaku of the Man'yo Daishoki," *Japanese Journal of Religious Studies*, 36.1 (2009): p65-92. Murphy, Regan E. Guest Editor, *Japanese Journal of Religious Studies*, spring 2009 issue in honor of "Helen Hardacre and the Study of Japanese Religion." Shimazono Susumu. "State Shinto in the Lives of the People: the Establishment of Emperor Worship, Modern Nationalism, and Shrine Shinto in Late Meiji," Regan E. Murphy trans., *Japanese Journal of Religious Studies* 36.1 (2009): p93-124.**Number of Theses Supervised in Last Five Years:** N/A**Nakamura, Kiyomi****Language Lecturer****Name (Title):** Kiyomi Nakamura (Lecturer)**Department (Tenured?):** Stanford Language Center (No)**Education:** M.A., Lesley University (1994); B.A., University of the Sacred Heart (1970)**Academic Experience:** Summer 2002-06, Harvard University Summer School, Language Instructor; 2001, Lecturer in Japanese, UC Berkeley; 1984-2001, Preceptor in Japanese, Harvard University; 1985-2001, Harvard University Extension School, Course Head, Japanese Language; 1983-1984, Visiting Teacher, Brookline and Concord Public Schools; 1973-83, Teacher of Japanese Linguistics and Literature, Showa Women's University**Overseas Experience:** 1973-1983, Teacher of Japanese Linguistics and Literature, Showa Women's University, Japan**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5, Spanish**Reading:** Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: 1st, 2nd, 3rd and 4th year Japanese Language, Culture and Communication

Research/Teaching Specializations:

Distinctions: 1985-2001 Certificate of Distinction in Teaching, Harvard University; (1985 - 2001, every year)

1983 Fellowship for research Public Education Systems in America, the Japanese Ministry of Education;

1996- Carmen S. Bonnano Excellence in Foreign Language Teaching Award, Harvard University 344th Commencement

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Nguyen, Dzuong (John)

Language Lecturer

Name (Title): Dzuong (John) Nguyen (Language Lecturer (Vietnamese))

Department (Tenured?): Stanford Language Center (No)

Education: M.Ed., University of San Francisco; Law Degree: University of Saigon

Academic Experience: N/A

Overseas Experience: No Data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Vietnamese - 5

Reading: Vietnamese - 5

Writing: Vietnamese - 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: No data

Research/Teaching Specializations: TEACHING VIETNAMESE LITERATURE; LANGUAGE & GRAMMAR;

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: No data

Nguyen, Lisa

Library Staff

Name (Title): Lisa Nguyen (Curator, East Asia Collection)

Department (Tenured?): Hoover Institution (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Nishi, Toshio

Research Fellow

Name (Title): Toshio Nishi (Research Fellow)

Department (Tenured?): Hoover Institution (No)

Education: Ph.D., University of Washington (1976); M.A., University of Washington (1968); B.A., Kwansai Gakuin University (1954)

Academic Experience: From 1991 to the present, Nishi has been a distinguished guest professor at Reitaku University in Chiba, Japan, and from 2004 a graduate school professor at Nihon University in Tokyo.

Overseas Experience: Japan

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: No data

Research/Teaching Specializations: U.S.-Japan relations, contemporary Japan

Distinctions: From 1977 to 1985, he received a postdoctoral fellowship from the Hoover Institution. In 1977 he also received the prestigious Harry S. Truman Scholarship from the Harry S. Truman Library Institute in Missouri, and the Douglas MacArthur scholarship in Norfolk, Virginia.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Oh, Eunseung

Library Staff

Name (Title): Eunseung Oh (Korean Technical Services Librarian)

Department (Tenured?): East Asia Library (N/A)

Education:

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Oi, Jean C.

Faculty

Name (Title): Jean C. Oi (Professor)

Department (Tenured?): Political Science (Yes)

Education: Ph.D., University of Michigan (1983); M.A., N/A (N/A); B.A., Indiana University (1971)

Academic Experience: Leigh University, 1983-1987; Harvard University, 1987-1995; Hong Kong University of Science and Technology (visiting), 1995-1997

Overseas Experience: almost every year

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4

Reading: Chinese-3

Writing: Chinese-2

Teaching/Research Time Devoted to East Asian Studies: 90%

Area Courses Taught: Chinese Politics; Introduction to Comparative Politics, The Rise of Industrial East Asia, The Political Economy of Reform in China; Approaches to Chinese Politics, Political Change in China, Core Course in East Asian Studies, Corporate Restructuring and Governance in East Asia; Social Science Methods for Research in China.

Research/Teaching Specializations: The role and evolution of the state in China's corporate restructuring; Finance and governance in rural China, especially at township level; and beginning new project on migration and impact of village politics.

Distinctions: Bass University Fellow in Undergraduate Education, Stanford University, 2005-2010; Dean's Award for Distinguished Teaching, Stanford University, 2004-05; Stanford Cap and Gown Honorary, 2003 William Haas Professorship in Chinese Politics, January 2001 Outstanding Faculty Advisor, Stanford University, 1999-2000 Nina C. Crocker Faculty Scholar, Stanford University, 1998-2001

Recent Publications: Jean C. Oi, Kenji E. Kushida, Kay Shimizu, *Syncretism: The Politics of Economic Restructuring and System Reform in Japan*, Walter H. Shorenstein Asia-Pacific Research Center, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Andrew G. Walder, Xueguang Zhou, Ang Sun. "Will Demographic Change Slow China's Rise?", *The Journal of Asian Studies*, vol. 72, 03, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Ang Sun, Xueguang Zhou, "Children of China's Future", *YaleGlobal Online*, 2012.; Byung-Kook Kim, Eun Mee Kim, Jean C. Oi, *Adapt, Fragment, Transform: Corporate Restructuring and System Reform in South Korea*, Shorenstein Asia-Pacific Research Center, 2012.; Jean C. Oi, *Going Private in China: The Politics of Corporate Restructuring and System Reform*, Shorenstein APARC, distributed by the Brookings Institution Press, 2011.; Jean C. Oi, Scott Rozelle, Xueguang Zhou, *Growing Pains: Tensions and Opportunity in China's Transformation*, Shorenstein APARC, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Ortolano, Leonard

Faculty

Name (Title): Leonard Ortolano (Professor)

Department (Tenured?): Civil and Environmental Engineering (Yes)

Education: Ph.D., Harvard (1969); M.A., Harvard (1966); B.A., Polytechnic Institute of Brooklyn (1963)

Academic Experience: Istituto di Ricerca sulle Acque (1979) ; École Nationale des Ponts et Chaussées (1987-88); Kyoto University (1992) ; Istituto Universitario di Architettura di Venezia (1996, 98, 2008); Toulouse (2000); Université Montpellier (2003); Venice International University (2008).

Overseas Experience: Taught at Stanford campuses in Florence, Kyoto, Berlin and Santiago; Fulbright-Hays Research Grant, Rome, Italy, January-August, 1979; Fulbright-Hays Research Grant, Paris, France, September, 1987-August, 1988

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: French-2

Reading: French-2

Writing: French-1

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: None

Research/Teaching Specializations: Policies for environmental planning and management in China and South Asia; Delivery of water supply and sewerage services to disadvantaged communities

Distinctions: Eugene L. Grant Award for Excellence in Teaching, June, 2005

Recent Publications: Hooper, M. and L. Ortolano, "Confronting Urban Displacement: Social Movement Participation and Post-Eviction Resettlement Success in Dar es Salaam, Tanzania", *Journal of Planning Education and Research*, 2012.; Hooper, M. and L. Ortolano, "Motivations for Slum Dweller Social Movement Participation in Urban Africa: A Study of Mobilization in Kurasini, Dar es Salaam", *Environment and Urbanization*, vol. 24, No. 1, pp. 99 – 114, 2012.; Choy, M. S., Johnson, S.A. and L. Ortolano, "Teaching Negotiation in the Context of Environmental Regulatory Enforcement: An Experiential Learning Approach", *Applied Environmental Education and Communication*, 10(2), pp. 105-115, 2011.; Scruggs, C. and L. Ortolano, "Creating Safer Consumer Products: The Information Challenges Companies Face", *Environmental Science & Policy*, vol. 14, pp. 605-614, 2011.; Zuin, V., Ortolano, L. Alvarinho, M., Russell, K., Thebo, A., Muximpua, O. and J. Davis, "Water resale to neighbors in Maputo, Mozambique: price, service quality, and user satisfaction", *Journal of Water and Health*, Vol. 9, No. 4, pp. 773-84, 2011.; Millard-Ball, A. and L. Ortolano, Constructing Carbon Offsets: The Obstacles to Quantifying Emission Reductions, *Energy Policy*, Vol. 38, No. 1, pp. 533-546, 2010.; Zhang, X., L. Ortolano, and Z. Lv, "Agency Empowerment through the Administrative Litigation Law: Court Enforcement of Pollution Levies in Hubei Province, China," *The China Quarterly*, No. 202, pp. 307-326, 2010.; Zhang, X. and L. Ortolano, "Judicial Review of Environmental Administrative Decisions: Has It Changed Agency Behavior?" *The China Journal*, No. 64, pp. 97-119, 2010.; Zhao, X. and L. Ortolano, "Implementing China's National Energy Conservation Policies at State-Owned Electric Power Generation Plants", *Energy Policy*, vol. 38, Issue 10, pp. 6293-6306, 2010.; Schaffer- Boudet, H. and L. Ortolano, "A Tale of Two Sitings: Contentious Politics in Liquefied Natural Gas Facility Siting in California", *Journal of Planning Education and Research*, vol. 30, No. 1, pp. 5 – 21, 2010.; Ortolano, L., "Environmental Degradation as a Cost of China's Economic Growth: Transitional Setback or Irreversible Change?" in *Growing Pains: Tensions and Opportunity in China's Transformation*, edited by Oi, J.C., Rozelle, S. and X. Zhou. Shorenstein APARC, Stanford and the Brookings Institution Press, Washington D.C., 2010.; Zhang, X. and L. Ortolano, "Judicial Review of Environmental Administrative Decisions: Has It Changed Agency Behavior?" (in Chinese) in Heberer, Thomas, Grunow, Dieter and Li, Huibin, eds., *Environmental governance in China and Germany from a comparative perspective* (Chinese title Zhongguo yu Deguo de huanjing zhili bijiao de shijiao) Zhongyang Bianyi Chubanshe, Beijing, 2012-- original version published in English in 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/2

Palumbo-Liu, David Faculty**Name (Title):** David Palumbo-Liu (Professor)**Department (Tenured?):** Comparative Literature (Yes)**Education:** Ph.D., University of California, Berkeley (1988); M.A., UC Berkeley (1980); B.A., UC Berkeley (1975)**Academic Experience:** Georgetown U (1988-90)**Overseas Experience:** Taiwan 1980-81; Japan 1985-86**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese 2;**Reading:** Chinese 3;**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** Comparative Ethnic Autobiography; Comparative Fictions of Ethnicity; Ethnicity and Immigration in France and the United States; The Postmodern Pacific; Introduction to Asian American Cultures; Ethnicity and Literature; Worlds (No Longer) Apart; Culture and Politics; Hybridity and Diaspora; Comparative Nationalisms; Ethics in a Time of Crisis; IHUM: Freedom, Equality and Difference**Research/Teaching Specializations:** Globalization, ethics, narrative. Asian and Asian Pacific American studies; race, migrancy and ethnicity; cultural studies; comparative literatures; literary theory and criticism; social theory; local/global issues.**Distinctions:** SSRC/ACLS Fellowship 1985-86**Recent Publications:** David Palumbo-Liu, *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*, Duke University Press, 2011.; David Palumbo-Liu, *The Deliverance of Others: Reading Literature in a Global Age*, Duke University Press, 2012.; David Palumbo-Liu, "Embedded Lives", *Profession*, pp. 13-22, 2011.; David Palumbo-Liu, "Method and Congruity", In *Blackwell Companion to Comparative Literature*, eds., Ali Behdad and Dominic Thomas, pp. 46-59, 2011.; David Palumbo-Liu, "Crossing the Lines": Review of Masao Miyoshi's *Trespasses*", *Criticism*, 54.2, pp. 343-351, 2011.; David Palumbo-Liu, "Rationality and World-Systems Analysis: Fanon and the Impact of the Ethico-Historical", In Palumbo-Liu, Robbins and Tanoukhi, eds., *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*. Duke University Press, pp. 202-222, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Perry, William J.** Faculty—Emeirtus**Name (Title):** William J. Perry (Professor)**Department (Tenured?):** Hoover Institution (Yes)**Education:** Ph.D., Pennsylvania State (1957); M.S., Stanford University (1950); B.S., Stanford University (1949)**Academic Experience:** Part-time lecturer, Santa Clara University from 1971-77.**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 10%**Area Courses Taught:** Technology and National Security (MS&E 193, MS&E 293)

Research/Teaching Specializations: International security, arms control, U.S.-Korea relations
Distinctions: American Academy of Arts and Sciences; National Academy of Engineering; Presidential Medal of Freedom (1997); U.S. Department of Defense Distinguished Service Medal (1980) (1981); Outstanding Civilian Service Medals from the army (1962 and 1997), the air force (1997), the navy (1997), the Defense Intelligence Agency (1977 and 1997), the National Aeronautics and Space Administration (1981), and the coast guard (1997). He received the American Electronic Association's Medal of Achievement (1980), the Eisenhower Award (1996), the Marshall Award (1997), the Forrestal Medal (1994), and the Henry Stimson Medal (1994).

Recent Publications: William J. Perry, *My Personal Journey at the Nuclear Brink*, European Leadership Network, 2013.; William J. Perry, "Foreword", in *Getting to Zero: The Path to Nuclear Disarmament* Stanford University Press, 2011.; William J. Perry, *The Historical and Modern Context for U.S.-Russian Arms Control*, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Qiu, Qi **Library Staff**

Name (Title): Qi Qiu (Assistant Head/Bibliographer for Chinese & East Asian Collections)

Department (Tenured?): East Asia Library (N/A)

Education: M.A., University of Missouri - Columbia (2003); B.A., Nanjing University (1993)

Academic Experience: No

Overseas Experience: NA

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-5

Reading: Chinese-5,

Writing: Chinese-5,

Teaching/Research Time Devoted to East Asian Studies: 60%

Area Courses Taught: NA

Research/Teaching Specializations: My current research interests include collecting materials on Chinese studies, translation of academic works, Chinese media and pro-social communication.

Distinctions: NA

Recent Publications: Shao, D. & Qiu, Q. (2010). *Growing amid challenges: Stanford university East Asia*

Library. In P. X. Zhou (ed.), *Collecting Asia: East Asian Libraries in North America, 1868-2008* (pp. 178-189). Ann Arbor, MI: Association for Asian Studies. Qiu, Q. & Cameron, G. T. (2007).

Communicating health disparities: Building a supportive media agenda. Saarbruecken, Germany: VDM Verlag. Qiu, Q. & Cameron, G. T. (2007). *A public relations perspective to manage conflict in a public health crisis. Journal of Dispute Resolution*, no. 1, 211-228. Len-

Rios, M. & Qiu, Q. (2007). *Negative articles predict clinical trial reluctance. Newspaper Research Journal*, 28(1), 24-39.

Number of Theses Supervised in Last Five Years: N/A

Ramirez, Francisco O. **Faculty**

Name (Title): Francisco O. Ramirez (Professor)

Department (Tenured?): Education, School of (Yes)

Education: Ph.D., Stanford University (1974); M.A., Stanford University (1969); B.A., De La Salle University (Philippines) (1966)

Academic Experience: San Francisco State University 1973-87

Overseas Experience: Invited lectures at International Christian University (2007) and Yonsei University (2009). Stanford in Oxford 2001. Lectures in Japan and in Western Europe.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Spanish 4

Reading: Spanish

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 25%

Area Courses Taught: World, Societal, and Educational Change

Research/Teaching Specializations: Cross-national changes from citizenship to human rights and from human rights as legal lens to human rights as educational emphasis

Distinctions: Spencer Foundation several major grants, 2010-2012 most recent, "Globalization, Citizenship, and Education" National Science Foundation several major grants, most recent 2002-04 FSI (Bechtel Center) two major grants, most recent 2002-05 Center for Advanced Studies in the Behavioral Sciences Fellow, 2006-07 Center for Advanced Studies in the Behavioral Sciences Fellow

Recent Publications: Francisco O. Ramirez, T. Christensen, "The Formalization of the University: Rules, Roots, and Routes", *Higher Education*, 2012.; Francisco O. Ramirez, "The World Society Perspective: Concepts, Assumptions, and Strategies", *Comparative Education*, pp. 423-39, 2012.; Francisco O. Ramirez, P. Bromley and J. Meyer, "Student-Centeredness in Social Science Textbooks, 1970-2008: A Cross-National Study", *Social Forces*, 2011.; Francisco O. Ramirez, P. Bromley and J. Meyer, "The Worldwide Spread of Environmental Discourse in Social Science Textbooks, 1970-2010", *Comparative Education Review*, 2011.; Francisco O. Ramirez, J. Meyer and P. Bromley, "Human Rights in Social Science Textbooks: Cross-national Analyses, 1975-2008", *Sociology of Education* 83, pp. 111-134, 2010.; Francisco O. Ramirez, "Accounting for Excellence: Transforming Universities Into Organizational Actors", In Val Rust, Laura Portnoi, and Sylvia Bagely, eds., *Higher Education, Policy, and The Global Competition Phenomenon*, Palgrave, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 10

Ratliff, William	Research Fellow
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Name (Title): William Ratliff (Librarian, Research Fellow)

Department (Tenured?): Hoover Institution (No)

Education: Ph.D., University of Washington (No data); M.A., University of Washington (No data); B.A., Oberlin College (No data)

Academic Experience: lectured in places ranging from nongovernmental organizations to Stanford University, Tunghai University (Taiwan), the Austrian Defense Academy (Vienna), and the Chinese Academy of Social Sciences (Beijing)

Overseas Experience: He travels in these regions [China and Latin America] four months of each year.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 10%

Area Courses Taught: No data

Research/Teaching Specializations: how traditional cultures and institutions influence current conditions and on prospects for economic and political development in East/Southeast Asia and Latin America. Within these regions he has focused on China, Vietnam, Argentina, Venezuela, Nicaragua, and Cuba. He also writes on Chinese relations with Latin America and on U.S. policy toward the two regions.

Distinctions: No data

Recent Publications: William Ratliff, "Development with Chinese Characteristics: Asia's Sinic Revolutions in Global Historical Perspective", in P. Caringella, ed., *Revolutions: Finished and Unfinished*, 2012.; Chapters for B. Creutzfeldt, ed., *China en América Latina*, 2012, and M. Nilsson, ed., *Latin American Responses to Globalization*, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Reichert, James

Faculty

Name (Title): James Reichert (Associate Professor)

Department (Tenured?): East Asian Languages & Cultures (Yes)

Education: Ph.D., University of Michigan (1998); M.A., University of Michigan (1994); B.A., Carleton College (1984)

Academic Experience: Stanford (1997-present)

Overseas Experience: Japan: 1992-94, 2003-04, 2007, 2011

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese 3

Reading: Japanese 4

Writing: Japanese 4

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: "Survey of Modern Japanese Literature" (2005, 2006, 2007, 2009), Kyokutei Bakin and the Late-Edo Book Trade (2005), Japanese Ghosts: The Supernatural in Japanese Art and Entertainment, 1750-2000 (2006, 2007), "Survey of Premodern Japanese Culture" (2007),

Research/Teaching Specializations: Oyama in silent Japanese film, yomihon and 19th century print culture

Distinctions: Dean's Award for Distinguished Teaching, 2005-06, Japan Foundation Research Fellowship, 2003-04, John Philip Coghlan Fellow, 2002-04, Stanford Humanities Center Fellow, 1999-2000, University of Michigan Distinguished Dissertation Award Nominee, 1998, ALC Dissertation Write-Up Grant: 1995-96, Rackham Predoctoral Fellowship, 1993-94, Japan Foundation Dissertation Research Fellowship, 1992-93, Foreign Language and Area Studies Fellowship, 1990-91, Foreign Language and Area Studies Fellowship, 1989-90, Foreign Language and Area Studies Fellowship, 1988-89

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 10/7/3

Romanoff, Marna

Staff

Name (Title): Marna Romanoff (Communications Coordinator)

Department (Tenured?): Center for East Asian Studies (N/A)

Education: B.A., Ohio University (2006); M.A., Waseda University, Japan (2012)

Academic Experience: N/A

Overseas Experience: Japan: 2003, 2006, 2009-12

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese - 4

Reading: Japanese - 3

Writing: Japanese - 3

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) Scholarship, 2009-12

Recent Publications: N/A

Number of Theses Supervised in Last Five Years: N/A

Roquet, Paul

Lecturer

Name (Title): Paul Roquet (Lecturer)

Department (Tenured?): East Asian Languages and Cultures

Education: Ph.D., University of California Berkeley

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: N/A

Reading: N/A

Writing: N/A

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Japanese Media Culture, East Asian Internets

Research/Teaching Specializations: audio-visual media, environmental aesthetics, soundscape studies, the use of media as a form of mood regulation

Distinctions: N/A

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Rosario, Wena

Staff

Name (Title): Wena Rosario (Center Administrative Associate)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Rozelle, Scott D.

Research Fellow

Name (Title): Scott D. Rozelle (Senior Fellow)

Department (Tenured?): Food Security and the Environment Program, Freeman Spogli Institute for International Studies (Yes)

Education: Ph.D., Cornell University (1990); M.A., Cornell University (1983); B.A., University of California, Berkeley (1979)

Academic Experience: Associate Professor, Dept. of Agricultural and Resource Economics, University of California, Davis (1997-2000) Adjunct Fellow, Center for Chinese Agricultural Policy, Chinese Academy of Sciences Adjunct Professor, University of California, Davis, 2007-pre

Overseas Experience: China: every year since 1983

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin-5

Reading: Mandarin-5

Writing: Mandarin-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: The Economic Development of Greater China: Past, Present and Future (Stanford University/PKU BOSP in Beijing)

Research/Teaching Specializations: The emergence and evolution of markets and other economic institutions in the transition process and their implications for equity and efficiency

Distinctions: National Award for Collaborative Research, Ministry of Science and Technology, Peoples Republic of China; 2009 National Friendship Awards' for Contribution to China (awarded by Premiere); 2008 Chinese Academy of Sciences, Award for Outstanding Science and Collaborative Research,

Recent Publications: Sean Sylvia, Yaojiang Shi, Hao Xue, Xin Tian, Huan Wang, Qingmei Liu, Alexis Medina, Scott Rozelle, "Survey using Incognito Standardized Patients Shows Poor Quality Care in China's Rural Clinics", *Health Policy & Planning*, 2014.; Fang Lai, Linxiu Zhang, Xiao Hu, Qinghe Qu, Yaojiang Shi, Yajie Qiao, Matthew Boswell, Scott Rozelle, "Computer Assisted Learning as Extracurricular Tutor? Evidence from a Randomised Experiment in Rural Boarding Schools in Shaanxi", *Journal of Development Effectiveness*, vol. 5, 2, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Andrew G. Walder, Xueguang Zhou, Ang Sun, "Will Demographic Change Slow China's Rise?", *The Journal of Asian Studies*, vol. 72, 03, 2013.; Jikun Huang, Scott Rozelle, *The Role of Agriculture in China's Development: Performance, policy determinants of success, and lessons for Africa*, Center on Food Security and the Environment, Stanford University, 2013.; John Giles, Scott Rozelle, Jian Zhang, *Does it Pay to be a Cadre? Estimating the Returns to Being a Local Official in Rural China*, CDDRL Working Paper, 2013.; Linxiu Zhang, Eli Pollak, Ross Darwin, Matthew Boswell, Scott Rozelle, "Are Elite University Graduates Aiding China's Transition to an Innovation-based Economy? Results from a Career Choices Survey among Would-be Innovators in China and the United States", *Asia Pacific Journal of Accounting and Economics*, 2013.; Prashant Loyalka, Yingquan Song, Jianguo Wei, Weiping Zhong, Scott Rozelle, "Information, College Decisions and Financial Aid: Evidence from a Cluster-Randomized Controlled Trial in China", *Economics of Education Review*, vol. 36, 2013.; Linxiu Zhang, Yingping Cai, Xiaobing Wang, Xiaochen Ma, Alexis Medina, D. Scott Smith, Scott Rozelle,

“Neglected Rural Public Health Issue: The Case of Intestinal Roundworms”, *China & World Economy*, vol. 21, 3, 2013.; Sean Sylvia, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Alexis Medina, Scott Rozelle, “Do You Get What You Pay For with School-Based Health Programs? Evidence from a Child Nutrition Experiment in Rural China”, *Economics of Education Review*, vol. 37, 2013.; Junxia Zeng, Xiaopeng Pang, Linxiu Zhang, Alexis Medina, Scott Rozelle, “Gender Inequality in Education in China: A Meta-Regression Analysis”, *Contemporary Economic Policy*, 2013.; Max Kleiman-Weiner, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Alexis Medina, Scott Rozelle, “Eggs versus Chewable Vitamins: Which Intervention Can Increase Nutrition and Test Scores in Rural China?”, *China Economic Review*, vol. 24, 2013.; Ho Lun Wong, Renfu Luo, Linxiu Zhang, Scott Rozelle, “The Impact of Vouchers on Preschool Attendance and Elementary School Readiness: A Randomized Controlled Trial in Rural China”, *Economics of Education Review*, vol. 35, 2013.; Yihua Yang, Linxiu Zhang, Junxia Zeng, Xiaopeng Pang, Fang Lai, Scott Rozelle, “Computers and the Academic Performance of Elementary School-Aged Girls in China’s Poor Communities”, *Computer & Education, Elsevier*, vol. 60, 1, 2013.; Prashant Loyalka, Chengfang Liu, Yingquan Song, Hongmei Yi, Xiaoting Huang, Jianguo Wei, Linxiu Zhang, Yaojiang Shi, James Chu, Scott Rozelle, “Can Information and Counseling Help Students from Poor Rural Areas Go To High School? Evidence from China”, *Journal of Comparative Economics*, vol. 41, 2013.; Di Mo, Johan Swinnen, Linxiu Zhang, Hongmei Yi, Qinghe Qu, Matthew Boswell, Scott Rozelle, “Can One Laptop per Child Reduce the Digital Divide and Educational Gap? Evidence from a Randomized Experiment in Migrant Schools in Beijing”, *World Development*, 2013.; Linxiu Zhang, Fang Lai, Yaojiang Shi, Matthew Boswell, Scott Rozelle, “The Roots of Tomorrow’s Digital Divide: Documenting Computer Use and Internet Access in China’s Elementary Schools Today”, *China & World Economy*, vol. 21, 3, 2013.; Xinxin Chen, Hongmei Yi, Linxiu Zhang, Di Mo, James Chu, Scott Rozelle, *Do Poor Students Benefit from China’s Merger Program? Transfer Path and Educational Performance*, 2013.; Xiaopeng Pang, Junxia Zeng, Scott Rozelle, “Does women’s knowledge of voting rights affect their voting behavior in village elections? Evidence from a Randomized Controlled Trial in China”, *The China Quarterly*, 2013.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Ai Yue, Yaojiang Shi, James Chu, Scott Rozelle, “Does Financial Aid Help Poor Students Succeed in College?”, *China Economic Review*, vol. 25, 2013.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, “College is a Rich, Han, Urban, Male Club: Research Notes from a Census Survey of Four Tier One Colleges in China”, *China Quarterly*, 2013.; Max Kleiman-Weiner, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Reynaldo Martorell, Scott Rozelle, Alexis Medina, “Multiple Micronutrient Supplementation Reduces Anemia and Anxiety in Rural China’s Elementary School Children”, *The Journal of Nutrition*, vol. 143, 5, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Ang Sun, Xueguang Zhou, “Children of China’s Future”, *YaleGlobal Online*, 2012.; V. Srinivasan, Eric Lambin, S.M. Gorelick, Barton H. Thompson, Scott Rozelle, “The nature and causes of the global water crisis: Syndromes from a meta-analysis of coupled human-water studies”, *Water Resources Research*, vol. 48, 2012.; Grant Miller, Renfu Luo, Linxiu Zhang, Sean Sylvia, Yaojiang Shi, Patricia Foo, Qiran Zhao, Reynaldo Martorell, Alexis Medina, Scott Rozelle, “Effectiveness of provider incentives for anemia reduction in rural China: a cluster randomised trial”, *BMJ*, vol. 345, 2012.; Kimberly Singer Babiarz, Grant Miller, Hongmei Yi, Linxiu Zhang, Scott Rozelle, “China’s New Cooperative Medical Scheme Improved Finances of Township Health Centers but Not the Number of Patients Served”, *Health Affairs*, vol. 31, 2012.; Kim Singer Babiarz, Grant Miller, Hongmei Yi, Linxiu Zhang, Scott Rozelle, “Impact of China’s New Cooperative Medical Scheme on Township Health Centers”, *Health Affairs*, vol. 31, 5, 2012.; Yaojiang Shi, Fang Chang,

Xiaoqing Su, Renfu Luo, Linxiu Zhang, Scott Rozelle, "Parental Training, Anemia and the Impact on the Nutrition of Female Students in China's Poor Rural Elementary Schools", *China Agricultural Economic Review*, vol. 4, 2012.; Renfu Luo, Yaojiang Shi, Linxiu Zhang, Huiping Zhang, Grant Miller, Alexis Medina, Scott Rozelle, "The Limits of Health and Nutrition Education: Evidence from Three Randomized Controlled Trials in Rural China", *CESifo Economic Studies*, vol. 58, 2, 2012.; Hongmei Yi, Linxiu Zhang, Renfu Luo, Yaojiang Shi, Di Mo, Xinxin Chen, Carl Brinton, Scott Rozelle, "Dropping Out: Why Are Students Leaving Junior High in China's Poor Rural Areas?", *International Journal of Education Development*, vol. 32, 4, 2012.; Di Mo, Linxiu Zhang, Hongmei Yi, Renfu Luo, Scott Rozelle, Carl Brinton, "School Dropouts and Conditional Cash Transfers: Evidence from a Randomized Controlled Trial in Rural China's Junior High Schools", *Journal of Development Studies*, vol. 49, 2, 2012.; Xiaobing Wang, Linxiu Zhang, Renfu Luo, Guofei Wang, Yingdan Chen, Alexis Medina, Karen Eggleston, Scott Rozelle, D. Scott Smith, "Soil-Transmitted Helminth Infections and Correlated Risk Factors in Preschool and School-aged Children in Rural Southwest China", *PLoS One*, vol. 7, 9, 2012.; Di Mo, Hongmei Yi, Linxiu Zhang, Yaojiang Shi, Scott Rozelle, Alexis Medina, "Transfer Paths and Academic Performance: The Primary School Merger Program in China", *International Journal of Educational Development*, vol. 32, 3, 2012.; Renfu Luo, Yaojiang Shi, Linxiu Zhang, Chengfang Liu, Scott Rozelle, Brian Sharbono, Ai Yue, Qiran Zhao, Reynaldo Martorell, "Nutrition and Educational Performance in Rural China's Elementary Schools: Results of a Randomized Control Trial in Shaanxi Province", *Economic Development and Cultural Change*, vol. 60, 4, 2012.; Renfu Luo, Linxiu Zhang, Chengfang Liu, Scott Rozelle, Brian Sharbono, Jennifer Adams, "Behind Before They Begin: The Challenge of Early Childhood Education in Rural China", *Australasian Journal of Early Childhood*, vol. 37, 1, 2012.; Luo, R., Zhang, L., Liu, C., Zhao, Q., Shi, Y., Grant Miller, Yu, E., Sharbono, B., Medina, A., Scott Rozelle, Martorell, R., "Anaemia among students of rural China's elementary schools: Prevalence and correlates in Ningxia and Qinghai's poor counties", *Journal of Health, Population and Nutrition*, vol. 29, 5, 2011.; Fang Lai, Chengfang Liu, Renfu Luo, Linxiu Zhang, Xiaochen Ma, Yujie Bai, Brian Sharbono, Scott Rozelle, "Private Migrant Schools or Rural/Urban Public Schools: Where Should China Educate Its Migrant Children?", *Economics of Education Review*, 2011.; Matthew Boswell, Scott Rozelle, Linxiu Zhang, Chengfang Liu, Renfu Luo, Yaojiang Shi, "Conducting influential impact evaluations in China: the experience of the Rural Education Action Project (REAP)", *Journal of Development Effectiveness*, vol. 3, 3, 2011.; Renfu Luo, Linxiu Zhang, Chengfang Liu, Qiran Zhao, Yaojiang Shi, Grant Miller, Elaine Yu, Brian Sharbono, Scott Rozelle, Reynaldo Martorell, Alexis Medina, "Anaemia among Students of Rural China's Elementary Schools: Prevalence and Correlates in Ningxia and Qinghai's Poor Counties", *Journal of Health, Population and Nutrition*, vol. 29, 5, 2011.; Renfu Luo, Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Yaojiang Shi, Grant Miller, Scott Rozelle, Elaine Yu, Reynaldo Martorell, "Alarming High Anemia Prevalence in Western China", *Southeast Asian Journal of Tropical Medicine and Public Health*, vol. 42, 5, 2011.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Renfu Luo, Thomas Glauben, Yaojiang Shi, Scott Rozelle, Brian Sharbono, "College Education and the Poor in China: Documenting the Hurdles to Educational Attainment and College Matriculation", *Asia Pacific Education Review*, vol. 12, 4, 2011.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Renfu Luo, Thomas Glauben, Yaojiang Shi, Scott Rozelle, Brian Sharbono, "What is Keeping the Poor out of College? Enrollment Rates, Educational Barriers and College Matriculation in China", *China Agricultural Economic Review*, vol. 3, 2, 2011.; Renfu Luo, Yaojiang Shi, Linxiu Zhang, Chengfang Liu, Hongbin Li, Scott Rozelle, Brian Sharbono, "Community Service, Social Responsibility and Educational

Performance in Rural China's Middle Schools: Evidence from a Case Study of Northwest China”, *Journal of Moral Education*, vol. 40, 2, 2011.; Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Jennifer Adams, Yaojiang Shi, Ai Yue, Hongbin Li, Xiaobing Wang, Thomas Glauben, “Early Commitment on Financial Aid and College Decision Making of Poor Students: Evidence from Randomized Evaluation in Rural China”, *Economics of Education Review*, 2011.; Rosamond L. Naylor, Walter P. Falcon, David S. Battisti, Richard Palmer, Scott Rozelle, Xiangzheng Deng, Jikun Huang, Marshall Burke, *Results summary from NSF-funded project - Impacts of El Nino-Southern Oscillation Events (ENSO) on Chinese Rice Prouduction and the World Rice Market*, Center on Food Security and the Environment, Stanford University, 2010.; Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Prashant Loyalka, “The Effect of Primary School Mergers on Academic Performance of Students in Rural China”, *International Journal of Educational Development*, vol. 30, 6, 2010.; Renfu Luo, Max Kleiman-Weiner, Scott Rozelle, Linxiu Zhang, Chengfang Liu, Brian Sharbono, Yaojiang Shi, Ai Yue, Reynaldo Martorell, Michelle Lee, “Anemia in Rural China’s Elementary Schools: Prevalence and Correlates in Shaanxi Province’s Poor Counties”, *Ecology of Food and Nutrition*, vol. 49, 5, 2010.; Kimberly Singer Babiarz, Grant Miller, Hongmei Yi, Linxiu Zhang, Scott Rozelle, “New Evidence on the Impact of China’s New Rural Cooperative Medical Scheme and its Implications for Rural Primary Healthcare: Multivariate Difference-in-difference Analysis”, *BMJ*, vol. 341, c5617, 2010.; Jinxia Wang, Jikun Huang, Scott Rozelle, *Climate Change and China's Agricultural Sector: Impacts, Adaptation, and Mitigation*, International Centre for Trade and Sustainable Development and the International Food and Agricultural Trade Policy Council, 2010.; Deng Xiangzheng, Huang Jikun, Qiao Fangbin, Rosamond L. Naylor, Walter P. Falcon, Marshall Burke, Scott Rozelle, David S. Battisti, “Impacts of El Nino-Southern Oscillation events on China's rice production”, *Journal of Geographcial Sciences*, vol. 20, 2010.; Jean C. Oi, Scott Rozelle, Xueguang Zhou, *Growing Pains: Tensions and Opportunity in China's Transformation*, Shorenstein APARC, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Rozelle, Yu-Hwa Liao	Language Lecturer
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Name (Title): Yu-Hwa Liao Rozelle (Lecturer)

Department (Tenured?): Stanford Language Center (No)

Education: M.A., San Francisco State University (1981); B.A., Chinese Culture University in Taiwan (1976)

Academic Experience: Mandarin Training Center of Taiwan Normal University 1976-1977
Mandarin Center of the Mandarin Daily News in Taiwan 1973-1976

Overseas Experience: NA

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Mandarin-5

Reading: Mandarin-5

Writing: Mandarin-5, Spanish-1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Beginning Conversational Chinese; First-Year Chinese for Bilingual Students; First-Year Chinese in Stanford Continuing Studies; Tai Chi in Stanford Continuing Studies

Research/Teaching Specializations: Performance of Tai chi and hula dance

Distinctions: No data

Recent Publications:N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Sano, Stephen Makoto

Faculty

Name (Title): Stephen Makoto Sano (Professor)

Department (Tenured?): Music (Yes)

Education: D.M.A., Stanford University (1994); M.A., Stanford University (1991); B.A., San Jose State University (1981)

Academic Experience: Hired at Stanford out of DM.A. program.

Overseas Experience: Japan: 2001; China: 2008; Thailand: 2006, 2009; UK: 1998, 2003, 2007; Germany: 2005; Austria: 2005

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-2

Reading: German-3

Writing: German-2

Teaching/Research Time Devoted to East Asian Studies: 20%

Area Courses Taught: Perspectives of North American Taiko

Research/Teaching Specializations: North American Taiko, Ki hoalu (Hawaiian slack key guitar), Hawaiian choral music, Music of Queen Liliuokalani, Viennese Chorwalzer

Distinctions: Grammy Award prelim ballot nominee, 2008; 2005 Dean's Award for Distinguished Teaching, School of Humanities and Sciences, Stanford University; 2004

Hawaiian Music Award finalist; 2002 Nā Hökü Hanohano Award finalist (Hawaiian Grammy Award); 2001 Stanford Asian American Awards: Faculty Award; 1989-93 University Fellowship, Stanford University

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/1/0

Sargent, Stuart H.

Visiting Faculty

Name (Title): Stuart Sargent (Visiting Professor)

Department (Tenured?): East Asian Languages & Cultures (No)

Education: Ph.D., Stanford University (1977); M.A., Stanford University (1974); B.A., University of Oregon (1968)

Academic Experience: University of Hawai'i at Manoa (1975) Stanford University (1978-1979, 2003-2004) University of Maryland College Park (1979-1996) Colorado State University (1996-2005)

Overseas Experience: Taiwan: 1978; Japan: 1978, every one or two years in 1980s; China: conferences in 1988, several in 1990s, last in 2000

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4, Japanese-2

Reading: Chinese-5, Japanese-3

Writing: Chinese-4, Japanese-1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Chinese Poetry Topics in Chinese Poetry

Research/Teaching Specializations: Long-term: Song dynasty poetic practice Ongoing: Snuff, Chinese snuff bottles, and snuff-bottle collecting; this involves research and writing, editing, and translation of materials into Chinese and vice versa

Distinctions: Maryland Summer Institute for Teachers of Chinese, 1991-1993, NEH, \$425,000
 University of Maryland National Summer Institute for Teachers of Chinese, 1994-1995, NEH,
 \$435,829 Multidisciplinary Symposium on Journey to the West, October 2-4, 1998, Colorado
 State University, 1998, AAS and Pacific Cultural Foundation, \$5,500

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Sekiguchi, Rylan

Staff

Name (Title): Ryan Sekiguchi (Curriculum Specialist)

Department (Tenured?): SPICE (N/A)

Education: B.A., Stanford University (2004)

Academic Experience:

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-1

Reading: Japanese-1

Writing: Japanese-1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: No data

Research/Teaching Specializations: No data

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Seshadri, Shilpa

Staff

Name (Title): Shilpa Seshadri (Financial Manager)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Shaikh, Huma

Staff

Name (Title): Huma Shaikh (Associate Director for Administration)

Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Shin, Gi-Wook****Faculty****Name (Title):** Gi-Wook Shin (Professor)**Department (Tenured?):** Sociology (Yes)**Education:** Ph.D., University of Washington (1991); M.A., University of Washington (1985); B.A., Yonsei University, Korea (1983)**Academic Experience:** University of Washington (1988-1991), University of Iowa (1991-1994), University of Los Angeles (1994-2001)**Overseas Experience:** none at this time.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Korean-5**Reading:** Korean-5**Writing:** Korean-5**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** Graduate: Seminar on Social Movements/ Seminar on Social Change and Development in Korea/ Historical and Comparative Sociology/Workshop on Korean Studies/ Seminar on Nations and Nationalism Undergraduate: Macrosociology/ Comparative and Historical Sociolo**Research/Teaching Specializations:** Comparative-Historical Sociology, Political Sociology, Korean Society and Politics, US-East Asian Relations, Conflict and Reconciliation**Distinctions:** Research Fellowship, National Endowment for the Humanities, 1994-95; Outstanding Graduate Student, Department of Sociology, University of Washington, 1989**Recent Publications:** Larry Diamond, Gi-Wook Shin, *New Challenges for Maturing Democracies in Korea and Taiwan*, Stanford University Press, 2014.; Joon-woo Park, Gi-Wook Shin, Don Keyser, *Asia's Middle Powers? The Identity and Regional Policy of South Korea and Vietnam*, Shorenstein Asia-Pacific Research Center, 2013.; Gi-Wook Shin, Thomas Fingar, David Straub, "A Chance to Defuse North Korea", *The New York Times*, 2013.; Sang-Hun Choe, Gi-Wook Shin, David Straub, *Troubled Transition: North Korea's Politics, Economy and External Relations*, Shorenstein Asia-Pacific Research Center. 2013.; Gi-Wook Shin, "The Election That Could Reorder South Korea's Politics", *Current History*, vol. 111, 746, 2012.; Gi-Wook Shin, Byongwon Bahk, Taeho Bark, Thomas F. Cargill, Joon Nak Choi, Eun Mee Kim, Ji Hyun Kim, *South Korea and the Global Economy in Transition*, Shorenstein Asia-Pacific Research Center, 2012.; Gi-Wook Shin, Hilary Izatt, "Anti-American and Anti-Alliance Sentiments in South Korea", *Asian Survey*, vol. 51, no. 6, 2011.; Michael H. Armacost, Robert Carlin, Victor Cha, Thomas C. Hubbard, Don Oberdorfer, Charles L. "Jack" Pritchard, Evans J. R. Revere, Gi-Wook Shin, Daniel C.

Sneider, David Straub, *New Beginnings" in the U.S.-ROK Alliance: Recommendations to the Obama Administration*, Walter H. Shorenstein Asia-Pacific Research Center, 2011.; Byung Kwan Kim, Gi-Wook Shin, David Straub, *Beyond North Korea: Future Challenges to South Korea's Security*, Shorenstein APARC, distributed by the Brookings Institution Press, 2011.; Gi-Wook Shin, Karin J. Lee, *U.S.-DPRK Educational Exchanges: Assessment and Future Strategy*, Shorenstein APARC, 2011.; Gi-Wook Shin, Paul Chang, *South Korean Social Movements: From Democracy to Civil Society*, Routledge, 2011.; Gi-Wook Shin, Daniel C. Sneider, *History Textbooks and the Wars in Asia: Divided Memories*, Routledge, 2011.; Michael H. Armacost, Robert Carlin, Victor Cha, Thomas C. Hubbard, Don Oberdorfer, Charles L. "Jack" Pritchard, Evans J. R. Revere, Gi-Wook Shin, Daniel C. Sneider, David Straub, *New Beginnings" in the U.S.-ROK Alliance: Recommendations to the Obama Administration* (released in 2010), Shorenstein APARC, 2010.; Gi-Wook Shin, Gibert Rozman, "Values and History in U.S.-South Korean Relations", in *Issues of History, Values, Memory, and Identity in the U.S.-South Korea Relationship*, Cambridge University Press, 2010.; Gi-Wook Shin, "U.S. role crucial in Northeast Asian reconciliation", *Korea Times*, 2010.; Gi-Wook Shin, *One Alliance, Two Lenses: U.S.-Korea Relations in a New Era*, Stanford University Press, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Sneider, Daniel C. **Research Fellow**

Department (Tenure Status): Freeman Spogli Institute for International Studies (No)

Education: M.A., Harvard University, JFK School of Government (1985); B.A., Columbia University (1973)

Academic Experience: No

Overseas Experience: Resident in India 1979-1982; Japan 1985-1990; Russia 1990-1994; Extensive travel from 1997-present to Russia, South Asia, Southeast Asia, Japan, Korea, China, Taiwan, on at least annual basis.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese 2

Reading: Russian 4;

Writing: Russian 3;

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: US Foreign Policy in Northeast Asia (International Policy Studies program at Stanford); Directed Reading on Sino-Japanese relations; Directed reading on Contemporary Japanese nationalism and wartime memory; Directed reading on Japanese foreign policy.

Research/Teaching Specializations: Formation of wartime historical memory in Asia; Regionalism in East Asia; Japanese Foreign Policy; Japanese domestic politics; Korean foreign policy; North Korea; Inter-Korean relations; U.S. security and foreign policy in Northeast and East Asia; Subnational regional integration in Northeast Asia; Sino-Japanese relations and Japan-Korea relations; Russian foreign policy in Asia.

Distinctions: National Asia Research Fellow by the Woodrow Wilson International Center for Scholars and the National Bureau of Asian Research in 2010; grantee US-Japan Foundation, Northeast Asia History Foundation, Taiwan Foundation for Democracy, Sasakawa Peace Foundation.

Recent Publications: *Confronting Memories of World War II: European and Asian Legacies*, co-editor, University of Washington Press, 2014; "Textbooks and Patriotic Education: Wartime

Memory Formation in China and Japan," *Asia-Pacific Review*, May, 2013; *History Textbooks and the Wars in Asia: Divided Memories*, co-editor, Routledge, 2011. *Cross Currents: Regionalism and Nationalism in Northeast Asia*, co-editor, Shorenstein APARC, distributed by Brookings Institution Press, 2007; *First Drafts of Korea: The U.S. Media and Perceptions of the Last Cold War Frontier*, co-editor, 2009; *Does South Asia Exist?: Prospects for Regional Integration*, co-editor, 2010. "State Under Stress: Prospects for Transformation in North Korea," in *Troubled Transition*, Shorenstein APARC, 2013; *The New Asianism: Japanese Foreign Policy under the Democratic Party of Japan in the July 2011 issue of Asia Policy and in Japan Under the DPJ*, Shorenstein APARC, 2013; *Strategic Abandonment: Alliance Relations in Northeast Asia in the Post-Iraq Era in Towards Sustainable Economic and Security Relations in East Asia: U.S. and ROK Policy Options*, Korea Economic Institute, 2008.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Sommer, Matthew

Faculty

Name (Title): Matthew Sommer (Associate Professor)

Department (Tenured?): History (Yes)

Education: Ph.D., UCLA (1994); M.A., University of Washington (1987); B.A., Swarthmore College (1983)

Academic Experience: University of Pennsylvania 1994-2002

Overseas Experience: Taiwan 1983-85; China 1991-92, Also multiple summer visits during 1996-2008; Japan 1988-89, Short visit in 2003

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4

Reading: Chinese-4

Writing: Chinese-3

Teaching/Research Time Devoted to East Asian Studies: 95%

Area Courses Taught: HIST 93/193: Late Imperial China, HIST 92A: Historical Roots of Modern East Asia (w/ Karen Wigen), HIST 295J: Chinese Women's History, HIST 296: Mao's Cultural Revolution (Summer), HIST 393: Frontier Expansion and Ethnic Statecraft in the Qing Empire, HIST 39.

Research/Teaching Specializations: The traffic in women in late imperial China; Female deficit in contemporary China; History of homosexuality in China, especially 18th Century; Traditional means of abortion in China

Distinctions: 2009-11 Grant from the Andrew M. Mellon Foundation; 2007-10 Presidential Fund for Innovation in International Studies (Stanford University); 2008 Gordon and Dailey Pattee Faculty Fellowship to recognize outstanding faculty in the humanities and social sciences (Stanford University); 2006-08 Japanese Government Fellowship for Scientific Research; 2007 Young Faculty Career Development Award, School of Humanities and Sciences;

Recent Publications: Matthew Sommer, "The Gendered Body in the Qing Courtroom," *Journal of the History of Sexuality*, 22: 2, pp. 281-311, 2013.; Matthew Sommer, "The Field of Qing Legal History," in Zhang Haihui et al., eds., *A Scholarly Review of Chinese Studies in North America*, Association for Asian Studies, pp. 113-132, 2013.; Matthew Sommer, "Scandal in the Garden: The Story of the Stone as a 'Licentious Novel'," in Andrew Schonebaum and Tina Lu, eds., *Approaches to Teaching The Story of the Stone (Dream of the Red Chamber)*, Modern Language Association of America, pp. 186-207, 2012.; Matthew Sommer, "堕胎在明清时期的中国: 日常避孕抑或应急性措施?" (Abortion in Late Imperial China: Routine Birth Control or Crisis

Intervention? trans. by Zhang Yu 张宇), *中国乡村研究 (Rural China: An International Journal of History and Social Science)*, 9, pp. 1-52, 2011. Matthew Sommer, "Abortion in Late Imperial China: Routine Birth Control or Crisis Intervention?" *Late Imperial China*, 31: 2, pp. 97-165, 2010.
Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Steinberg, Diane H. External Evaluator

Name (Title): Diane H. Steinberg (External Evaluator)

Department (Tenure Status): N/A (N/A)

Education: Ph.D., University of California, Berkeley; M.A., Stanford University; B.A., Stanford University

Academic Experience: University of California, Los Angeles, 2002-2003; University of California, Berkeley, 1994-1996

Overseas Experience: No data

Language Proficiency: N/A

Speaking:

Reading:

Writing:

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: International Criminal Court (section)

Research/Teaching Specializations: human rights; education

Distinctions: Psychology Honors Program, 1987-1988

Recent Publications: Niemi, D., Wang, J., Steinberg, D.H., Baker, E.L., & Wang, H. (2007). "Instructional Sensitivity of a Complex Language Arts Performance Assessment." *Educational Assessment*, 12(3-4), 215-237.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Straub, William Staff

Name (Title): William Straub (Associate Director of Korean Studies Program)

Department (Tenure Status): IPS (No)

Education: M.A., NA (0); B.A., University of Louisville (1975)

Academic Experience: Stanford, 2001-present

Overseas Experience: Korea: 1979-1984, 1999-2002, 2007; Japan: 1986-1991, 1991-1993, Germany 1976-1978

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Korean-4,

Reading: Korean-4,

Writing: Korean-3,

Teaching/Research Time Devoted to East Asian Studies: 100

Area Courses Taught: U.S. Policy toward Northeast Asia

Research/Teaching Specializations: The strategic challenge posed to the United States, the Republic of Korea, and the U.S.-ROK alliance by North Korea, including the nuclear issue; and U.S. foreign policy toward Northeast Asia, especially the rise of China and the U.S.-Japanese alliance.

Distinctions:

Recent Publications: Edited book: SAIS U.S.-Korea Yearbook 2006; Co-edited books: Beyond North Korea: Future Challenges to South Korea's Security (2011); Troubled Transition: North

Korea's Politics, Economy and External Relations (2013); Book Chapters: The United States and Reconciliation in East Asia, in "East Asia's Haunted Present," edited by Hasegawa and Togo, 2008; Public Diplomacy and the Korean Peninsula, in "First Drafts of Korea," edited by Macintyre, Sneider, Shin, 2009; Co-authored North Korea's Distorted View of the United States and Japan in Troubled Transition: North Korea's Politics, Economy and External Relations (2013); Papers: US's Viewpoint toward Peace Forum on the Korean Peninsula, 2006; U.S. and ROK Strategic Doctrines and the U.S.-ROK Alliance, 2006; The Consequences of the North Korean Nuclear Test for U.S.-Korean Relations: An American Perspective, 2006; The U.S. Approach to North Korean Denuclearization, Asia Foundation, 2007; The Lee Myung-bak Government and Policy Options on North Korean Issues: U.S. Perspectives, 2008; Policy Reports: "New Beginning the U.S.-ROK Alliance: Recommendations to U.S. Policymakers, April 2008, March 2009, May 2010, October 2011, June 2013; Policy Reports: Korea-U.S. West Coast Strategic Forum; Nov. 2009, June 2010, December 2010, June 2011, Dec. 2011, June 2012, Nov. 2012, June 2013, Dec. 2013; Policy Report, co-author, "The North Korea Problem and the Necessity for South Korean Leadership, 2013

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Sun, Chao Fen

Faculty

Name (Title): Chao Fen Sun (Professor)

Department (Tenured?): East Asian Languages & Cultures (Yes)

Education: Ph.D., Cornell University (1988); M.A., University of Oregon (1984); B.A., East China Normal University (1974)

Academic Experience: University of Wisconsin in Madison (1991-92), City University of Hong Kong (1988-90), East China Normal University (1974-76, 1978-81)

Overseas Experience: Teaching: Shanghai, China 1974-76 and 1978-81. Hong Kong 1988-1990. Research: 1988-present (one to two months annually)

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-5

Reading: Chinese-5, French-3

Writing: Chinese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Chinese Language, Culture and Society; Classical Chinese; History of Chinese; Structure of Chinese; Seminar on Chinese Syntax.

Research/Teaching Specializations: Historical emergence of the Chinese resultative verb compounds over the last two millennia.

Distinctions: Yangtze Scholar from the Chinese Ministry of Education, Beijing Language and Culture University, 2009-2012. Adjunct Professor and researcher, Shaanxi Normal University, Xi'an, China, 2007-present. Advisory Professor, East China Normal University, Shanghai, December, 2004-present. Bing Undergraduate Initiative Award, 1996 and 1992. William H. and Frances Green Faculty Fellow, 1996-97.

Recent Publications: Chao Fen Sun, Elizabeth Closs Traugott, "Grammaticalization and word order Change", In Heine and Harrog, eds., *Oxford Handbook of Grammaticalization*, pp. 378-388, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Takeuchi, Melinda R. Faculty

Name (Title): Melinda R. Takeuchi (Professor)

Department (Tenure Status): East Asian Languages & Cultures/ Art & Art History (Yes)

Education: Ph.D., U. Michigan (1979); M.A., U C Santa Barbara (1972); B.A., U C Santa Barbara (1966)

Academic Experience: University of Denver 1978-79; Amherst College 1979-80

Overseas Experience: Japan, more than 10 trips

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese - 3

Reading: Japanese - 4

Writing: Japanese- 1

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Theme and Style in Japanese Art; The Japanese Tea Ceremony; Japanese Woodblock Prints; Introduction to Traditional Japanese Civilization; Arts of War and Peace (Momoyama and Edo culture); Ideas and Forms in Asian Art

Research/Teaching Specializations: Writing book on the Horse Culture of Japan

Distinctions: Fulbright, Japan Foundation, SSRC Grants. Book Taiga's True views won the AAS Northeast Asia Council book prize

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Tanaka, Kozo Staff

Name (Title): Kozo Tanaka (Circulation/Stacks Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:

Number of Theses Supervised in Last Five Years: N/A

Templeman, Kharis Staff

Name (Title): Kharis Templeman (Program Manager)

Department (Tenured?): Freeman Spogli Institute for International Studies--Taiwan Democracy Program (N/A)

Education: M.A., (0); B.A., University of Rochester (2002)

Academic Experience: No

Overseas Experience: Taiwan: 2002-03, 2007-08, all other years for short (<2 weeks) visits

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese - 3

Reading: Chinese - 3

Writing: Chinese - 3

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: None

Research/Teaching Specializations: Democratization, Taiwan Studies, Politics of East Asia, Chinese Studies, Parties and Elections

Distinctions:

Recent Publications: 2012, "The Myth of Consociationalism?: Conflict Reduction in Divided Societies," Comparative Political Studies 45(12): 1545-1571

Number of Theses Supervised in Last Five Years: N/A

Tethong, Tenzin

Research Fellow

Name (Title): Tenzin Tethong (Research Fellow)

Department (Tenure Status): Department of Religion, Ho Center for Buddhist Studies / Tibetan Studies Initiative, Distinguished Fellow (No)

Education: No data

Academic Experience: New School, New York

Overseas Experience: Taiwan 2005

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Tibetan 5

Reading: Tibetan 4

Writing: Tibetan 4

Teaching/Research Time Devoted to East Asian Studies: 20%

Area Courses Taught: Myth, History and Politics of Tibet, The Dalai Lama and the World of Tibetan Buddhism, The Exile of the Dalai Lama and the Tibetans

Research/Teaching Specializations: Writing history of Tibet and Tibetan in Exile. How the Tibetans survived, carried out cultural preservation work successfully, built an educational system among the best in the Himalayas, and monastic institutions that cater to a worldwide student body.

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Tian, Yuan

Staff

Name (Title): Yuan Tian (Director)

Department (Tenured?): Bing Overseas Studies-Beijing (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Tomiyama, Yoshiko **Language Lecturer**

Name (Title): Yoshiko Tomiyama (Lecturer)

Department (Tenure Status): Stanford Language Center (No)

Education: Ph.D., UCLA (2009); M.A., UCLA (2000); B.A., Osaka University (1992)

Academic Experience: Osaka University (1995-1998), Kyoto University of Foreign Studies (1995-1998), Osaka Prefecture University (1996-1998), UCLA (1999-2003)

Overseas Experience: Japan 1995-1998 Summer program at Kyoto University of Foreign Studied 1999-2003

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Third-year Japanese 117, 118, 119 (old 127, 128, 129) First-year Japanese 7,8,9 Second-year Japanese 17A and summer program; Research/Teaching Specializations: Second language acquisition of Japanese. Working on a textbook for Intermediate-Advanced Japanese learners, which is scheduled for publication in February 2011 from The Japan Times.

Distinctions: CEAS Faculty Grants, summer 2005. The Sasakawa Fellowship, UCLA Center for Japanese Studies, 2003.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Tse, Edison TS **Faculty**

Name (Title): Edison Tse (Associate Professor)

Department (Tenure Status): Management Science and Engineering (Yes)

Education: Ph.D., MIT (1970); M.S., MIT (No data), B.A., MIT (No data)

Academic Experience: No data

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 15%

Area Courses Taught: No data

Research/Teaching Specializations:

Distinctions: 1973 Donald P. Eckman Award for outstanding achievement in the field of automatic control

Recent Publications: Edison Tse, Kim, K., "Dynamic search engine competition with a knowledge-sharing service", Decision Support Systems, 52 (2), pp. 427-437, 2012.; Edison Tse,

Kim, K., "Dynamic Competition Strategy for Online Knowledge-Sharing Platforms", *International Journal of Electronic Commerce*, 16 (1), pp. 41-76, 2011.; Edison Tse, Zhao, W., "Competition in Search Engine Market", *Journal of Business Strategies*, 2011.; Edison Tse, Gu, M., "Building innovative organizations in China: The 'execution plus' organization", *Asia Pacific Journal of Management*, 27 (1), pp. 25-53, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Uchida, Jun

Faculty

Name (Title): Jun Uchida (Assistant Professor)

Department (Tenure Status): History (No)

Education: Ph.D., Harvard University (2005); M.A., University of California at Berkeley (1997); B.A., Cornell University (1995)

Academic Experience: Harvard University (1998-2006), UC Berkeley (1995-1998); Cornell University (1991-1995)

Overseas Experience: Japan and S. Korea: 2001-2003; Japan: every summer until present for conferences and research

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-5

Reading: Japanese-5

Writing: Japanese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: HIST 195C: Modern Japanese History (lecture); HIST 282D/392D: Japan in Asia, Asia in Japan (undergraduate/graduate colloquium); HIST 396D: Modern Japan (graduate core seminar); HIST 498C/D: Japanese Colonial Archives (graduate research seminar)

Research/Teaching Specializations: My current research focuses on the history of Japanese settlers in colonial Korea, one of the largest colonial communities in the twentieth century. By examining the lives of ordinary settlers and their interactions with Koreans, I am interested in unpacking the informal conduits of power and complex dynamics of cross-cultural encounter that drove the local operation of empire.

Distinctions: Korea Institute & Reischauer Institute for Japanese Studies Joint Postdoctoral Fellowship, Harvard University, 2008-9; Harold K. Gross Dissertation Prize, Harvard University, 2006; Academy Scholar at the Harvard Academy for International and Area Studies, Harvard, 2004-6; Social Science Research Council International Dissertation Field Research Fellowship, 2002-3

Recent Publications: Jun Uchida, "Between Collaboration and Conflict: State and Society in Wartime Korea" in Masato Kimura, Tosh Minohara, eds, *Tumultuous Decade: Japan's Challenge to the International System, 1931-41*, Toronto: Toronto University Press, 2013.; Jun Uchida, "The Public Sphere in Colonial Life: Residents' Movements in Korea under Japanese Rule", *Past & Present*, no. 220, pp. 217-48, 2013.; Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*, Harvard University Asia Center; Harvard UP, 2011.; Jun Uchida, "A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea," *Journal of Asian Studies*, vol. 70, no. 3, pp. 706-729, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 2/2/0

Uehira, Hiromi **Staff**

Name (Title): Hiromi Uehira (Housing Coordinator)
Department (Tenured?): Bing Overseas Studies-Kyoto (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 50%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Uyechi, Linda **Faculty**

Name (Title): Linda Uyechi (Lecturer)
Department (Tenure Status): Music (No)
Education: Ph.D., Stanford (1995); M.A., Stanford (1981); B.A., Stanford (1979)
Academic Experience: None
Overseas Experience: Netherlands: 1993
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: German-2
Reading: German-2
Writing: German-1
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: Perspectives in North American Taiko
Research/Teaching Specializations: taiko in North America, language in the Asian American community, signed languages
Distinctions: No data
Recent Publications: N/A
Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Van Slyke, Lyman P. **Faculty—Emeritus**

Name (Title): Lyman P. Van Slyke (Professor Emeritus)
Department (Tenure Status): History (No)
Education: Ph.D., University of California, Berkeley (1964); M.A., University of California, Berkeley (1958); B.A., Carleton College (1951)
Academic Experience: Stanford, 1963-1997, Carleton College 1999
Overseas Experience: Taiwan, 1960-62, 1964-65, 1989, every year to 1995; Japan, 1968; China, 1975, 1979, 1982, 1985, every year since (trips)
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Chinese-4
Reading: Chinese-4

Writing: Chinese-3

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Since retirement, I have taught often in Stanford's Continuing Studies Program. Courses on the Korean War, China, Tibet, the Silk Road, etc.

Research/Teaching Specializations: "The Life and Death of Liang Ji, 1858-1918. The life, times, and death by suicide of Liang Ji, father of Liang Shuming, 1893-1984. (book-length study); "The History and Social Uses of Gutta Percha" Along with rubber, a molecular relative, this Asian gum was the most valuable and versatile natural polymer available, and remained so until artificial plastics replaced it in the late 1930s (article); "Mao Zedong: from pragmatism to dogmatism" (article)

Distinctions: 2004. Carleton College. Honorary degree: Doctor of Laws 2003. Stanford University, Distinguished Graduate Teaching Award, jointly with Harold L. Kahn 1996. Carleton College Alumni Distinguished Achievement Award. 1992-93. Stanford Humanities Center Fellowship. 1992-93. American Council of Learned Societies, Research/Travel Fellowship 1984. Stanford University, Dean's Award for Excellence in Teaching, 1969. Fulbright Fellowship (Japan). 1957-60, 1962-63. Ford Foundation Fellowships for graduate study.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0

Vinograd, Richard

Faculty

Name (Title): Richard Vinograd (Professor)

Department (Tenure Status): Art & Art History (Yes)

Education: Ph.D., UC Berkeley (1979); M.A., UC Berkeley (1972); B.A., UCLA (1970)

Academic Experience: USC, 1983-89 Columbia University 1979-82

Overseas Experience: Taiwan, 1972-74; 1977; Summer, 1992 every few years for conferences, exhibitions, research Japan - 1976-78; fall 1986; every few years for conferences, exhibitions, research (most recent in Summer, 2009) PR China, fall 1982; once or twice every year or two

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese -3

Reading: Chinese -4

Writing: Chinese -1

Teaching/Research Time Devoted to East Asian Studies: 95%

Area Courses Taught: AH 2, Asian Art and Culture AH 185/385 Art in China's Modern Era AH 183/383 Cultures in Competition: Art in China, 900-1550 AH 283A Shanghai/Paris AH 185B Chinese Contemporary Art one or two graduate seminars a year on Chinese painting or print culture t

Research/Teaching Specializations: Modern Chinese ink painting and historiography, The court and the art world in late Ming dynasty China.

Distinctions: Shimada Prize Lecturer in Asian Art, 1994 ACLS Fellowship, 1986-87 NEH Fellowship 1982-83

Recent Publications: Richard Vinograd, "Making Natural Languages in Contemporary Chinese Art," in Roger Ames and Hsingyuan Tsao, eds., *Xu Bing and Contemporary Chinese Art: Cultural and Philosophical Reflections*, Albany: SUNY Press, pp. 95-115, 2011.; Richard Vinograd, "Facing the Modern: Wu Changshuo and the Spaces of Portraiture", essay for the *Tracing the Past, Initiating the Future exhibition catalogue*, Stanford University: Cantor Center for Visual Arts,

Stanford University, pp. 55-58, 2010.; Richard Vinograd, "Modern Passages: Chinese Ink Painting in an Era of Transformation", essay for the *Tracing the Past, Initiating the Future exhibition catalogue* (Stanford: Cantor Center for Visual Arts, pp. 39-51, 2010).

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Voss, Barbara	Faculty
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Name (Title): Barbara Voss (Associate Professor, Anthropology)

Department (Tenure Status): Anthropology (Yes)

Education: M.A., University of California Berkeley (2002); B.A., Stanford University (1988)

Academic Experience: Yes

Overseas Experience: Peru 1985; Turkey 1988; Spain 2006; England 2008

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Spanish

Reading: Spanish

Writing: Spanish

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: Public Archaeology: The Market Street Chinatown Archaeology Project

Research/Teaching Specializations: I am a historical archaeologist whose research centers on the dynamics and outcomes of transnational cultural encounters in the Americas. This research includes the archaeology of overseas Chinese communities in the 19th and early 20th centuries. In this capacity I serve as Principal Investigator of the Market Street Chinatown Archaeology Project, a community-based research program developed to study and interpret the history and archaeology of San Jose's first Chinese community; and the Director of Archaeology for the Chinese Railroad Workers in North America Project.

Distinctions: 2010-2013 Richard E. Guggenheimer Faculty Scholar; 2008, Ruth Benedict Prize, *The Archaeology of Ethnogenesis* (University of California Press, 2008); 2008,

Gordon R. Willey prize for "From Casta to Californio, *American Anthropologist* (2005); 2007-2008, Hellman Faculty Scholar, Stanford University Program on Urban Studies; 2002, Robert Heizer Prize for Excellence in the Study of California Archaeology; 2000, Ruth Benedict Prize, *Archaeologies of Sexuality* (Routledge, 2000); 1996 – 2001, National Science Foundation Graduate Fellow; 1996 – 1999, William and Flora Hewlett Foundation Fellowship; 1996 – 1997, American Association of University Women Career Development

Recent Publications: Monographs: Voss, B. L. 2008. *The Archaeology of Ethnogenesis: Race and Sexuality in Colonial San Francisco*. University of California Press, Berkeley; Edited Volumes: Voss, B. L. and E. C. Casella (editors). 2012. *The Archaeology of Colonialism: Intimate Encounters and Sexual Effects*. Cambridge University Press, Cambridge; Contributed chapters: Chapter 1. Casella, E. C. and B. L. Voss. 2012. Intimate encounters: an archaeology of sexualities within colonial worlds. Pp. 1-10; Chapter 2. Voss, B. L. 2012. Sexual effects: postcolonial and queer perspectives on the archaeology of sexuality and empire. Pp. 11-30; Chapter 11. Voss, B. L. 2012. The scale of the intimate: imperial policies and sexual practices in San Francisco. Pp. 173-193; Voss, B. L. and B. Williams (editors). 2008. *The Archaeology of Chinese Immigrant and Chinese American Communities*. Thematic issue of *Historical Archaeology* 42(3). Contributed articles listed in following section; Peer-Reviewed Journal Articles: Cummings, L. S., B. L. Voss, B. L., C. Y. Yu, P. Kovarik, K. Puseman, C. Yost, R. Kennedy, and M.S. Kane. 2014 [in press]. Fan and Tsai: Intra-community variation in plant-based food consumption at the Market Street Chinatown, San Jose, California. *Historical*

Archaeology in press; Voss, B. L., A. W. Kwock, C. Y. Yu, L. Gong-Guy, A. Bray, M. S. Kane, and R. Allen. 2013 [in press]. Market Street Chinatown Archaeology Project: Ten years of community-based, collaborative research on San Jose's historic Chinese community. *Chinese America: History & Perspectives* "The Journal of the Chinese Historical Society of America in press.

Voss, B. L. 2012. Curation as research: a case study in orphaned and underreported archaeological collections. *Archaeological Dialogues* 19(2) 145-169; Voss, B. L. and M. S. Kane. 2012. Re-establishing context for orphaned collections: a case study from the Market Street Chinatown, San Jose, California. *Collections: A Journal for Museum and Archives Professionals* 8(2):87-112.

Voss, B. L. 2012. Status and ceramics in Spanish colonial archaeology. *Historical Archaeology* 46(2):39-54; Voss, B. L. 2010. Matter out of time: the paradox of the 'contemporary past'. *Archaeologies: Journal of the World Archaeological Congress* 6(1):181-192.

Voss, B. L. and R. Allen. 2010. Guide to ceramic MNV calculation qualitative and quantitative analysis. *Technical Briefs in Historical Archaeology* 5:1-9; Voss, B. L. 2008. Gender, race, and labor in the archaeology of the Spanish colonial Americas. *Current Anthropology* 49(5):861-897; Voss, B. L. 2008. Poor people in silk shirts: dress and ethnogenesis in Spanish-colonial San Francisco. *Journal of Social Archaeology* 8(3):404-432; Voss, B. L. 2008. Sexuality studies in archaeology. *Annual Review of Anthropology* 37(1):317-336; Williams, B. and B. L. Voss. 2008

. The archaeology of Chinese immigrant and Chinese American communities. *Historical Archaeology* 42(3):1-4; Voss, B. L. and R. Allen. 2008. Overseas Chinese archaeology: historical foundations, current reflections, and new directions. *Historical Archaeology* 42(3):5-28; Voss, B. L. 2008. Between the household and the world-system: social collectivity and community agency in Overseas Chinese archaeology. *Historical Archaeology* 42(3):37-52; Voss, B. L. 2008. Domesticating imperialism: sexual politics and the archaeology of empire. *American Anthropologist* 110(2):191-203.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Walder, Andrew

Faculty

Name (Title): Andrew Walder (Professor)

Department (Tenure Status): Sociology (Yes)

Education: Ph.D., University of Michigan (1981); B.A., Johns Hopkins (1975)

Academic Experience: Columbia University 1982-1987; Harvard University 1987-1995; Hong Kong University of Science and Technology 1995-97

Overseas Experience: China 1986 (6 mos.), 1988 (2 mos), 2004 (1 mo.), 2006 (3 mos), 2008 (3 mos). Average of 2 trips per year of 2 weeks each from 1982 to 2009 Hong Kong 1979-80 (1 year), 1984 (3 mos), 1985 (2 mos), 1988 (2 mos), 1995-98 (3 years); average of 3 trips per year

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-4

Reading: Chinese-4

Writing: Chinese-2

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Soc 117A China Under Mao; Soc 107 China After Mao

Research/Teaching Specializations: Political conflict in China, 1966-69; Chinese corporate economy.

Distinctions: Distinguished Scholarly Publication Award, American Sociological Association, 1987; Joseph Levenson Book Prize, Association for Asian Studies, 1988; European Group on Organization Studies Book Award, Section on Organizations and Occupations, American Sociological Association, 1988; National Science Foundation Grant; 1987-89. Ford Foundation, 1995-97. Research Grants Council, Hong Kong, 2004-07.

Recent Publications: Andrew Walder, Dong Guoqiang, "Local Politics in the Chinese Cultural Revolution: Nanjing Under Military Control", *Journal of Asian Studies*, 70: 3, pp. 1-23, 2011.; Andrew Walder, "From Control to Ownership: China's Managerial Revolution." *Management and Organization Review*, 7: 1, pp. 19-38, 2011.; Andrew Walder, Dong Guoqiang, "Factions in a Bureaucratic Setting: The Origins of Cultural Revolution Conflict in Nanjing." *China Journal* 65, pp. 1-25, 2011.; Andrew Walder, Dong Guoqiang, "Nanjing's Failed 'January Revolution' of 1967: The Inner Politics of a Provincial Power Seizure", *China Quarterly* 203, pp. 675-692, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 5/7/10

Wang, Ban

Faculty

Name (Title): Ban Wang (Professor)

Department (Tenure Status): East Asian Languages & Cultures (Yes)

Education: Ph.D., UCLA (1993); M.A., Beijing Foreign Studies University (1985); B.A., Beijing Foreign Studies University (1982)

Academic Experience: SUNY-Stony Brook (1993-2000); Harvard (2002-2003); Rutgers University (2000-2007)

Overseas Experience: China: 1985-1988;

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-5

Reading: Chinese-5

Writing: Chinese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Modern Chinese Literature: Tradition, Modernity, and Revolution, undergraduate class. China and the World: Aesthetics, Ethics, and Literature, graduate seminar. Politics and Passion in Chinese Films. Undergrad Film and History. Grad Seminar Aesthetics and

Research/Teaching Specializations: Tianxia as a point of departure to investigate thought and practice in China's changing positions and self-understanding with a view to the world of humanity. Focusing on China's visions of world-making and world-ordering, tracing variations of Chinese global consciousness and offering historically conditioned analysis into the meanings of social, political, and aesthetic practices in a geopolitical context.

Distinctions: NEH Summer Grant 1997; NEH Fellowship 2000; Fellowship of Institute for Advanced Study, Princeton, 2007; Presidential Fund for Innovation in the Humanities, Stanford, 2009; NEH Summer Institute 2010.

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/12/12

Wang, Huazhi

Language Lecturer

Name (Title): Huazhi Wang (Lecturer)

Department (Tenure Status): Stanford Language Center (No)

Education: Ph.D., Cornell (1999); M.A., Cornell (1992); B.A., Beijing University (1988)

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: English-4,

Reading: English-4,

Writing: English-4,

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Chinese language courses (Third-year Modern Chinese and Business Chinese)

Research/Teaching Specializations: Technology and foreign language acquisition; Internet-related Chinese pop culture

Distinctions: N/A

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Wang, John C.Y.

Faculty—Emeritus

Name (Title): John C.Y. Wang (Professor - Emeritus)

Department (Tenure Status): East Asian Languages & Cultures (Yes)

Education: Ph.D., Cornell University (1968); M.A., University of Minnesota (1962); B.A., National Taiwan University (1957)

Academic Experience: Yale University, summer of 1961, 1962, 1963; University of Iowa, 1962-1963; University of Michigan, 1966-1969

Overseas Experience: Japan 1975; Taiwan and Hong Kong 1975-76; Hong Kong 1990, 1991, 1993, 1995-1997; Singapore 1999; Taiwan 1999-2000; Beijing, 2005

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: French 1, Chinese 5

Reading: French 3, Chinese 5

Writing: French 1, Chinese 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Chinese language courses at all levels; Chinese fiction and drama; Chinese myths and legends; literary criticism; seminars on the *zuozhuan*, *Shiji*, and *Dream of the Red Chamber*; Proseminar; English translations of the *Book of Mencius*

Research/Teaching Specializations: "A History of Literary Commentaries in China" (with Profs. Zhang Peiheng and Wu Guanwen of Fudan University) "From *Zuozhuan* to *Shiji*: The Art of Early Chinese Narrative" (a book-length study of early Chinese historical narratives)

Distinctions: Fulbright Overseas Research Fellowship, 1975-1976; ACLS Fellowship, 1975-76; Distinguished Professorship, Academia Sinica (Taiwan), 1999-2000

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Wang, Leigh

Staff

Name (Title): Leigh Wang (Confucius Institute Manager)

Department (Tenured?): East Asian Languages and Cultures (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Wang, Marian

Staff

Name (Title): Marian Wang (Finance Manager)

Department (Tenured?): Freeman Spogli Institute for International Studies--Stanford Center at Peking University (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Wang, Xiaowen

Staff

Name (Title): Xiaowen Wang (Administrative Associate/Operations Manager)

Department (Tenured?): East Asia Library (N/A)

Education:

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking:

Reading:

Writing:

Teaching/Research Time Devoted to East Asian Studies: 50%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:

Number of Theses Supervised in Last Five Years: N/A

Warren, Debbie **Staff**

Name (Title): Debbie Warren (Event Coordinator)
Department (Tenured?): Shorenstein Asia Pacific Research Center (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Watanabe, Mako **Staff**

Name (Title): Mako Watanabe (Financial Coordinator)
Department (Tenured?): Bing Overseas Studies-Kyoto (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience:
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 50%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Wee, Johanna **Staff**

Name (Title): Johanna Wee (Sales and Marketing Manager)
Department (Tenured?): SPICE (N/A)
Education: MA, San Francisco State University (2011); BA, Santa Clara University (1998)
Academic Experience: N/A
Overseas Experience: Japan: 2000-2001
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Japanese-2
Reading: Japanese-2
Writing: Japanese-1
Teaching/Research Time Devoted to East Asian Studies: 25%
Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: N/A

Recent Publications: N/A

Number of Theses Supervised in Last Five Years: N/A

Wigen, Kären

Faculty

Name (Title): Kären Wigen (Professor)

Department (Tenure Status): History (Yes)

Education: Ph.D., University of California, Berkeley (1990); M.A., University of California, Berkeley (1985); B.A., University of Michigan, Ann Arbor (1980)

Academic Experience: Duke University (1990-2002)

Overseas Experience: Japan: spring 2008 (teaching); 15 research trips since 1985.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Japanese-4

Reading: Japanese-4

Writing: Japanese-3

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: World History Colloquium & Pedagogy Workshop (with Martin Lewis)
Maps and Gazetteers as Sources for East Asian History Maps, Borders, and Conflict in East Asia
Cultures of Japanese Imperialism Roots of Modern East Asia (with Matthew Sommer) Scenes In
and Around the Capital (for Stanford in Kyoto) Old World Encounters (with Martin Lewis)

Maps in the Early Modern World Japan's Nineteenth Century Directions in Asian Studies Japan
in the Age of the Samurai Maps and the Modern Imagination Modernizing Japanese Women

Research/Teaching Specializations: Maps and gazetteers as sources for cultural history in East
Asia; cartography and empire; the regional concept in area studies; scale as an analytical
category; historical geography of Japan; world history pedagogy.

Distinctions: 2006 ACLS Fellowship (American Council of Learned Societies) 2006 Stanford
Humanities Center Faculty Fellowship 2006 NEH Award for Advanced Research 2005, 2003
Northeast Asia Council of the Association for Asian Studies, for Summer Workshop on Japanese
Documents. 2003-'07 Japan Fund Grants for Summer Workshop, IIS, Stanford University. Ford
Foundation Grant for Revitalizing Area Studies, for Oceans Connect: Phase II, Duke University
(co-PI with Martin Lewis), 1999-2002 National Humanities Center Research Fellowship, 1999
John K. Fairbank Prize, Association of American Historians, 1995 SSRC Dissertation
Fellowship, 1988 Fulbright-Hays Doctoral Dissertation Research Award, 1987 Japan Foundation
Research Award, 1996 Japan Society Translation Award, 1980

Recent Publications: Kären Wigen, *A Malleable Map: Geographies of Restoration in Central
Japan, 1600-1912*, 2012.; Kären Wigen, "The Past and Future of the Gaihozu (Japanese Imperial
Maps): Guest Editor's Introduction." *Cross-Currents: East Asian History and Culture Review*, 1:1,
pp. 132-136, 2012.; Kären Wigen, "Maps as metaphors: Charting approaches to inter-area history",
In *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*, edited by David
Palumbo-Liu, Bruce Robbins, and Nirvana Tanoukhi, Durham, NC: Duke University Press, pp.
138-154, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/3/0

Wilhelmsen, Victoria

Staff

Name (Title): Victoria Wilhelmsen (Program Advisor)

Department (Tenured?): Bing Overseas Studies (N/A)
Education: M.A., SIT Graduate Institute (2014); B.A., Chapman University (2007)
Academic Experience: No
Overseas Experience: NA
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: French- 2
Reading: French - 1
Writing: French - 1
Teaching/Research Time Devoted to East Asian Studies: NA
Area Courses Taught: NA
Research/Teaching Specializations: NA
Distinctions: NA
Recent Publications: NA
Number of Theses Supervised in Last Five Years: N/A

Wolf, Arthur P.**Faculty**

Name (Title): Arthur P. Wolf (Professor)
Department (Tenure Status): Human Biology (Yes)
Education: Ph.D., Cornell University (1964); B.S., Cornell University (1954)
Academic Experience: No data
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 50%
Area Courses Taught: No data
Research/Teaching Specializations: No data
Distinctions: No data
Recent Publications: N/A
Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Wolf Jr., Charles**Research Fellow**

Name (Title): Charles Wolf Jr. (Senior Research Fellow)
Department (Tenure Status): Hoover Institution (No)
Education: Ph.D., Harvard University; B.S., Harvard University
Academic Experience: Cornell, Berkeley, UCLA
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 10%
Area Courses Taught: No data
Research/Teaching Specializations: Long-term economic and military trends in Asia and Europe; economies of China, Japan, and Korea.

Distinctions: No data

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Wolfe, Mikael D.

Faculty

Name (Title): Mikael D. Wolfe (Assistant Professor)

Department (Tenured?): History (No)

Education: Ph.D., The University of Chicago; M.A., The University of Chicago; B.A., Columbia University

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Spanish-4, French-5, Japanese-3

Reading: Spanish-4, French-5, Japanese-3

Writing: Spanish-4, French-5, Japanese-3

Teaching/Research Time Devoted to East Asian Studies: N/A

Area Courses Taught: N/A

Research/Teaching Specializations: Modern Mexican and Latin American history, Environmental history, especially the socioeconomic and cultural dimensions of water management, engineering and technology, and climate change, Comparative and World History, especially between Latin America and the U.S. and Latin America and East Asia

Distinctions: N/A

Recent Publications: Mikael D. Wolfe , “The Sociolegal Redesignation of Ejido Land Use, 1856-1912,” in Matthew Butler and Antonio Escobar-Ohlmstede, ed. *Mexico in Transition: New perspectives on Mexican Agrarian History, Nineteenth and Twentieth Centuries/ México y sus transiciones: reconsideraciones sobre la historia agraria mexicana, siglos XIX y XX*, University of Texas-Austin and Centro de Investigaciones y Estudios Superiores en Antropología Social-Guadalajara, 2013.; Mikael D. Wolfe, “Considering the Alternatives: Multidisciplinary Perspectives on Agriculture, Water and Migration in Mexico under State Developmentalism and Neoliberalism,” *Mexican Studies/Estudios Mexicanos*, vol. 29, no. 1, 2013.; Mikael D. Wolfe, “The Historical Dynamics of Mexico’s Groundwater Crisis in La Laguna: Knowledge, Power and Profit, 1920s to 1960s,” *Mexican Studies/Estudios Mexicanos*, vol. 29, no 1, 2013.; Mikael D. Wolfe, “Bringing the Revolution to the Dam Site: How Technology, Labor and Nature Converged in the Microcosm of a Company Town in 1930s and 40s Mexico,” *Journal of the Southwest*, vol. 53, no. 1, 2011.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Wotipka, Christine Min

Faculty

Name (Title): Christine Min Wotipka (Associate Professor)

Department (Tenure Status): Education, School of (No)

Education: Ph.D., Stanford University (2001); M.A., Stanford University (1999); B.A., University of Minnesota, Twin Cities (1993)

Academic Experience: Director, Masters Programs in International Comparative Education and International Educational Administration and Policy Analysis, School of Education, Stanford University (2007-present)

Overseas Experience: Morocco 1992; Thailand 1993-95 and 2008; Rep. of Korea 1995-96; Rep. of Georgia 2007.

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Thai-2, French 2

Reading: French-2

Writing: French-2

Teaching/Research Time Devoted to East Asian Studies: 20%

Area Courses Taught: Co-Faculty Leader, Thailand Overseas Seminar, Bing Overseas Studies, Stanford University.

Research/Teaching Specializations: Worldwide Expansion of Early Childhood Education Programs; Cross-National Analysis of Female Faculty; Cross-national representation of girls and women in social science textbooks, 1970-present.

Distinctions: 2010-12 Spencer Foundation Grant, Globalization, Citizenship, and Education: A Cross-National Study of Curricula, 1955-2005. (with F. Ramirez and J. Meyer). \$263,350; 2008-09 Non-Residential Faculty Research Fellowship, Clayman Institute for Gender Research, Stanford University; 2008 Clayman Institute Collaboration Fund Award, Clayman Institute for Gender Research, Stanford University; 2000-01 American Dissertation Fellowship, American Association of University Women; 1999-2000 MacArthur Consortium Fellowship, Center for International Security and Cooperation, Stanford University; 1999-2000 Graduate Dissertation Fellowship, Institute for Research on Women and Gender, Stanford University; 1994 John E. Turner Award for Outstanding Honors Thesis in 1993, Second Place, College of Liberal Arts, University of Minnesota; 1992 Phi Beta Kappa, University of Minnesota.

Recent Publications: Muller, Carol B., Stacy Blake-Beard, Sylvia Barsion, and Christine Min Wotipka, "Learning from the Experiences of Women of Color in MentorNet's One-on-One Program." *Journal of Women and Minorities in Science and Engineering* 18, 4, pp. 317-338, 2012.; Schrader, Corbin Elizabeth and Christine Min Wotipka, "History Transformed? Gender in the World War II Narratives in U.S. History Textbooks, 1956-2007", *Feminist Formations* 23, 3, pp. 68-88, 2012.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Xia, Qing

Library Staff

Name (Title): Qing Xia (Chinese Cataloging/Acquisitions Specialist)

Department (Tenured?): East Asia Library (N/A)

Education: No data

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: No data

Reading: No data

Writing: No data

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Xie, Xiaoze **Faculty****Name (Title):** Xiaoze Xie (Professor)**Department (Tenure Status):** Art & Art History (Yes)**Education:** Ph.D., Master of Fine Arts; University of North Texas, Denton (1996); M.A., Central Academy of Arts and Design, Beijing (1992); B.A., Tsinghua University (1988)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese 5**Reading:** Chinese 5**Writing:** Chinese 5**Teaching/Research Time Devoted to East Asian Studies:** 15%**Area Courses Taught:** No data**Research/Teaching Specializations:** Painting**Distinctions:** No data**Recent Publications:** Morse, Trent, "Xiaoze Xie at Chambers Fine Art", *ARTnews*, pp. 109, 2011.; Baker, Kenneth. "Library Still Lives Exude Elegiac Air", *San Francisco Chronicle*, p. E3, January 9 2010.; Kelley, Jeff. "The Archivist" Catalogue essay, *Layers: Recent Works by Xiaoze Xie*, Chambers Fine Art, Beijing, China, 2010.; Bowie, Chas, "Quite a Group at Leach", *The Oregonian*, February 26, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Xue, Li-Tai** **Research Fellow****Name (Title):** Li-Tai Xue (Research Associate)**Department (Tenure Status):** Freeman Spogli Institute for International Studies (N/A)**Education:** No data**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** No data**Research/Teaching Specializations:** No data**Distinctions:** No data**Recent Publications:** John W. Lewis, Xue Litai, "Making China's Nuclear War Plan", *Bulletin of the Atomic Scientists*, vol. 68, 5, 2012.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Xue, Zhaohui** **Library Staff****Name (Title):** Zhaohui Xue (Chinese Studies Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A

Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions: No data
Recent Publications: No data
Number of Theses Supervised in Last Five Years: N/A

Yanagisako, Sylvia J.
Faculty

Name (Title): Sylvia J. Yanagisako (Professor)
Department (Tenure Status): Anthropology (Yes)
Education: Ph.D., University of Washington (1975); M.A., University of Washington (1969); B.A., University of Washington (1967)
Academic Experience: No data
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: ANTHRO 400: Dissertation Writer's Seminar (Winter 2008/9); ANTHRO 88: Theories in Race and Ethnicity (Winter 2008/9); ANTHRO 301: History of Anthropological Theory (Fall 2008); ANTHRO 400: Dissertation Writing Seminar (Fall 2008); ANTHRO 129: The Anthropology of Production and Consumption (Spring 2009); ANTHRO 400: dissertation Writers Seminar (Spring 2009)
Research/Teaching Specializations: No data
Distinctions: No data
Recent Publications: Sylvia J. Yanagisako, "Transnational Family Capitalism: Producing 'Made in Italy' in China", In *Vital Relations: Modernity and the Persistent Life of Kinship*, edited by Susan McKinnon and Fenella Cannell, Santa Fe: SAR Press, pp. 63-84, 2013.; Sylvia J. Yanagisako, "Immaterial and Industrial Labor: on false binaries in Hardt and Negri's Trilogy", *Focaal: Journal of Global and Historical Anthropology*, volume 64, pp. 16-23, 2012.
Number of Theses Supervised in Last Five Years (BA/MA/PHD): No data

Yang, Ai-Lin
Library Staff

Name (Title): Ai-Lin Yang (Technical Services Head/Chinese Technical Services Librarian)
Department (Tenured?): East Asia Library (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data

Reading: No data

Writing:

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions: No data

Recent Publications: No data

Number of Theses Supervised in Last Five Years: N/A

Yang, Jidong

Library Staff

Name (Title): Jidong Yang (Head)

Department (Tenured?): East Asia Library (N/A)

Education:

Academic Experience: N/A

Overseas Experience:

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking:

Reading:

Writing:

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: N/A

Distinctions:

Recent Publications:

Number of Theses Supervised in Last Five Years: N/A

Yang, Xiaoneng

Staff

Name (Title): Xiaoneng Yang (Curator of Asian Art)

Department (Tenured?): Cantor Arts Center (N/A)

Education: M.A., San Jose State University (1996); B.A., Tamkang University (1976)

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese-5

Reading: Chinese-5

Writing: Chinese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: N/A

Research/Teaching Specializations: Cataloging outsourcing for Chinese material

Distinctions: N/A

Recent Publications: Examples of AACR 2 Chapter 12: Continuing Resources that Ai-lin Yang coordinated was completed and posted on the LC's CPSO website, July 15, 2008 (<http://www.loc.gov/catdir/cpsoc/CJKChap12.pdf>); "Practical experience of Wen shi zi liao cataloging". Journal of East Asian libraries, No. 135, Feb. 2005, pp.24-34.

Number of Theses Supervised in Last Five Years: N/A

Yang, Yonghong Library Staff**Name (Title):** Yonghong Yang (Access/Information Services Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**Ye, Yinyu** Faculty**Name (Title):** Yinyu Ye (Professor)**Department (Tenure Status):** Management Science and Engineering (Yes)**Education:** Ph.D., Stanford University (1988); M.A., Stanford University (1983); B.A., Huazhong University of Science and Technology (1982)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese 5**Reading:** Chinese 5**Writing:** Chinese 5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** No data**Research/Teaching Specializations:** Continuous and Discrete Optimization; Mathematical Programming; Algorithm Design and Analysis; Computational Game/Market Equilibrium; Metric Distance Geometry; Graph Realization; Dynamic Resource Allocation; Stochastic and Robust Decision Making**Distinctions:** John von Neumann Theory Prize, 2009; IBM Faculty Award, 2009;**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Yearley, Lee H.** Faculty**Name (Title):** Lee H. Yearley (Professor)**Department (Tenured?):** Religious Studies (Yes)**Education:** Ph.D., University of Chicago (1969), M.A., University of Chicago (1966), B.A., Haverford College (1962)**Academic Experience:** N/A**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: N/A**Reading:** N/A**Writing:** N/A**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** N/A**Research/Teaching Specializations:** Comparative religious ethics, virtue theory, selected Christian thinkers, classical Chinese thought**Distinctions:** N/A**Recent Publications:** Lee H. Yearley , *Mengzi yu Aquina: meide lilun yu yonggan gainian*, trans. S. Zhonglian, Beijing: Zhongguo shehui kexue chubanshe, 2011**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Yin-Stevenson, Siejen****Staff****Name (Title):** Siejen Yin-Stevenson (Assistant Director)**Department (Tenured?):** School of Engineering--US-Asia Technology Management Center (N/A)**Education:****Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years:** N/A**You, Hui (Daisy)****Lecturer****Name (Title):** Hui (Daisy) You (Lecturer)**Department (Tenure Status):** Music (No)**Education:** B.A., Shanghai Conservatory of Music (1987)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** MUSIC5G Introduction to Guzheng**Research/Teaching Specializations:** Guzheng**Distinctions:** No data**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data

Yun, Hyunjeong Library Staff

Name (Title): Hyunjeong Yun (Korean Acquisitions Specialist)
Department (Tenured?): East Asia Library (N/A)
Education: No data
Academic Experience: N/A
Overseas Experience: No data
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: No data
Reading: No data
Writing: No data
Teaching/Research Time Devoted to East Asian Studies: 50%
Area Courses Taught: N/A
Research/Teaching Specializations: N/A
Distinctions:
Recent Publications:
Number of Theses Supervised in Last Five Years: N/A

Zeng, Hong Language Lecturer

Name (Title): Hong Zeng (Lecturer)
Department (Tenure Status): Stanford Language Center (No)
Education: M.A., UCLA (1995); B.A., Zhejiang University (1982)
Academic Experience: None
Overseas Experience: None
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Chinese -5
Reading: Chinese-5
Writing: Chinese-5
Teaching/Research Time Devoted to East Asian Studies: 100%
Area Courses Taught: First-year Modern Chinese
Research/Teaching Specializations: None
Distinctions: Dean's Award as an Outstanding Teacher, 2001-2002
Recent Publications: N/A
Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Zhang, Youping Language Lecturer

Name (Title): Youping Zhang (Lecturer)
Department (Tenure Status): Stanford Language Center (No)
Education: Ph.D., Rutgers University (2009); M.A., Xiamen Univeristy, China (1994); B.A., Beijing Language and Culture University (1991)
Academic Experience: Rutgers University 1998-2009; University of New Hampshire 2003-2004
Overseas Experience: N/A
Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)
Speaking: Chinese-5
Reading: Chinese-5

Writing: Chinese-5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: First-Year Modern Chinese; Intermediate Chinese Conversation

Research/Teaching Specializations: Chinese as Foreign Language writing

Distinctions: N/A

Recent Publications: N/A

Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A

Zhou, Xueguang

Faculty

Name (Title): Xueguang Zhou (Professor)

Department (Tenure Status): Sociology (Yes)

Education: Ph.D., Stanford (1991); M.A., Stanford (1985); B.A., Fudan University (1982)

Academic Experience: Duke University; Cornell University

Overseas Experience: China, 1993-2009

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese 5

Reading: Chinese 5

Writing: Chinese 5

Teaching/Research Time Devoted to East Asian Studies: 75%

Area Courses Taught: No data

Research/Teaching Specializations: Institutional change, government behaviors in China

Distinctions: Fellow, Center for Advanced Studies in Behavioral Sciences

Recent Publications: Xueguang Zhou, Hong Lian, Leonard Ortolano and Yinyu Ye, "A Behavioral Model of 'Muddling Through' in the Chinese Bureaucracy", *The China Journal*, 2013.; Xueguang Zhou, Shiding Liu, and Xiaoye Zhe, eds., *State Building and Government Behavior* (in Chinese, 国家建设与政府行为). Beijing: Chinese Social Science Press, 2012.; Xueguang Zhou, "Mobilizational State: Further Exploration in the Institutional Logic of State Governance in China", (in Chinese, "运动型治理机制: 中国国家治理的制度逻辑再思考") *Open Times* (开放时代) 9, pp. 100-120, 2012.; Xueguang Zhou, "The Road to Collective Debt in Rural China: Government Bureaucracies and Public Goods Provision," *Modern China* 38 (3), pp. 271-307, (Also appeared in Chinese translation, "通往集体债务之路: 政府组织、社会制度与乡村中国的公共产品供给"公共行政评论 2012 年第 1 期,, pp. 46-77, 2012.; Xueguang Zhou, Yun Ai, and Hong Lian. "The Limit of Bureaucratic Power in Organizations: the Case of the Chinese Bureaucracy", *Research in the Sociology of Organizations* 34, pp. 81-111, 2012.; Wei Zhao and Xueguang Zhou, "Status Inconsistency and Product Valuation in the California Wine Market", *Organization Science* 22 (6), pp. 1435-48, 2011.; Xueguang Zhou, "The Autumn Harvest: Peasants and Markets in Post-Collective Rural China", *China Quarterly* 208, pp. 911-929, 2011.; Xueguang Zhou and Lulu Li, "Rethinking Property Rights as a Relational Concept: Access to Financial Resources among Midsized and Small Firms in China", *Chinese Sociological Review* 44(1), pp. 26-70, 2011.; Xueguang Zhou, "Authoritarian State and Effective Governance: the Institutional Logic of State Governance in Contemporary China", (in Chinese) [权威体制与有效治理: 当代中国国家治理的制度逻辑] *Open Times* [开放时代]10, pp. 67-85, 2011.; Xueguang Zhou and Hong Lian, "Bargaining in the Chinese Bureaucracy", (in Chinese) [政府内部上下级部门间谈判的一个分析模型] *Social Science in China* [中国社会科学] 5, pp. 80-96, 2011.; Xueguang Zhou and Yun Ai, "Multiple Logics of Institutional Change: Toward an Analytical Framework," (in Chinese) [多

重逻辑下的制度变迁：一个分析框架] *Social Science in China* [中国社会科学] August(4), pp. 132-150, 2010.; Xueguang Zhou, "The Institutional Logic of Collusion among Local Governments in China", *Modern China* 36 (1), pp. 47-78, 2010.; Xueguang Zhou, "Can a falling leaf tell the coming of the autumn? Making sense of village elections in a township, ..., and in China", in *Growing Pain*, edited by J. Oi, S. Rozelle, and X. Zhou, Brookings Institution Press, (Also appeared in Chinese translation, "一叶知秋：从一个乡镇的村庄选举看中国社会的制度变迁", 社会 2009(3)), 2010.; Jean Oi, Scott Rozelle, Xueguang Zhou, eds., *Growing Pain: Tensions and Opportunities in China's Transformation*, Stanford: APARC, 2010.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/2/1

Zhou, Yiqun

Faculty

Name (Title): Yiqun Zhou (Assistant Professor)

Department (Tenure Status): East Asian Languages & Cultures (No)

Education: Ph.D., University of Chicago (2004); B.A., Peking University (1990)

Academic Experience: Valparaiso University (2004-2006)

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Chinese- 5

Reading: Chinese- 5

Writing: Chinese- 5

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Introduction to Traditional Chinese Civilization; The Chinese Family; Chinese Biographies of Women; Classical Chinese Rituals; Soldiers and Bandits in Traditional Chinese Culture; Bibliographic and Research Methods in Chinese Studies; Beginning Classical

Research/Teaching Specializations: Chinese and comparative family and women's history; Chinese religion and ritual; late imperial Chinese literature; China-Greece comparative studies

Distinctions: Whiting Dissertation Fellowship, 1999

Recent Publications: Yiqun Zhou, *Festivals, Feasts, and Gender Relations in Ancient China and Greece*, New York: Cambridge University Press, 2010.; Yiqun Zhou, Chunsong Gan, eds., "Confucianism as Religion", *Contemporary Chinese Thought*, M. E. Sharpe, 44.2, 2012-2013.; Yiqun Zhou, "Spatial Metaphors and Women's Religious Activities in Ancient China and Greece", In Shubha Pathak, ed., *Figuring Religions: Comparing Ideas, Images, and Activities*, Albany: State University of New York Press, pp.199-228, 2013.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/2

Zur, Dafna

Faculty

Name (Title): Dafna Zur (Assistant Professor)

Department (Tenured?): East Asian Languages and Cultures (No)

Education: Ph.D., University of British Columbia, 2011; M.A., University of British Columbia, 2002; B.A., Hebrew University of Jerusalem, 1998

Academic Experience: No data

Overseas Experience: No data

Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

Speaking: Korean - 4

Reading: Korean - 4

Writing: Korean - 4

Teaching/Research Time Devoted to East Asian Studies: 100%

Area Courses Taught: Modern Korean literature and visual culture; Children's literature of North and South Korea; Korean Folktales; Trauma and Memory in literature; Translation theory and practice

Research/Teaching Specializations:

Distinctions: No data

Recent Publications: "Children's Literature in Late Colonial Korea" (2012) In: *Azaleas: Journal of Korean Literature and Culture* (Vol. 5). David McCann, ed. Harvard University Press, 347-353; "The Korean War in Children's Picturebooks of the DPRK" (2011) In: *Exploring North Korean Arts*. Nuremberg: Verlag für moderne Kunst, 276-298; "Representations of the Korean War in North and South Korean Children's Literature" *Korea 2010: Politics, Economy, Society* (Vol. 4) : 271-300; "'Whose War Were We Fighting?'" *Constructing Memory and Managing Trauma in South Korean Children's Fiction* *International Research in Children's Literature*, 2.2 (December 2009): 192-209; "Travel Across Time: Modern 'Rewrites' of Pak Chiwŏn's *Yŏrha Ilgi*." *Acta Koreana* Vol.8, no.2 (July): 49-64.

Number of Theses Supervised in Last Five Years (BA/MA/PHD): 0/0/0

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	12-13	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Anthropology															
AUT	ANTHRO	176/276	01	CULTURES, MINDS, & MEDICINES	Luhrmann, T	10	11	21	25%	25%	Chinese medicine		Y	Y	Y
AUT	ANTHRO	21N	01	ANTHRO GLOBALIZATION	Ebron, P	8	0	8	25%	25%	Chinese economic history		Y		
AUT	ANTHRO	299	42	DIR IND STUDY	Yanagisako, S	0	1	1	100%				Y	Y	Y
AUT	ANTHRO	327	01	LANG/POLITICAL ECONOMY	Inoue, M	0	7	7	25%	25%	Japanese & Chinese politics		Y		
AUT	ANTHRO	355	01	GLOBAL PERSPECTIVE	Ebron, P	0	6	6	25%	25%	Tokyo, Beijing, Hong Kong case studies		Y		
AUT	ANTHRO	382	01	ADV MEDICAL ANTHRO	Luhrmann, T	0	7	7	25%	25%	Chinese medicine		Y		
AUT	ANTHRO	400	01	DISSERTATION WRITERS SEMINAR	Yanagisako, S	0	5	5	25%	25%	Japanese field research		Y	Y	Y
AUT	ANTHRO	451	35	DIRECTED INDIVIDUAL STUDY	Inoue, M	0	1	1	100%	100%			Y	Y	Y
AUT	ANTHRO	451	42	DIRECTED INDIVIDUAL STUDY	Yanagisako, S	0	1	1	100%	100%			Y	Y	Y
AUT	ANTHRO	802	42	TGR DISSERTATION	Yanagisako, S	0	7	7	100%	100%			Y	Y	Y
AUT	ANTHRO	147A	01	FOLKLORE MYTH ISLAM: ASIA	Kunanbaeva, A	6	0	6	30%		Chinese Islam		Y		
AUT	ANTHRO	178A	01	CULTURE NARRATIVE & MEDICINE	Murphy-Shigematsu, S	17	0	17	25%	25%	Chinese medicine		Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	12-13 Enrollment	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
						UGRAD	GRAD	TOTAL				
WIN ANTHRO	33	01	RACE AND ETHNICITY	Fullwiley, D; Brody, J	7	0	7	25%	Asian diaspora issues	CSRE 196C, ENGLISH 172D, SOC 146, TAPS 165	Y	Y
WIN ANTHRO	96	35	DIRECTED INDIVIDUAL STUDY	Inoue, M	1	0	1	100%			Y	Y
WIN ANTHRO	176/276	01	CULTURES, MINDS, & MEDICINES	Luhrmann, T	17	8	25	25%	Chinese medicine		Y	Y
WIN ANTHRO	25N	01	CONTEMP JAPANESE POP CULTURE	Inoue, M	18	0	18	100%			Y	Y
WIN ANTHRO	349	01	ANTHRO OF CAPITALISM	Yanagisako, S	0	9	9	25%	History of capitalism in Asia		Y	Y
WIN ANTHRO	400	01	DISSERTATION WRITERS SEMINAR	Yanagisako, S	0	2	2	100%			Y	Y
WIN ANTHRO	451	35	DIRECTED INDIVIDUAL STUDY	Inoue, M	0	2	2	100%			Y	Y
WIN ANTHRO	451	42	DIRECTED INDIVIDUAL STUDY	Yanagisako, S	0	2	2	100%			Y	Y
WIN ANTHRO	802	42	TGR DISSERTATION	Yanagisako, S	0	5	5	100%			Y	Y
WIN ANTHRO	153	01	POPULATION & SOCIAL TRENDS IN JAPAN	Befu, H	2	3	5	100%			Y	Y
A/											Y	

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	ANTHRO	320	01	RACE, ETHNICITY, AND LANGUAGE	Alim, H	0	1	1	25%	Asian diaspora issues	EDUC 389X, LINGUIST 253	Y		
SPR	ANTHRO	32	01	THEORIES IN RACE & ETHNICITY	Yanagisako, S	11	0	11	25%	Asian diaspora issues	CSRE 32	Y		
SPR	ANTHRO	96	35	DIRECTED INDIVIDUAL STUDY	Inoue, M	1	0	1	100%			Y	Y	Y
SPR	ANTHRO	96	57	DIRECTED INDIVIDUAL STUDY	Befu, H	1	0	1	100%			Y	Y	Y
SPR	ANTHRO	136/ 236	01	ANTHRO OF GLOBAL SUPPLY CHAINS	Yanagisako, S	4	2	6	25%	China in global supply chain		Y		Y
SPR	ANTHRO	176/ 276	01	CULTURES, MINDS, & MEDICINES	Luhrmann, T	12	11	23	25%	Chinese medicine		Y	Y	Y
SPR	ANTHRO	400	01	DISSERTATION WRITERS SEMINAR	Yanagisako, S	0	3	3	25%	Japanese field research		Y	Y	Y
SPR	ANTHRO	451	35	DIRECTED INDIVIDUAL STUDY	Inoue, M	0	2	2	100%			Y	Y	Y
SPR	ANTHRO	802	42	TGR DISSERTATION	Yanagisako, S	0	5	5	100%			Y	Y	Y
SUM	ANTHRO	802	43	TGR DISSERTATION	Yanagisako, S	0	1	1	100%			Y	Y	Y
Total Anthropology: 32														

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Archaeology														
AUT	ARCHLG	111	01	EMERGENCE CHIN. CIVILIZATION	Liu, L	1	0	1	100%		CHINGEN 141, CHINGEN 241	Y	Y	Y
AUT	ARCHLG	124/224	01	ARCHAEOLOGY OF FOOD	Liu, L	2	3	5	35%	Chinese food cultivation		Y	Y	Y
SPR	ARCHLG	235	01	E.ASIAN ARCHAEOLOGY	Liu, L	0	1	1	100%		ARCHLGY 135, CHINGEN 118, CHINGEN 218	Y	Y	Y
Total Archaeology:						3								

African Studies														
WIN	AFRICAS	112/212	01	FOREIGN AID DEVELOPMENT AFRICA	Samoff, J	5	5	10	25%	Chinese investment in Africa		Y		
Total African Studies:						1								

American Studies														
WIN	AMSTUD	256	01	US--CHINA RELATIONS	Chang, G	1	0	1	100%		HISTORY 256/356	Y	Y	Y

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	AMSTUD	261	01	ASIA/PACIFIC GEOGRAPHIES	Sohn, S	2	0	2	100%		ASNAMST 261B, ENGLISH 261B	Y		
SPR	AMSTUD	265	01	WRITING ASIAN AMERICAN HISTORY	Chang, G	3	0	3	50%	Asian diaspora issues	ASNAMST 265, HISTORY 265/365	Y	Y	Y
Total American Studies: 3														

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Art History														
AUT	ARTHIST	184/ 384	01	LIVED LIFE EARLY MOD JAP PAINT	Takeuchi, M	2	4	6	100%		JAPANGE N 384	Y		
AUT	ARTHIST	470	01	GLOBALIZATION AND VISUAL ARTS	Lee, P	0	11	11	25%	Japanese & Chinese art trends		Y		
SPR	ARTHIST	287	01	PICTURES OF FLOATING WORLD	Takeuchi, M	4	0	4	100%		JAPANLIT 287	Y	Y	Y
SPR	ARTHIST	489	01	CONNOISSEURSHIP STUDIES	Chang, J	0	10	10	100%			Y		
SPR	ARTHIST	287	01	JAPANESE TEA CEREMONY	Takeuchi, M	0	4	4	100%			Y	Y	Y
Total Art History: 5														

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Asian American Studies														
AUT	ASNAMS	158	01	SCREENING ASIAN AMERICA	Khor, D	3	0	3	25%	Asian diaspora issues		Y		
AUT	ASNAMS	295F	01	E.ASIAN RACE & ETHNICITY	Mullaney, T	2	0	2	25%	Asian diaspora issues	HISTORY 295F/395F	Y	Y	Y
WIN	ASNAMS	146S	01	ASIAN AMER CULTURE & COMMUNITY	Palumbo-Liu, D	7	0	7	25%	Asian diaspora issues	AMSTUD 146, COMPLIT 146, CSRE 146S	Y	Y	Y
WIN	ASNAMS	261	01	ASIA/PACIFIC GEOGRAPHIES	Sohn, S	2	0	2	25%	Asian diaspora issues	AMSTUD 261B, ENGLISH 261B	Y		
SPR	ASNAMS	100	01	EAST HOUSE SEMINAR	Wotipka, C	3	0	3	25%	Asian diaspora issues	EDUC 100C	Y	Y	Y
Total Asian American Studies: 5														
East Asian Languages & Cultures														
AUT	CHINGEN	91	01	TRADE E ASIAN CIV: CHINA	Egan, R	17	0	17	100%			Y	Y	Y
AUT	CHINGEN	133/233	01	MODERN CHINESE LITERATURE	Wang, B	7	5	12	100%			Y	Y	Y
AUT	CHINGEN	135/235	01	CHINESE BODIES, CHINESE SELVES	Festa, P	1	9	10	100%			Y	Y	Y

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AUT	CHINGEN	141/241	01	EMERGENCE CHIN. CIVILIZATION	Liu, L	1	5	6	100%		ARCHLGY 111	Y	Y	Y
AUT	CHINGEN	200	02	DIRECTED READING	Wang, B	0	1	1	100%			Y	Y	Y
AUT	CHINGEN	200	08	DIRECTED READING	Egan, R	0	2	2	100%			Y	Y	Y
AUT	CHINGEN	269	01	CHINESE DRAMA	Llamas, R	0	2	2	100%			Y	Y	Y
AUT	CHINGEN	294	01	PEKING OPERA	Llamas, R	0	1	1	100%			Y	Y	Y
AUT	CHINLIT	125/205	01	BEGINNING CLASSICAL CHINESE	Sun, C	2	3	5	100%			Y	Y	Y
AUT	CHINLIT	200	02	DIRECTED READING	Wang, B	0	2	2	100%			Y	Y	Y
AUT	CHINLIT	200	05	DIRECTED READING	Wang, J	0	2	2	100%			Y	Y	Y
AUT	CHINLIT	273	01	CHINESE DRAMA	Wang, J	0	6	6	100%			Y	Y	Y
AUT	CHINLIT	371	01	CHINESE LITERARY CRITICISM	Wang, B	0	5	5	100%		COMPLIT 371	Y	Y	Y
AUT	CHINLIT	801	05	TGR PROJECT	Wang, B	0	1	1	100%			Y	Y	Y
AUT	CHINLIT	802	02	TGR DISSERTATION	Wang, B	0	2	2	100%			Y	Y	Y
AUT	JAPANGE	137/237	01	CLASSICAL JPN LIT IN TRNSLATN	Roquet, P	1	1	2	100%			Y		
AUT	JAPANGE	184	01	LIVED LIFE EARLY MOD JAP PAINT	Takeuchi, M	2	0	2	100%		ARTHIST 184/384	Y		
AUT	JAPANGE	187/287	01	TOPICS IN MOD JPN LITERATURE	Reichert, J	33	4	37	100%			Y	Y	Y
AUT	JAPANLI	200	02	DIRECTED READING IN JAPANESE	Reichert, J	0	1	1	100%			Y	Y	Y
AUT	JAPANLI	279	01	RESEARCH, JAPANESE LINGUISTICS	Matsumoto, Y	0	4	4	100%			Y		

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AUT	JAPANLI	296	01	MODERN JAPANESE LITERATURE	Levy, I	0	4	4	100%			Y		
AUT	JAPANLI	802	02	TGR DISSERTATION	Carter, S	0	1	1	100%			Y	Y	Y
AUT	JAPANLI	802	03	TGR DISSERTATION	Reichert, J	0	1	1	100%			Y	Y	Y
AUT	JAPANLI	802	04	TGR DISSERTATION	Matsumoto, Y	0	1	1	100%			Y	Y	Y
AUT	JAPANLI	802	05	TGR DISSERTATION	Levy, I	0	1	1	100%			Y	Y	Y
AUT	KORGEN	101/201	01	KOREAN CULTURE OVERSEAS	Zur, D	7	1	8	100%			Y	Y	Y
WIN	CHINGEN	73/173	01	CHINESE LANG, CULTURE, SOCIETY	Sun, C	7	6	13	100%			Y		
WIN	CHINGEN	119/219	01	POP CULTURE,CASINO CAPITALISM	Festa, P	7	6	13	100%			Y		
WIN	CHINGEN	140/240	01	CHINESE JUSTICE: LAW, MORALITY	Lee, H	2	4	6	100%			Y		
WIN	CHINGEN	143	01	WOMEN IN ANCIENT CHINA, GREECE	Zhou, Y	1	0	1	100%		CLASSGE N 153/253	Y		Y
WIN	CHINGEN	198	01	SENIOR COLLOQUIUM	Lee, H	3	0	3	100%			Y	Y	Y
WIN	CHINGEN	200	03	DIRECTED READING	Sun, C	0	1	1	100%			Y	Y	Y
WIN	CHINGEN	200	08	DIRECTED READING	Miller, L	0	1	1	100%			Y	Y	Y
WIN	CHINGEN	200	09	DIRECTED READING	Festa, P	0	2	2	100%			Y		Y
WIN	CHINGEN	260	01	LITERATI CULTURE	Egan, R	0	8	8	100%			Y		Y
WIN	CHINLIT	126/206	01	BEGINNING CLASSICAL CHINESE	Sun, C	2	1	3	100%			Y	Y	Y
WIN	CHINLIT	166/266	01	CHIN CI POETRY	Egan, R	2	10	12	100%			Y		

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WIN	CHINLIT	200	02	DIRECTED READING	Wang, J	0	1	1	1	100%			Y	Y	Y
WIN	CHINLIT	200	03	DIRECTED READING	Wang, B	0	1	1	1	100%			Y	Y	Y
WIN	CHINLIT	200	04	DIRECTED READING	Sun, C	0	1	1	1	100%			Y	Y	Y
WIN	CHINLIT	223	01	CHINESE LITERARY ESSAYS	Wang, J	0	5	5	5	100%			Y	Y	Y
WIN	CHINLIT	299	02	MASTER'S THESIS	Wang, B	0	1	1	1	100%			Y	Y	Y
WIN	CHINLIT	369	01	LATE IMPERIAL CHINESE FICTION	Zhou, Y	0	4	4	4	100%			Y	Y	Y
WIN	CHINLIT	801	05	TGR PROJECT	Wang, B	0	2	2	2	100%			Y	Y	Y
WIN	CHINLIT	802	02	TGR DISSERTATION	Wang, B	0	2	2	2	100%			Y	Y	Y
WIN	JAPANGE	51/251	01	JAPANESE BUSINESS SYSTEMS	Dasher, R	7	3	10	10	100%			Y	Y	Y
WIN	JAPANGE	92	01	TRADE ASIAN CULTURE: JAPAN	Takeuchi, M	12	0	12	12	100%			Y	Y	Y
WIN	JAPANGE	121/221	01	TRANSLATING JAPAN, WEST JAPAN	Levy, I	3	4	7	7	100%			Y	Y	Y
WIN	JAPANGE	198	01	SENIOR COLLOQUIUM	Matsumoto, Y	4	0	4	4	100%			Y	Y	Y
WIN	JAPANGE	200	02	DIRECTED READING	Carter, S	0	1	1	1	100%			Y	Y	Y
WIN	JAPANGE	200	03	DIRECTED READING	Dasher, R	0	1	1	1	100%			Y	Y	Y
WIN	JAPANGE	82N	01	GROWING UP AND OLDER IN JAPAN	Matsumoto, Y	7	0	7	7	100%			Y	Y	Y
WIN	JAPANLI	170/270	01	TALE OF GENJI	Carter, S	1	2	3	3	100%			Y	Y	Y
WIN	JAPANLI	200	03	DIRECTED READING IN JAPANESE	Matsumoto, Y	0	1	1	1	100%			Y	Y	Y

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WIN	JAPANLI	246	01	INTRO TO PREMODERN JAPANESE	Harrison, L	0	4	4	100%			Y		
WIN	JAPANLI	299	03	MASTER'S THESIS	Matsumoto, Y	0	1	1	100%			Y	Y	Y
WIN	JAPANLI	396	01	MODERN JAPANESE LITERATURE	Reichert, J	0	6	6	100%			Y	Y	Y
WIN	JAPANLI	802	02	TGR DISSERTATION	Reichert, J	0	1	1	100%			Y	Y	Y
WIN	JAPANLI	802	03	TGR DISSERTATION	Carter, S	0	1	1	100%			Y	Y	Y
WIN	JAPANLI	802	04	TGR DISSERTATION	Matsumoto, Y	0	1	1	100%			Y	Y	Y
WIN	JAPANLI	802	05	TGR DISSERTATION	Levy, I	0	1	1	100%			Y	Y	Y
WIN	KORGEN	120/220	01	NARRATIVES, MODERN LITERATURE	Zur, D	3	2	5	100%			Y	Y	Y
WIN	KORGEN	140/240	01	CHILDREN'S LITERATURE	Zur, D	7	1	8	100%			Y	Y	Y
SPR	CHINGEN	118/218	01	E-ASIAN ARCHAEOLOGY	Liu, L	3	3	6	100%		ARCHLGY 135/235	Y	Y	Y
SPR	CHINGEN	121/221	01	CLASSICAL CHINESE RITUALS	Zhou, Y	1	1	2	100%			Y		
SPR	CHINGEN	145	01	SILK ROAD	Selbitschka, A	3	0	3	100%			Y		
SPR	CHINGEN	200	02	DIRECTED READING	Wang, B	0	1	1	100%			Y	Y	Y
SPR	CHINGEN	200	07	DIRECTED READING	Egan, R	0	1	1	100%			Y	Y	Y
SPR	CHINGEN	70N	01	MARVELOUS CREATURES	Lee, H	13	0	13	100%			Y		Y
SPR	CHINLIT	191/291	01	STRUCTURE OF MODERN CHINESE	Sun, C	3	6	9	100%			Y		
SPR	CHINLIT	200	10	DIRECTED READING	Egan, R	0	1	1	100%			Y	Y	Y

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SPR	CHINLIT	207	01	BEGINNING CLASSICAL CHINESE	Zhou, Y	0	1	1	100%			Y	Y	Y
SPR	CHINLIT	289	01	POETICS AND POLITICS OF AFFECT	Lee, H	0	5	5	100%			Y		Y
SPR	CHINLIT	299	02	MASTER'S THESIS	Wang, B	0	1	1	100%			Y	Y	Y
SPR	CHINLIT	399	03	DISSERTATION RESEARCH	Sun, C	0	1	1	100%			Y	Y	Y
SPR	CHINLIT	802	02	TGR DISSERTATION	Wang, B	0	5	5	100%			Y		Y
SPR	JAPANGH	125/225	01	JAPANESE CINEMA	Roquet, P	2	1	3	100%		FILMSTUD 235	Y		
SPR	JAPANGH	138/238	01	MODERN JAPAN LIT IN TRANSLATN	Reichert, J	23	2	25	100%			Y	Y	Y
SPR	JAPANGH	141/241	01	JPN PERFORMANCE TRADITIONS	Levy, I	3	4	7	100%			Y		
SPR	JAPANGH	287	01	JAPANESE TEA CEREMONY	Takeuchi, M	0	1	1	100%		ARTHIST 287A	Y	Y	Y
SPR	JAPANLI	157/257	01	POINTS IN JAPANESE GRAMMAR	Matsumoto, Y	3	5	8	100%			Y		
SPR	JAPANLI	200	03	DIRECTED READING IN JAPANESE	Matsumoto, Y	0	2	2	100%			Y	Y	Y
SPR	JAPANLI	200	04	DIRECTED READING IN JAPANESE	Carter, S	0	1	1	100%			Y	Y	Y
SPR	JAPANLI	260	01	JAPAN POETRY & POETICS	Carter, S	0	3	3	100%			Y		
SPR	JAPANLI	276	01	MODERN JPN SHORT STORIES	Reichert, J	0	4	4	100%			Y		
SPR	JAPANLI	801	03	TGR PROJECT	Levy, I	0	1	1	100%			Y	Y	Y
SPR	JAPANLI	802	02	TGR DISSERTATION	Reichert, J	0	1	1	100%			Y	Y	Y

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SPR	JAPANLI	802	03	TGR DISSERTATION	Carter, S	0	1	1	100%			Y	Y	Y
SPR	JAPANLI	802	04	TGR DISSERTATION	Matsumoto, Y	0	1	1	100%			Y	Y	Y
SPR	JAPANLI	802	05	TGR DISSERTATION	Levy, I	0	1	1	100%			Y	Y	Y
SUM	CHINGEN	200	07	DIRECTED READING	Liu, L	0	1	1	100%			Y	Y	Y
SUM	JAPANLI	801	04	TGR PROJECT	Matsumoto, Y	0	1	1	100%			Y	Y	Y
Total East Asian Languages & Cultures: 93														

Comparative Literature														
AUT	COMPLIT	371	01	CHINESE LITERARY CRITICISM	Wang, B	0	3	3	100%		CHINLIT 371	Y	Y	Y
WIN	COMPLIT	146	01	ASIAN AMER CULTURE & COMMUNITY	Palumbo-Liu, D	1	0	1	100%		AMSTUD 146, ASNAMST 146S, CSRE 146S	Y	Y	Y
Total Comparative Literature: 2														

Comparative Studies in Race & Ethnicity														
AUT	CSRE	45Q	01	UNDERSTANDING RACE/ETHN IN AME	Snipp, C	3	0	3	25%	Asian diaspora issues		Y	Y	Y
WIN	CSRE	245	01	UNDERSTAND RACIALÐNIC IDENT	LaFromboise, T; Grant, D	0	5	5	25%	Asian diaspora issues	AFRICAA M 245, EDUC 245	Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	CSRE	146S	01	ASIAN AMER CULTURE & COMMUNITY	Palumbo-Liu, D	1	0	1	100%		AMSTUD 146, COMPLIT 146, ASNAMST 146S	Y	Y	Y
SPR	CSRE	32	01	THEORIES IN RACE & ETHNICITY	Yanagisako, S	3	0	3	25%	Asian diaspora issues		Y		
Total Comparative Studies in Race & Ethnicity: 4														

East Asian Studies

AUT	EASTASN	300	04	GRADUATE DIRECTED READING	Miller, L	0	1	1	100%			Y	Y	Y
AUT	EASTASN	300	05	GRADUATE DIRECTED READING	Sneider, D	0	1	1	100%			Y	Y	Y
AUT	EASTASN	300	06	GRADUATE DIRECTED READING	Emmerson, D	0	1	1	100%			Y	Y	Y
AUT	EASTASN	300	07	GRADUATE DIRECTED READING	Shin, G	0	1	1	100%			Y	Y	Y
AUT	EASTASN	330	01	ISSUES&APPROACHES IN EASIAN ST	Chang, G	0	39	39	100%			Y	Y	Y
AUT	EASTASN	801	03	TGR PROJECT	Rozelle, S	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	05	TGR PROJECT	Wang, B	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	08	TGR PROJECT	Lee, H	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	11	TGR PROJECT	Reichert, J	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	EASTASN	801	15	TGR PROJECT	Inoue, M	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	16	TGR PROJECT	Shin, G	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	17	TGR PROJECT	Chang, G	0	1	1	100%			Y	Y	Y
AUT	EASTASN	801	18	TGR PROJECT	Sneider, D	0	1	1	100%			Y	Y	Y
WIN	EASTASN	117/217	01	HEALTH CARE IN EAST ASIA	Eggleston, K	4	8	12	100%			Y	Y	Y
WIN	EASTASN	191	01	JOURNAL OF EAST ASIAN STUDIES	Chang, G	1	0	1	100%			Y	Y	Y
WIN	EASTASN	300	05	GRADUATE DIRECTED READING	Zhou, X	0	1	1	100%			Y	Y	Y
WIN	EASTASN	300	06	GRADUATE DIRECTED READING	Fukuyama, Y	0	1	1	100%			Y	Y	Y
WIN	EASTASN	300	07	GRADUATE DIRECTED READING	Manova, K	0	1	1	100%			Y	Y	Y
WIN	EASTASN	300	08	GRADUATE DIRECTED READING	Lee, H	0	1	1	100%			Y	Y	Y
WIN	EASTASN	300	09	GRADUATE DIRECTED READING	Jurafsky, D	0	1	1	100%			Y	Y	Y
WIN	EASTASN	390	02	PRACTICUM INTERNSHIP	Chang, G	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	02	TGR PROJECT	Sun, C	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	14	TGR PROJECT	Miller, L	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	15	TGR PROJECT	Fingar, T	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	16	TGR PROJECT	Armocost, M	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	17	TGR PROJECT	Stacy, H	0	1	1	100%			Y	Y	Y
WIN	EASTASN	801	18	TGR PROJECT	Adams, J	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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SPR	EASTASN	191	01	JOURNAL OF EAST ASIAN STUDIES	Chang, G	2	0	2	100%			Y	Y	Y
SPR	EASTASN	300	05	GRADUATE DIRECTED READING	Miller, L	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	07	GRADUATE DIRECTED READING	Sommer, M	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	08	GRADUATE DIRECTED READING	Eggleston, K	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	09	GRADUATE DIRECTED READING	Zhou, X	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	10	GRADUATE DIRECTED READING	Voss, B	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	11	GRADUATE DIRECTED READING	Fukuyama, Y	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	12	GRADUATE DIRECTED READING	Shin, G	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	13	GRADUATE DIRECTED READING	Inoue, M	0	1	1	100%			Y	Y	Y
SPR	EASTASN	300	14	GRADUATE DIRECTED READING	Jurafsky, D	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	04	TGR PROJECT	Rozelle, S	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	09	TGR PROJECT	Miller, L	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	11	TGR PROJECT	Lee, H	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	13	TGR PROJECT	Sneider, D	0	2	2	100%			Y	Y	Y
SPR	EASTASN	801	15	TGR PROJECT	Mullaney, T	0	2	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

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SPR	EASTASN	801	19	TGR PROJECT	Hope, N	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	20	TGR PROJECT	Moon, Y	0	1	1	100%			Y	Y	Y
SPR	EASTASN	801	22	TGR PROJECT	Stacy, H	0	1	1	100%			Y	Y	Y
SPR	EASTASN	189	01	TOPICS IN KOREAN RELATIONS	Zellweger, K	13	8	21	100%			Y	Y	Y
SPR	EASTASN	190	01	LAW & SECURITY IN KOREA	Hong, J	3	2	5	100%			Y		
SUM	EASTASN	390	02	PRACTICUM INTERNSHIP	Chang, G	0	2	2	100%			Y	Y	Y
SUM	EASTASN	801	05	TGR PROJECT	Lewis, J	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	06	TGR PROJECT	Sneider, D	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	07	TGR PROJECT	Hope, N	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	08	TGR PROJECT	Zhou, X	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	09	TGR PROJECT	Miller, L	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	10	TGR PROJECT	Shin, G	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	11	TGR PROJECT	Chang, G	0	1	1	100%			Y	Y	Y
SUM	EASTASN	801	12	TGR PROJECT	Jurafsky, D	0	1	1	100%			Y	Y	Y

Total East Asian Studies: 56

Economics		Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	ECON	365	01	INTERNATIONAL TRADE WORKSHOP	Fitzgerald, D; Manova, K;	0	3	3	25%	Japan/China case studies		Y	Y	Y
WIN	ECON	106	01	WORLD FOOD ECON	Bagwell, K Naylor, R; Falcon, W	51	0	51	25%	China/SE Asia case studies	EARTHSY S 106, EESS 106	Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollment	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	ECON	365	01	INTERNATIONAL TRADE WORKSHOP	Fitzgerald, D; Manova, K; Bagwell, K	0	4	4	25%	Japan/China case studies		Y	Y	Y
SPR	ECON	166	01	INTERNATIONAL TRADE	Tendall, M	22	0	22	25%	Chinese trade policy		Y	Y	Y
SPR	ECON	365	01	INTERNATIONAL TRADE WORKSHOP	Fitzgerald, D; Bagwell, K; Manova, K	0	4	4	25%	Japan/China case studies		Y	Y	Y
Total Economics: 5														

Education	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollment	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	EDUC 387 A	01	WORKSHOP COMPARATIVE SYSTEMS	Ramirez, F; Meyer, J	0	1	1	25%	China/Japan case studies		Y	Y	Y
WIN	EDUC 136/306	01	WORLD SOC & EDUC CHANGE	Ramirez, F	11	18	31	25%	China/Japan case studies		Y	Y	Y
WIN	EDUC 387 B	01	WORKSHOP COMPARATIVE SYSTEMS	Ramirez, F; Meyer, J	0	2	2	25%	China/Japan case studies		Y	Y	Y
SPR	EDUC 109 X/	01	EDUC ISSUES IN CHINA	Adams, J	2	1	3	100%			Y		
Total Education: 4													

English	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollment	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	ENGLISH 362S	01	TRAUMA IN ASIAN AMERICAN LIT	Sohn, S	0	12	12	100%			Y		

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	ENGLISH	88N	01	GRAPHIC NOVELS ASIAN/AM STYLE	Sohn, S	11	0	11	100%		ASNAMST 88N	Y	Y	Y
WIN	ENGLISH	261 B	01	ASIA/PACIFIC GEOGRAPHIES	Sohn, S	5	0	5	100%		AMSTUD 261B, ASNAMST 261B	Y		
WIN	ENGLISH	261 C	01	GLOBALIZATION AND CONTEMP FICT	Majumdar, S	4	0	4	25%	Japanese & Chinese novels		Y		
WIN	ENGLISH	261F	01	GENDER/SEXUAL. IN ASIAN/AM LIT	Sohn, S	4	0	4	100%		AMSTUD 261F, ASNAMST 188, FEMST 261F/361F	Y		
Total English: 5														

Ethics in Society														
AUT	ETHICSO	184	01	POPULATION ETHICS	Lazenby, H	4	0	4	25%	China's one child policy	PHIL 71	Y		
Total Ethics in Society: 1														

Family & Community Medicine														
WIN	FAMMED	213	01	MEDICAL TAI CHI	Kane, B; Schilling, E	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	FAMMED	213	01	MEDICAL TAI CHI	Kane, B; Schillinger, E	0	3	3	100%			Y	Y	Y
Total Family & Community Medicine: 2														

Feminist, Gender & Sexuality Studies														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	FEMST	129	01	INTL WOMEN'S HEALTH	Murray, A	6	0	6	25%	Chinese women's health statistics & issues	HUMBIO 129	Y	Y	Y
WIN	FEMST	129	01	INTL WOMEN'S HEALTH	Murray, A	7	0	7	25%	Chinese women's health statistics & issues	HUMBIO 129	Y	Y	Y
WIN	FEMST	361F	01	GENDER/SEXUAL. IN ASIAN/AM LIT	Sohn, S	0	1	1	100%		AMSTUD 261F, ASNAMST 188, ENGLISH 261F, FEMST 261F	Y		
SPR	FEMST	5C/105C	01	HUMAN TRAFFICKING	Jolluck, K; Walker, R; Lippert, S; Stacy, H	5	5	8	25%	Forced labor/ human trafficking in Asian conflicts	HISTORY 5C, SOMGEN 205	Y		
Total Feminist, Gender & Sexuality Studies: 4														

STANFORD REGULAR COURSES 2012-13

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Film Studies														
AUT	FILMSTU	436	01	CHINESE CINEMA	Ma, J	0	4	4	100%			Y		
AUT	FILMSTU	100	01	WORLD CINEMA I	Bukatman, S	18	1	19	25%	Japanese cinema		Y		
WIN	FILMSTU	100	01	WORLD CINEMA II	Greenhough, A	10	0	10	25%	Japanese cinema		Y	Y	Y
WIN	FILMSTU	110	01	FILMIC IMAGINATION OF HORROR	Ma, J	10	0	10	25%	Japanese horror films		Y	Y	Y
SPR	FILMSTU	133/ 333	01	CONTEMPORARY CHINESE AUTEURS	Ma, J	7	4	11	100%			Y		
SPR	FILMSTU	235	01	JAPANESE CINEMA	Roquet, P	6	0	6	100%		JAPANGE N 125/225	Y		
Total Film Studies: 6														

Graduate School of Business														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	STRAMG	574	01	STRATEGIC THINKING IN ACTION	Burgelman, R, Beiker, S.	0	15	15	40%	Chinese, Japanese & Korean automotive industries		Y	Y	Y
WIN	GSBGEN	598	01	TSINGHUA EXCHANGE	Piotroski, J	0	20	20	100%			Y	Y	Y
SPR	STRAMG	583	01	THE CHALLENGES IN/WITH CHINA	de Bettignies, H.	0	31	31	100%			Y	Y	Y
Total Graduate School of Business: 3														

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
History															
AUT	HISTORY	93/193/393	01	LATE IMPERIAL CHINA	Sommer, M	10	7	17		100%			Y		Y
AUT	HISTORY	802	24	TGR DISSERTATION	Lewis, M	0	1	1		100%			Y	Y	Y
AUT	HISTORY	802	40	TGR DISSERTATION	Sommer, M	0	5	5		100%			Y	Y	Y
AUT	HISTORY	802	51	TGR DISSERTATION	Mullaney, T	0	1	1		100%			Y	Y	Y
AUT	HISTORY	103F	01	INTRO TO MILITARY HISTORY	Vardi, G	13	0	13		30%	Vietnam War & WWII		Y	Y	Y
AUT	HISTORY	95C/195	01	MODERN JAPANESE HISTORY	Uchida, J	35	0	35		100%			Y	Y	Y
AUT	HISTORY	208	01	PRE-MODERN WARFARE	Lewis, M	7	3	10		50%	Evolution of Asian warfare		Y		
AUT	HISTORY	D/243	01	TOBACCO & HEALTH	Proctor, R	8	1	9		30%	Japan & China history of tobacco use		Y	Y	Y
AUT	HISTORY	G/343													
AUT	HISTORY	291F	01	YANGTZE	Van Slyke, L	6	0	6		100%			Y		
AUT	HISTORY	295F	01	E.ASIAN RACE & ETHNICITY	Mullaney, T	3	9	12		100%		ASNAMST 295F	Y		Y
AUT	HISTORY	391	01	LATE IMPERIAL CHINA, 1550-1820	Wu, Y	0	5	5		100%			Y		
AUT	HISTORY	395	01	19TH CENTURY JAPAN	Sakakibara, S	0	2	2		100%			Y		
AUT	HISTORY	396	01	MODERN JAPAN	Uchida, J	0	10	10		100%			Y	Y	Y
AUT	HISTORY	399	08	GRAD DIRECTED READING	Chang, G	0	1	1		100%			Y	Y	Y
AUT	HISTORY	399	25	GRAD DIRECTED READING	Lewis, M	0	1	1		100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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AUT	HISTORY	399	51	GRAD DIRECTED READING	Mullaney, T	0	2	2	100%			Y	Y	Y
AUT	HISTORY	399	52	GRAD DIRECTED READING	Uchida, J	0	1	1	100%			Y	Y	Y
AUT	HISTORY	98S	01	FORBIDDEN DESIRES IN CHINA	Wang, Y	4	0	4	100%			Y		
WIN	HISTORY	40/140	01	WORLD HISTORY OF SCIENCE	Proctor, R	59	0	59	25%	Chinese ancient medicine & science		Y	Y	Y
WIN	HISTORY	95/195/198	01	MODERN KOREAN HISTORY	Moon, Y	8	1	9	100%			Y	Y	Y
WIN	HISTORY	98/198	01	HISTORY OF MODERN CHINA	Mullaney, T	59	0	59	100%			Y	Y	Y
WIN	HISTORY	202	01	INTL HISTORY/RELATIONS THEORY	Holloway, D	7	0	7	30%	Japan & China WWII, Korean War	POLISCI 216E/316	Y		Y
WIN	HISTORY	256/356	01	US--CHINA RELATIONS	Chang, G	8	12	20	100%		AMSTUD 256	Y	Y	Y
WIN	HISTORY	802	24	TGR DISSERTATION	Lewis, M	0	1	1	100%			Y	Y	Y
WIN	HISTORY	802	40	TGR DISSERTATION	Sommer, M	0	5	5	100%			Y	Y	Y
WIN	HISTORY	802	44	TGR DISSERTATION	Wigen, K	0	1	1	100%			Y	Y	Y
WIN	HISTORY	108B	01	LATIN AMER & E ASIAN HIST DEV	Wolfe, M	8	0	8	100%			Y		
WIN	HISTORY	203E	01	GLOBAL CATHOLICISM	Sena, M	11	0	11	30%	Missions to Asia		Y		
WIN	HISTORY	290E	01	MOVIES AND EMPIRE IN EAST ASIA	Moon, Y	2	6	8	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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WIN	HISTORY	291	01	PRE-MODERN CHINESE WARFARE	Lewis, M	3	2	5	100%			Y		
WIN	HISTORY	292	01	JAPAN IN ASIA, ASIA IN JAPAN	Uchida, J	5	9	14	100%			Y	Y	Y
WIN	HISTORY	293	01	HISTORY OF HOMOSEXUALITY	Sommer, M	6	3	9	50%	Late imperial & modern China, Tokugawa & modern Japan		Y		Y
WIN	HISTORY	393	01	STATE/SOC, QING DYNASTY CHINA	Sommer, M	0	4	4	100%			Y		
WIN	HISTORY	399	54	GRAD DIRECTED READING	Moon, Y	0	2	2	100%			Y	Y	Y
WIN	HISTORY	399	55	GRAD DIRECTED READING	Mullaney, T	0	1	1	100%			Y	Y	Y
WIN	HISTORY	496	01	MOD CHINA GR RESEARCH SEMINAR	Mullaney, T	0	5	5	100%			Y		
WIN	HISTORY	499	08	GRADUATE RESEARCH	Chang, G	0	1	1	50%			Y	Y	Y
WIN	HISTORY	4N	01	WORLD HISTORY OF GENOCIDE	Naimark, N	12	0	12	30%	Early modern Asia genocide		Y	Y	Y
SPR	HISTORY	265/ 365	01	WRITING ASIAN AMERICAN HISTORY	Chang, G	3	1	4	100%			Y		Y
SPR	HISTORY	802	24	TGR DISSERTATION	Lewis, M	0	1	1	100%			Y	Y	Y
SPR	HISTORY	802	40	TGR DISSERTATION	Sommer, M	0	5	5	100%			Y	Y	Y
SPR	HISTORY	802	44	TGR DISSERTATION	Wigen, K	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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SPR	HISTORY 5C/105 C		01	HUMAN TRAFFICKING	Jolluck, K; Walker, R; Lippert, S; Stacy, H	39	0	39	25%	Forced labor/ human trafficking in Asian conflicts	FEMST 5C, SOMGEN 205	Y	Y	Y
SPR	HISTORY 106 A		01	GLOBAL GEOGRAPHY: ASIA/AFRICA	Lewis, M	73	0	73	100%			Y	Y	Y
SPR	HISTORY 207 B/307		01	ENVIRON/TECH/REV WORLD HIST	Wolfe, M	1	3	4	25%	Case study on Chinese revolution		Y		
SPR	HISTORY 243 C		01	COLONIAL SCIENCE AND MEDICINE	Schiebinger, L	9	0	9	25%	Chinese traditions		Y		
SPR	HISTORY 291 D		01	COLONIALISM & COLLABORATION	Moon, Y	2	0	2	100%			Y		
SPR	HISTORY 291E /		01	CONFLICT IN EAST ASIA	Wigen, K	8	6	14	100%			Y		
SPR	HISTORY 295J		01	CHINESE WOMEN'S HISTORY	Sommer, M	6	0	6	100%			Y		Y
SPR	HISTORY 299		08	SENIOR RESEARCH I	Chang, G	1	0	1	100%			Y	Y	Y
SPR	HISTORY 392		01	MODERN KOREA	Moon, Y	0	3	3	100%			Y		Y
SPR	HISTORY 399		25	GRAD DIRECTED READING	Lewis, M	0	1	1	100%			Y	Y	Y
SPR	HISTORY 399		51	GRAD DIRECTED READING	Mullaney, T	0	3	3	100%			Y	Y	Y
SPR	HISTORY 399		53	GRAD DIRECTED READING	Uchida, J	0	1	1	100%			Y	Y	Y
SPR	HISTORY 496 B		01	MOD CHINA GR RESEARCH SEMINAR	Mullaney, T	0	3	3	100%			Y		Y
SPR	HISTORY 498 C		01	JAPANESE IMPERIAL ARCHIVES	Uchida, J	0	2	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	HISTORY	499	08	GRADUATE RESEARCH	Chang, G	0	1	1	100%			Y	Y	Y
SPR	HISTORY	499	49	GRADUATE RESEARCH	Moon, Y	0	1	1	100%			Y	Y	Y
SPR	HISTORY	499	50	GRADUATE RESEARCH	Mullaney, T	0	1	1	100%			Y	Y	Y
SUM	HISTORY	802	40	TGR DISSERTATION	Sommer, M	0	1	1	100%			Y	Y	Y
SUM	HISTORY	399	08	GRAD DIRECTED READING	Chang, G	0	1	1	100%			Y	Y	Y
SUM	HISTORY	399	25	GRAD DIRECTED READING	Lewis, M	0	1	1	100%			Y	Y	Y
SUM	HISTORY	399	49	GRAD DIRECTED READING	Uchida, J	0	2	2	100%			Y	Y	Y
SUM	HISTORY	399	50	GRAD DIRECTED READING	Mullaney, T	0	1	1	100%			Y	Y	Y
SUM	HISTORY	499	48	GRADUATE RESEARCH	Moon, Y	0	1	1	100%			Y	Y	Y
Total History: 65														

Human Biology														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	HUMBIO	129S	01	GLOBAL PUBLIC HEALTH	Wise, P	80	0	80	25%	Chinese health issues		Y	Y	Y
SPR	HUMBIO	27	01	TRADITIONAL CHINESE MEDICINE	Golianu, B	24	0	24	100%			Y	Y	Y
SPR	HUMBIO	178	01	HUMAN TRAFFICKING	Jolluck, K; Walker, R; Lippert, S; Stacy, H	9	0	9	25%	Forced labor/ human trafficking in Asian conflicts	FEMST 105C, HISTORY 105C, INTLREL 105C	Y		
Total Human Biology: 3														

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
International Relations														
AUT	INTNLR	101	01	INTERNATIONAL RELATIONS	Tomz, M	48	0	48	25%	IR in Asia		Y	Y	Y
AUT	INTNLR	140	01	INTL LAW AND INTL RELATIONS	Lutowski, P	16	0	16	25%	Human rights in Asia		Y	Y	Y
AUT	INTNLR	141	01	HUMAN RIGHTS DOC FILM	Bojic, J	21	0	21	25%	Korea/China documentaries		Y	Y	Y
WIN	INTNLR	110	01	INTERNATIONAL HUMAN RIGHTS COL	Stacy, H; Steinberg, R	12	0	12	25%	Cambodia tribunals	IPS 271, POLISCI 204/304	Y	Y	Y
SPR	INTNLR	102	01	THE INTERNATIONAL SYSTEM	Naimark, N	3	0	3	30%	The rise of China & communism	HISTORY 102	Y	Y	Y
SPR	INTNLR	105	01	HUMAN TRAFFICKING	Jolluck, K; Walker, R; Lippert, S; Stacy, H	8	0	8	25%	Forced labor/ human trafficking in Asian conflicts	FEMST 105C, HUMBIO 178H, HISTORY 105C, INTLREL 105C	Y	Y	Y
SPR	INTNLR	128	01	INTERNATIONAL PROBLEM-SOLVING	Liautaud, S	17	0	17	25%	Japan & China case studies	PUBLPOL 128/228	Y		
SUM	INTNLR	144	01	NEW GLOBAL HUMAN RIGHTS	Stacy, H	26	0	26	25%	Human rights in N. Korea & China		Y		
Total International Relations: 8														

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
International Policy Studies															
AUT	IPS	234	01	RELIGION AND MULTICULTURALISM	Karayanni, M	0	4	4	4	25%	Tibet		Y		
AUT	IPS	245	01	AUTHORITARIAN RESILIENCE	Way, L	0	15	15	15	30%	China 1989		Y		
AUT	IPS	264	01	MODERN SOUTH ASIA	Manuel, A	0	16	16	16	25%	China's impact in S. Asia		Y	Y	Y
AUT	IPS	300	01	ISSUES INT'L POLICY STUDIES	Stoner-Weiss, K	0	18	18	18	25%	Asia case studies		Y	Y	Y
WIN	IPS	203	01	ISSUES IN INT'L ECONOMICS	Aturupane, C	0	18	18	18	25%	Chinese trade policy		Y	Y	Y
WIN	IPS	213	01	INTL MEDIATION CIVIL WARS	Morris, E	0	9	9	9	25%	Cambodia & Indonesia/Aceh civil war		Y	Y	Y
WIN	IPS	241	01	INTL SECURITY IN CHANGING WRLD	Crenshaw, M; Zegart, A	0	14	14	14	25%	Asia case studies		Y	Y	Y
WIN	IPS	250	01	INTERNATIONAL CONFLICT RESLN	Weiner, A; Ross, L; Bland, B	0	8	8	8	25%	Asia case studies	PSYCH 383	Y	Y	Y
WIN	IPS	271	01	INTERNATIONAL HUMAN RIGHTS COL	Stacy, H; Steinberg, R	0	7	7	7	25%	Cambodia tribunals		Y	Y	Y
SPR	IPS	207	01	GOVERNANCE, CORRUPTION, DEVT	Aturupane, C	0	9	9	9	25%	Asia case studies		Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	IPS	244	01	US POLICY TOWARD NE ASIA	Armacost, M; Fingar, T; Straub, W; Sneider, D	0	22	22	100%			Y	Y	Y
SPR	IPS	246	01	CHINA ON WORLD STAGE	Fingar, T	0	13	13	100%	Tokyo & Cambodia tribunals	ETHICSOC 280,	Y	Y	Y
SPR	IPS	280	01	TRANSITIONAL JUSTICE	Cohen, D	0	3	3	50%		INTNLREL 180A	Y	Y	Y

Total International Policy Studies: 13

Law	Course #	Section	Course Title	Instructor	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT LAW	259	01	STATE-BUILDING & RULE OF LAW	Jensen, E	0	10	10	25%	Cambodia reconstruction		Y	Y	Y
AUT LAW	259	02	STATE-BUILDING & RULE OF LAW	Jensen, E	0	11	11	25%	Cambodia reconstruction		Y	Y	Y
AUT LAW	285	01	INTL TRADE LAW	Pauwelyn, J	0	23	23	25%	China trade		Y	Y	Y
AUT LAW	504	01	INTL BUSINESS NEGOTIATION	Finkelstein, J	0	9	9	25%	Asia case studies		Y	Y	Y
AUT LAW	518	01	INTL PUBLIC INTT LAWYERING	Liu, M	0	5	5	25%	Chinese human rights		Y	Y	Y
AUT LAW	663	01	INTL HUMAN RIGHTS CLINIC: ADV	Cavallaro, J; Sonnenberg, S	0	2	2	50%	Asia case studies		Y	Y	Y
AUT LAW	404P	01	FOREIGN LEGAL STUDY: PEKING	Weiner, A	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT LAW		658	01	INTL HUMN RIGHTS CLC: CLC PRAC	Cavallaro, J; Sonnenberg, S	0	10	10	25%	Chinese human rights		Y	Y	Y
AUT LAW		658	01	INTL HUMN RIGHTS CLC: CLC METH	Cavallaro, J; Sonnenberg, S	0	10	10	25%	Chinese human rights		Y	Y	Y
AUT LAW		658	01	INTL HUMN RIGHTS CLC: CLC CRSE	Cavallaro, J; Sonnenberg, S	0	10	10	25%	Chinese human rights		Y	Y	Y
WIN LAW		330	01	INTERNATIONAL HUMAN RIGHTS	Martinez, J	0	6	6	25%	Asian human rights tribunals		Y	Y	Y
WIN LAW		330	02	INTERNATIONAL HUMAN RIGHTS	Martinez, J	0	3	3	25%	Asian human rights tribunals		Y	Y	Y
WIN LAW		656	01	INTL CONFLICT RESOLUTION	Bland, B; Weiner, A	0	4	4	25%	Asia case studies	IPS 250, PSYCH 383	Y	Y	Y
WIN LAW		656	02	INTL CONFLICT RESOLUTION	Weiner, A; Bland, B	0	2	2	25%	Asia case studies	IPS 250, PSYCH 383	Y	Y	Y
WIN LAW		663	01	INTL HUMAN RIGHTS CLINIC: ADV	Cavallaro, J; Sonnenberg, S	0	5	5	50%	Asia case studies		Y	Y	Y
WIN LAW		658	01	INTL HUMN RIGHTS CLC: CLC PRAC	Cavallaro, J; Sonnenberg, S	0	6	6	25%	Chinese human rights		Y	Y	Y
WIN LAW		658	01	INTL HUMN RIGHTS CLC: CLC METH	Cavallaro, J; Sonnenberg, S	0	6	6	25%	Chinese human rights		Y	Y	Y
WIN LAW		658	01	INTL HUMN RIGHTS CLC: CLC CRSE	Cavallaro, J; Sonnenberg, S	0	6	6	25%	Chinese human rights		Y	Y	Y
SPR LAW		245	01	CHINA LAW AND BUSINESS	Gechlik, M	0	13	13	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR LAW	554	01	INTL COMMERCIAL ARBITRATION	Smith, S	0	12	12	25%	Asia case studies		Y	Y	Y	
SPR LAW	663	01	INTL HUMAN RIGHTS CLINIC: ADV	Cavallaro, J; Sonnenberg, S	0	5	5	50%	Asia case studies		Y	Y	Y	
SPR LAW	675	01	HUMAN TRAFFICKING	Stacy, H; Jolluck, K; Lippert, S; Walker, R	0	6	6	25%	Forced labor/ human trafficking in Asian conflicts	FEMST 105C, HUMBIO 178H, HISTORY 105C, INTLREL 105C	Y	Y	Y	
SPR LAW	683	01	THE FUTURE OF HUMAN RIGHTS	Rodriguez Garavito, C	0	13	13	25%	Rise of China & human rights		Y	Y	Y	
SPR LAW	683	02	THE FUTURE OF HUMAN RIGHTS	Rodriguez Garavito, C	0	1	1	25%	Rise of China & human rights		Y	Y	Y	
SPR LAW	6811	01	THE SEA AROUND US	Caldwell, M; Sivas, D	0	6	6	30%	Japan & China fishing, whaling		Y	Y	Y	
Total Law: 25														

Linguistics

SPR LINGUIS	185/ 284 A	01	WRITING SYS IN DIGITAL WORLD	Mansour, K	4	3	7	40%	Chinese, Korean, Japanese writing systems		Y	Y	Y	
Total Linguistics: 1														

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Music															
AUT	MUSIC	169	01	STANFORD TAIKO	Sano, S; Uyechi, L	9	0	9	100%				Y	Y	Y
AUT	MUSIC	5G	01	INTRO TO GU-ZHENG	You, H	8	0	8	100%				Y	Y	Y
WIN	MUSIC	169	01	STANFORD TAIKO	Sano, S; Uyechi, L	16	0	16	100%				Y	Y	Y
WIN	MUSIC	4SI	01	NORTH AMERICAN TAIKO	Sano, S	9	0	9	100%				Y	Y	Y
WIN	MUSIC	5G	01	INTRO TO GU-ZHENG	You, H	10	0	10	100%				Y	Y	Y
SPR	MUSIC	169	01	STANFORD TAIKO	Sano, S; Uyechi, L	15	0	15	100%				Y	Y	Y
SPR	MUSIC	186/ 286	01	MUSIC & RELIGION IN S ASIA	Hess, L; Schultz, A	10	1	11	100%				Y		
SPR	MUSIC	17Q	01	NORTH AMERICAN TAIKO	Sano, S; Uyechi, L	11	0	11	100%				Y		Y
SPR	MUSIC	5G	01	INTRO TO GU-ZHENG	You, H	13	0	13	100%				Y	Y	Y
Total Music: 9															

Overseas Study Program: Beijing															
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	OSPBEIJ	16	01	ART SCENE OF BEIJING	Xie, X	10	0	10	100%				Y		
AUT	OSPBEIJ	42	01	CHINESE MEDIA STUDIES	Li, K	17	0	17	100%				Y	Y	Y
AUT	OSPBEIJ	48	01	CHINESE LITERATURE	Zhang, P	7	0	7	100%				Y		
AUT	OSPBEIJ	67	01	CHINA-AFRICA & MIDDLE EAST REL	Wang, S; Li, A	5	0	5	100%				Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	OSPBEIJ	75	01	CHINA IN THE GLOBAL ECONOMY	Staff	15	0	15	100%			Y	Y	Y
AUT	OSPBEIJ C	101	01	THIRD-YEAR MODERN CHINESE	Qian, X	5	0	5	100%			Y	Y	Y
AUT	OSPBEIJ	1C	01	1ST YR MOD CHINESE, Q1	Qian, X	11	0	11	100%			Y	Y	Y
AUT	OSPBEIJ C	211	01	FOURTH-YEAR MODERN CHINESE	Wang, Y	2	0	2	100%			Y	Y	Y
AUT	OSPBEIJ	21C	01	SECOND-YEAR MODERN CHINESE	Chen, L	5	0	5	100%			Y	Y	Y
AUT	OSPBEIJ	6C	01	BEGINNING CHINESE CONV, Q1	Staff	11	0	11	100%			Y	Y	Y
SPR	OSPBEIJ	9	01	CHINESE LANGUAGE TUTORIAL	Wang, Y	1	0	1	100%			Y	Y	Y
SPR	OSPBEIJ	17	01	CHINESE FILM STUDIES	Qin, L	8	0	8	100%			Y	Y	Y
SPR	OSPBEIJ	20	01	CHINESE COMMUNCTN, CULTR, SOC	Gong, W	5	0	5	100%			Y	Y	Y
SPR	OSPBEIJ	41	01	CHINESE SOCIETY/BUSINESS CULTUR	Li, B	8	0	8	100%			Y		
SPR	OSPBEIJ	55	01	CHINESE ECONOMY IN TRANSITION	Wang, H	13	0	13	100%			Y	Y	Y
SPR	OSPBEIJ	81	02	TOPICS IN RENEWABLE ENERGY	Shen, Z	1	0	1	100%			Y		
SPR	OSPBEIJ C	103	01	THIRD-YEAR MODERN CHINESE	Qian, X	2	0	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	OSPBEIJ	213	01	FOURTH-YEAR MODERN CHINESE	Wang, Y	2	0	2	100%			Y	Y	Y
SPR	OSPBEIJ	23C	01	SECOND-YEAR MODERN CHINESE	Qian, X	7	0	7	100%			Y	Y	Y
SPR	OSPBEIJ	3C	01	1ST YEAR MOD CHINESE, Q3	Chen, L	4	0	4	100%			Y	Y	Y
SPR	OSPBEIJ	8C	01	BEG CONVERSATIONAL CHINESE Q3	Staff	4	0	4	100%			Y	Y	Y
Total Overseas Study Program Beijing: 21														

Overseas Study Program: Kyoto														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	OSP KYO	122	01	RISE OF MODERN JAPAN	Staff	1	0	1	100%			Y	Y	Y
AUT	OSP KYO	128	01	FAMILIES AND WORK POST-WAR JPN	Staff	1	0	1	100%			Y	Y	Y
AUT	OSP KYO	164	01	KANSAI AREA ARTS	Staff	2	0	2	100%			Y	Y	Y
AUT	OSP KYO	103	01	THIRD-YEAR JAPANESE I	Staff	2	0	2	100%			Y	Y	Y
WIN	OSP KYO	13	01	CONTEMPORARY JAPANESE RELIGION	Ludvik, C	5	0	5	100%			Y	Y	Y
WIN	OSP KYO	16	01	JAPAN MINORITIES & IMMIGRANTS	MacDougall, T	3	0	3	100%			Y		
WIN	OSP KYO	60	01	JAPAN IN WORLD WAR II	Horvat, A	5	0	5	100%			Y		
WIN	OSP KYO	64	01	JAPANESE POPULAR CULTURE	McLaren, S	11	0	11	100%			Y	Y	Y
WIN	OSP KYO	210	01	ADVANCED JAPANESE	Ueda, H; Eguchi, K	1	0	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	OSP KYO	22K	01	2ND YR JAPANESE LNG CULT & COM	Kawahara, Y; Eguchi, K	5	0	5	100%			Y	Y	Y
WIN	OSP KYO	2K	01	1ST YR JAPANESE LNG CULT & COM	Tanaka, K; Tsujiino, R	6	0	6	100%			Y	Y	Y
SPR	OSP KYO	14	01	THE JAPANESE EDUCATION SYSTEM	Moe, T	11	0	11	100%			Y		
SPR	OSP KYO	15	01	POSTWAR JAPANESE SOCIETY	Duus, P	10	0	10	100%			Y		
SPR	OSP KYO	17R	01	RELIGION AND JAPANESE CULTURE	Ludvik, C	22	0	22	100%			Y	Y	Y
SPR	OSP KYO	199	02	DIRECTED READING A	Horvat, A	3	0	3	100%			Y		
SPR	OSP KYO	199	02	DIRECTED READING B	Horvat, A	4	0	4	100%			Y		
SPR	OSP KYO	210	01	ADVANCED JAPANESE	Ueda, H; Numaguchi, Y	3	0	3	100%			Y	Y	Y
SPR	OSP KYO	215	01	POLITICAL ECONOMY OF JAPAN	Hayashi, T	4	0	4	100%			Y	Y	Y
SPR	OSP KYO	21K	01	2ND YR JAPANESE LNG CULT & COM	Tayama, H; Eguchi, K	5	0	5	100%			Y	Y	Y
SPR	OSP KYO	23K	01	2ND YR JAPANESE LNG CULT & COM	Kawahara, Y; Eguchi, K; Tsujiino, R	13	0	13	100%			Y	Y	Y
SPR	OSP KYO	3K	01	1ST YR JAPANESE LNG CULT & COM	Tanaka, K; Asami, N; Fujiwara, T	10	0	10	100%			Y	Y	Y

Total Overseas Study Program Kyoto: 21

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	POLISCI	410	01	INTNL RELATIONS THEORY PART II	Tomz, M;	0	10	10	25%	Asian IR		Y	Y	Y
WIN	POLISCI	411	01	WORKSHOP IN INT'L RELATIONS	Scheve, K Goldstein, J	0	9	9	25%	Asia case studies		Y	Y	Y
WIN	POLISCI	440	01	WORKSHOP IN COMPARATIVE POL	Rodden, J;	0	9	9	50%	Asia case studies		Y	Y	Y
WIN	POLISCI	443S	01	POLIECON OF REFORM IN CHINA	Goldstein, J Oi, J	0	5	5	100%			Y	Y	Y
WIN	POLISCI	448	01	WORKSHOP: CHINA SOC SCI	Walder, A; Oi, J	0	2	2	100%		SOC 368W	Y	Y	Y
SPR	POLISCI	218J	01	JAPANESE POLITICS AND INTERNAT	Lipsey, P; Kushida, K	5	3	8	100%			Y	Y	Y
SPR	POLISCI	410	01	RESEARCH INTL RELATIONS	Goldstein, J	0	8	8	25%	Asian International Relations		Y	Y	Y
SPR	POLISCI	440	01	WORKSHOP IN COMPARATIVE POL	Rodden, J;	0	14	14	50%	Asia case studies		Y	Y	Y
SPR	POLISCI	448	01	WORKSHOP: CHINA SOC SCI	Goldstein, J; Jusko, K Walder, A;	0	2	2	100%		SOC 368W	Y	Y	Y
SUM	POLISCI	1Z	01	INTRO TO INTL RELATIONS	Zhou, X; Oi, J Tomz, M	36	0	36	25%	Asian IR		Y	Y	Y
Total Political Science: 20														

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
Religious Studies														
AUT	RELIGST	252	01	MAHAYANA BUDDHIST SCRIPTURES	Harrison, P	3	0	3	100%			Y		
AUT	RELIGST	385	03	RESEARCH IN BUDDHIST STUDIES	Bielefeldt, C	0	1	1	100%			Y	Y	Y
AUT	RELIGST	113	01	JAPANESE RELIGION THRU FILM	Lin, I	6	0	6	100%			Y		
AUT	RELIGST	6N	01	BUDDHIST MEDITATION TEACHINGS	Bielefeldt, C	20	0	20	100%			Y		
WIN	RELIGST	14	01	EXPLORING BUDDHISM	Harrison, P	83	0	83	100%			Y		
WIN	RELIGST	35	01	INTRODUCTION TO CHINESE RELIGI	Kieschnick, J	5	0	5	100%			Y		Y
WIN	RELIGST	49	01	COMPASSION & WORLD RELIGIONS	Weiss, L	11	0	11	70%	Buddhist text		Y		
WIN	RELIGST	212	01	CHUANG TZU	Yearley, L	12	0	12	100%			Y		
WIN	RELIGST	347	01	CHINESE BUDDHIST TEXTS	Kieschnick, J	0	1	1	100%			Y	Y	Y
WIN	RELIGST	351	01	INDIAN BUDDHIST TEXTS	Harrison, P	0	1	1	100%			Y	Y	Y
WIN	RELIGST	358	01	JAPANESE BUDDHIST TEXTS	Bielefeldt, C	0	1	1	100%			Y		Y
WIN	RELIGST	385	23	RESEARCH IN BUDDHIST STUDIES	Kieschnick, J	0	1	1	100%			Y	Y	Y
SPR	RELIGST	150	01	THE LOTUS SUTRA	Bielefeldt, C	38	0	38	100%			Y		
SPR	RELIGST	159	01	MUSIC & RELIGION IN S ASIA	Hess, L; Schultz, A	6	0	6	100%		MUSIC 186/286	Y		

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	RELIGST	246	01	CONSTRUCTING RACE AND RELIGION	Lum, K	2	0	2	25%	Asian diapora issues	CSRE 246, HISTORY 256G/356G	Y		
SPR	RELIGST	315	01	SCRIPTURE BUDDHIST POLEMICS	Gomez, L	0	1	1	100%			Y		
SPR	RELIGST	385	03	RESEARCH IN BUDDHIST STUDIES	Bielefeldt, C	0	1	1	100%			Y	Y	Y
SPR	RELIGST	13N	01	MYSTICS AND MYSTICISM	Gelber, H	4	0	4	25%	Buddhist text		Y		
SPR	RELIGST	208	01	ORIENTALISM & THE STUDY OF REL	Vevaina, Y	2	1	3	100%			Y	Y	
SPR	RELIGST	215	01	CHINESE BUDDHISM	Kieschnick, J	3	2	5	100%			Y		
Total Religious Studies: 20														

Sociology	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT SOC	113	01	COMPARATIVE CORRUPTION	Young, P	20	0	20	25%	Developing Asia corruption		Y	Y	Y
AUT SOC	350	01	MGRATION RACE ETHNCTY & NATION	Fields, C; Saperstein, A	0	15	15	25%	Asia case studies		Y	Y	Y
WIN SOC	148/248	01	COMPARATIVE ETHNIC CONFLICT	Olzak, S	14	4	18	25%	Asia case studies	CSRE 148	Y		
WIN SOC	231	01	WORLD SOC & EDUC CHANGE	Ramirez, F	0	3	3	25%	Japan & China case studies	EDUC 136/306D	Y	Y	Y
WIN SOC	350	01	MGRATION RACE ETHNCTY & NATION	Fields, C; Saperstein, A	0	5	5	25%	Asia case studies		Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN SOC	368 W	01	WORKSHOP: CHINA SOC SCI	Walder, A; Oi, J	0	4	4	100%		POLISCI 448R	Y	Y	Y	
SPR SOC	167 A/	01	ASIA-PACIFIC TRANSFORMATION	Shin, G	1	13	14	100%				Y		
SPR SOC	350 W	01	MGRATION RACE ETHNCTY & NATION	Saperstein, A; Fields, C	0	7	7	25%	Asia case studies		Y	Y	Y	
SPR SOC	368 W	01	WORKSHOP: CHINA SOC SCI	Walder, A; Zhou, X; Oi, J	0	2	2	100%			Y	Y	Y	
SUM SOC	116 D	01	HUMAN TRAFFICKING	Gong, R	17	0	17	25%	Asian sex trafficking		Y			
Total Sociology: 10														

Stanford Language Center														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT CHINLAN I		01	1ST YR MOD CHINESE	Zeng, H; Zhao, H	11	0	11	100%				Y	Y	Y
AUT CHINLAN I		03	1ST YR MOD CHINESE	Zeng, H; Zhao, H	11	0	11	100%				Y	Y	Y
AUT CHINLAN I		04	1ST YR MOD CHINESE	DiBello, M	12	0	12	100%				Y	Y	Y
AUT CHINLAN I		05	1ST YR MOD CHINESE	Zeng, H; Yang, R	8	0	8	100%				Y	Y	Y
AUT CHINLAN I		06	1ST YR MOD CHINESE	DiBello, M	6	0	6	100%				Y	Y	Y
AUT CHINLAN I		07	1ST YR MOD CHINESE	Zeng, H; Yang, R	7	0	7	100%				Y	Y	Y
AUT CHINLAN I		08	1ST YR MOD CHINESE	Zhang, Y	10	0	10	100%				Y	Y	Y
AUT CHINLAN I		09	1ST YR MOD CHINESE	DiBello, M	3	0	3	100%				Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	CHINLAN1		10	1ST YR MOD CHINESE	Zhang, Y	9	0	9	100%			Y	Y	Y
AUT	CHINLAN6		01	BEGINNING CONV CHINESE	Rozelle, Y	12	0	12	100%			Y	Y	Y
AUT	CHINLAN6		02	BEGINNING CONV CHINESE	Rozelle, Y	13	0	13	100%			Y	Y	Y
AUT	CHINLAN6		03	BEGINNING CONV CHINESE	Rozelle, Y	15	0	15	100%			Y	Y	Y
AUT	CHINLAN10		01	BEGINNING TAIWANESE CONV	Lin, N	6	0	6	100%			Y	Y	Y
AUT	CHINLAN15		01	BEGINNING CANTONESE CONV	Dennig, S	12	0	12	100%			Y	Y	Y
AUT	CHINLAN18		01	INTERMEDIATE CANTONESE CONV	Dennig, S	6	0	6	100%			Y	Y	Y
AUT	CHINLAN21		01	2ND YR MOD CHINESE	Chung, M; Peng, W	10	0	10	100%			Y	Y	Y
AUT	CHINLAN21		02	2ND YR MOD CHINESE	Chung, M; Peng, W	12	0	12	100%			Y	Y	Y
AUT	CHINLAN21		03	2ND YR MOD CHINESE	Chung, M; Peng, W	15	0	15	100%			Y	Y	Y
AUT	CHINLAN27		01	INTER CHINESE CONV	Zhang, Y	16	0	16	100%			Y	Y	Y
AUT	CHINLAN41		01	INT TO ADV CHINESE CONV	Chung, M	12	0	12	100%			Y	Y	Y
AUT	CHINLAN101		01	3RD YR MOD CHINESE	Tang, L	13	0	13	100%			Y	Y	Y
AUT	CHINLAN101		02	3RD YR MOD CHINESE	Tang, L	12	0	12	100%			Y	Y	Y
AUT	CHINLAN121		01	ADV CHINESE CONV	Zhou, X	6	0	6	100%			Y	Y	Y
AUT	CHINLAN131		01	BUSINESS CHINESE	Wang, H	12	0	12	100%			Y	Y	Y
AUT	CHINLAN200		03	DIRECTED READING IN CHINESE	Dennig, S	3	0	3	100%			Y	Y	Y
AUT	CHINLAN211		01	FOURTH-YEAR MOD CHINESE	Zhou, X	6	0	6	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	CHINLAN	231	01	FIFTH YEAR MODERN CHINESE	Wang, H	9	0	9	100%			Y	Y	Y
AUT	CHINLAN	394	03	GRADUATE STUDIES CHINESE CONV	Denmig, S	0	8	8	100%			Y	Y	Y
AUT	CHINLAN	394	05	GRADUATE STUDIES CHINESE CONV	Lin, N	0	2	2	100%			Y	Y	Y
AUT	CHINLAN	394	06	GRADUATE STUDIES CHINESE CONV	Rozelle, Y	0	2	2	100%			Y	Y	Y
AUT	CHINLAN	394	07	GRADUATE STUDIES CHINESE CONV	Wang, H	0	1	1	100%			Y	Y	Y
AUT	CHINLAN	394	09	GRADUATE STUDIES CHINESE CONV	Zhang, Y	0	3	3	100%			Y	Y	Y
AUT	CHINLAN	394	12	GRADUATE STUDIES CHINESE CONV	Tang, L	0	1	1	100%			Y	Y	Y
AUT	CHINLAN	395	03	GRADUATE STUDIES IN CHINESE	Denmig, S	0	2	2	100%			Y	Y	Y
AUT	CHINLAN	395	07	GRADUATE STUDIES IN CHINESE	Wang, H	0	1	1	100%			Y	Y	Y
AUT	CHINLAN	395	09	GRADUATE STUDIES IN CHINESE	Zeng, H	0	2	2	100%			Y	Y	Y
AUT	CHINLAN	395	13	GRADUATE STUDIES IN CHINESE	Zhou, X	0	2	2	100%			Y	Y	Y
AUT	CHINLAN	395	15	GRADUATE STUDIES IN CHINESE	Tang, L	0	3	3	100%			Y	Y	Y
AUT	CHINLAN	101	01	3RD YR CHINESE BILINGUAL	Wang, H	5	0	5	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	CHINLAN	15M	01	CANTONESE CON FOR MANDARIN SPK	Dennig, S	12	0	12	100%			Y	Y	Y
AUT	CHINLAN	1B	01	1ST YR CHINESE BILINGUAL	Lin, N	8	0	8	100%			Y	Y	Y
AUT	CHINLAN	1B	02	1ST YR CHINESE BILINGUAL	Lin, N	7	0	7	100%			Y	Y	Y
AUT	CHINLAN	1B	03	1ST YR CHINESE BILINGUAL	Lin, N	7	0	7	100%			Y	Y	Y
AUT	CHINLAN	20A	01	ADV CANTONESE CONVERSATION	Dennig, S	1	0	1	100%			Y	Y	Y
AUT	CHINLAN	211	01	4TH YR MOD CHINESE FOR BILING	Zhou, X	4	0	4	100%			Y	Y	Y
AUT	CHINLAN	21B	01	2ND YR CHINESE BILINGUAL	Tang, L	1	0	1	100%			Y	Y	Y
AUT	CHINLAN	21B	02	2ND YR CHINESE BILINGUAL	Tang, L	5	0	5	100%			Y	Y	Y
AUT	JAPANLN	1	01	1ST YR JAPANESE LNG CULT & COM	Lipton, H	16	0	16	100%			Y	Y	Y
AUT	JAPANLN	1	02	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Ganir, P	15	0	15	100%			Y	Y	Y
AUT	JAPANLN	1	03	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Rogoycki, M	16	0	16	100%			Y	Y	Y
AUT	JAPANLN	1	04	1ST YR JAPANESE LNG CULT & COM	Lipton, H	15	0	15	100%			Y	Y	Y
AUT	JAPANLN	1	05	1ST YR JAPANESE LNG CULT & COM	Lipton, H	16	0	16	100%			Y	Y	Y
AUT	JAPANLN	21	01	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	13	0	13	100%			Y	Y	Y
AUT	JAPANLN	21	02	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	7	0	7	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	JAPANLN	21	03	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	14	0	14	100%			Y	Y	Y
AUT	JAPANLN	101	01	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	8	0	8	100%			Y	Y	Y
AUT	JAPANLN	101	02	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	2	0	2	100%			Y	Y	Y
AUT	JAPANLN	211	01	4TH YR JAPANESE	Nakamura, K	0	6	6	100%			Y	Y	Y
AUT	JAPANLN	394	05	GRAD STUDIES JAPANESE CONVERSA	Lipton, H	0	1	1	100%			Y	Y	Y
AUT	JAPANLN	394	06	GRAD STUDIES JAPANESE CONVERSA	Lowdermilk, M	0	1	1	100%			Y	Y	Y
AUT	JAPANLN	394	07	GRAD STUDIES JAPANESE CONVERSA	Nakamura, K	0	1	1	100%			Y	Y	Y
AUT	JAPANLN	394	08	GRAD STUDIES JAPANESE CONVERSA	Tomiyama, Y	0	3	3	100%			Y	Y	Y
AUT	JAPANLN	394	11	GRAD STUDIES JAPANESE CONVERSA	Rogowski, M	0	2	2	100%			Y	Y	Y
AUT	JAPANLN	394	12	GRAD STUDIES JAPANESE CONVERSA	Wake, H	0	1	1	100%			Y	Y	Y
AUT	JAPANLN	395	05	GRADUATE STUDIES IN JAPANESE	Lipton, H	0	9	9	100%			Y	Y	Y
AUT	JAPANLN	395	06	GRADUATE STUDIES IN JAPANESE	Lowdermilk, M	0	2	2	100%			Y	Y	Y
AUT	JAPANLN	395	07	GRADUATE STUDIES IN JAPANESE	Nakamura, K	0	2	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	JAPANLN	395	08	GRADUATE STUDIES IN JAPANESE	Tomiyama, Y	0	2	2	100%			Y	Y	Y
AUT	JAPANLN	395	11	GRADUATE STUDIES IN JAPANESE	Wake, H	0	2	2	100%			Y		Y
AUT	JAPANLN	104	01	JAPANESE FOR PROFESSIONALS	Tomiyama, Y	2	0	2	100%			Y	Y	Y
AUT	JAPANLN	111	01	ADV JAPANESE CONV	Lipton, H	12	0	12	100%			Y	Y	Y
AUT	JAPANLN	113F	01	JAPANESE THROUGH FILM	Nakamura, K	3	0	3	100%			Y	Y	Y
AUT	JAPANLN	11A	01	INTER JAPANESE CONVERSATION	Rogowski, M	8	0	8	100%			Y	Y	Y
AUT	JAPANLN	14A	01	2ND YR JAPANESE LNG ESSENTIALS	Rogowski, M	6	0	6	100%			Y	Y	Y
AUT	JAPANLN	31A	01	INTER TO ADV CONVERSATION	Tomiyama, Y	4	0	4	100%			Y	Y	Y
AUT	JAPANLN	4A	01	1ST YR JAPANESE LANG ESSENTIAL	Wake, H	8	0	8	100%			Y	Y	Y
AUT	KORLAN	1	01	FIRST-YEAR KOREAN	Kim, H	11	0	11	100%			Y	Y	Y
AUT	KORLAN	1	02	FIRST-YEAR KOREAN	Kim, H	15	0	15	100%			Y	Y	Y
AUT	KORLAN	21	01	SECOND-YEAR KOREAN	Seo, S	4	0	4	100%			Y	Y	Y
AUT	KORLAN	101	01	THIRD-YEAR KOREAN	Kim, H; Seo, S	6	0	6	100%			Y	Y	Y
AUT	KORLAN	130	01	READING KOREAN	Kim, H	0	2	2	100%			Y	Y	Y
AUT	KORLAN	395	02	GRADUATE STUDIES IN KOREAN	Kim, H	0	6	6	100%			Y	Y	Y
AUT	KORLAN	1H	01	BEGINNING KOREAN FOR HERITAGE	Kim, H	3	0	3	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT	SPECLAN	145	01	2ND YR TAGALOG	Aban, C	4	0	4	100%			Y	Y	Y
AUT	SPECLAN	150	01	1ST YR VIETNAMESE	Nguyen, D	12	0	12	100%			Y	Y	Y
AUT	SPECLAN	151	01	2ND YR VIETNAMESE	Nguyen, D	8	0	8	100%			Y	Y	Y
AUT	SPECLAN	176	01	1ST YR THAI	Moore, R	4	0	4	100%			Y	Y	Y
AUT	SPECLAN	224	01	3RD YR VIETNAMESE	Nguyen, D	5	0	5	100%			Y	Y	Y
AUT	TIBETLN	1	01	FIRST YEAR TIBETAN	Clark, R	3	0	3	100%			Y	Y	Y
AUT	TIBETLN	21	01	INTERMEDIATE/ADVANCED TIBETAN	Clark, R	1	0	1	100%			Y	Y	Y
AUT	TIBETLN	395	02	GRADUATE STUDIES IN TIBETAN	Clark, R	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	2	01	1ST YR MOD CHINESE	Zeng, H; Yang, R	8	0	8	100%			Y	Y	Y
WIN	CHINLAN	2	02	1ST YR MOD CHINESE	Zeng, H; Yang, R	5	0	5	100%			Y	Y	Y
WIN	CHINLAN	2	03	1ST YR MOD CHINESE	DiBello, M	8	0	8	100%			Y	Y	Y
WIN	CHINLAN	2	04	1ST YR MOD CHINESE	Zeng, H; Yang, R	11	0	11	100%			Y	Y	Y
WIN	CHINLAN	2	05	1ST YR MOD CHINESE	DiBello, M	4	0	4	100%			Y	Y	Y
WIN	CHINLAN	2	06	1ST YR MOD CHINESE	Zeng, H; Yang, R	4	0	4	100%			Y	Y	Y
WIN	CHINLAN	2	07	1ST YR MOD CHINESE	DiBello, M	7	0	7	100%			Y	Y	Y
WIN	CHINLAN	2	08	1ST YR MOD CHINESE	Zhang, Y	6	0	6	100%			Y	Y	Y
WIN	CHINLAN	2	09	1ST YR MOD CHINESE	Zhang, Y	9	0	9	100%			Y	Y	Y
WIN	CHINLAN	7	01	BEGINNING CONV CHINESE	Rozelle, Y	15	0	15	100%			Y	Y	Y
WIN	CHINLAN	7	02	BEGINNING CONV CHINESE	Rozelle, Y	10	0	10	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	CHINLAN7		03	BEGINNING CONV CHINESE	Rozelle, Y	9	0	9	100%			Y	Y	Y
WIN	CHINLAN11		01	BEGINNING TAIWANESE CONV	Lin, N	2	0	2	100%			Y	Y	Y
WIN	CHINLAN16		01	BEGINNING CANTONESE CONV	Dennig, S	11	0	11	100%			Y	Y	Y
WIN	CHINLAN19		01	INTERMEDIATE CANTONESE CONV	Dennig, S	4	0	4	100%			Y	Y	Y
WIN	CHINLAN22		01	2ND YR MOD CHINESE	Chung, M; Peng, W	8	0	8	100%			Y	Y	Y
WIN	CHINLAN22		02	2ND YR MOD CHINESE	Chung, M; Peng, W	11	0	11	100%			Y	Y	Y
WIN	CHINLAN22		03	2ND YR MOD CHINESE	Chung, M; Peng, W	13	0	13	100%			Y	Y	Y
WIN	CHINLAN22		04	2ND YR MOD CHINESE	Zhu, X	2	0	2	100%			Y	Y	Y
WIN	CHINLAN28		01	INTER CHINESE CONV	Zhang, Y	12	0	12	100%			Y	Y	Y
WIN	CHINLAN42		01	INT TO ADV CHINESE CONV	Chung, M	10	0	10	100%			Y	Y	Y
WIN	CHINLAN102		01	3RD YR MOD CHINESE	Tang, L; Teo, M	7	0	7	100%			Y	Y	Y
WIN	CHINLAN102		02	3RD YR MOD CHINESE	Tang, L; Teo, M	12	0	12	100%			Y	Y	Y
WIN	CHINLAN122		01	ADV CHINESE CONV	Zhou, X	5	0	5	100%			Y	Y	Y
WIN	CHINLAN132		01	BUSINESS CHINESE	Wang, H	10	0	10	100%			Y	Y	Y
WIN	CHINLAN200		03	DIRECTED READING IN CHINESE	Dennig, S	2	0	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

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Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	CHINLAN	200	11	DIRECTED READING IN CHINESE	Zhou, X	1	0	1	100%			Y	Y	Y
WIN	CHINLAN	212	01	FOURTH-YEAR MOD CHINESE	Zhou, X	7	0	7	100%			Y	Y	Y
WIN	CHINLAN	232	01	FIFTH YEAR MODERN CHINESE	Wang, H	6	0	6	100%			Y	Y	Y
WIN	CHINLAN	394	03	GRADUATE STUDIES CHINESE	Dennig, S	0	2	2	100%			Y	Y	Y
WIN	CHINLAN	394	05	GRADUATE STUDIES CHINESE	Lin, N	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	394	06	GRADUATE STUDIES CHINESE	Rozelle, Y	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	394	09	GRADUATE STUDIES CHINESE	Zhang, Y	0	2	2	100%			Y	Y	Y
WIN	CHINLAN	394	12	GRADUATE STUDIES CHINESE	Tang, L	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	395	03	GRADUATE STUDIES IN CHINESE	Dennig, S	0	2	2	100%			Y	Y	Y
WIN	CHINLAN	395	07	GRADUATE STUDIES IN CHINESE	Wang, H	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	395	09	GRADUATE STUDIES IN CHINESE	Zeng, H	0	3	3	100%			Y	Y	Y
WIN	CHINLAN	395	13	GRADUATE STUDIES IN CHINESE	Zhou, X	0	1	1	100%			Y	Y	Y
WIN	CHINLAN	395	15	GRADUATE STUDIES IN CHINESE	Tang, L	0	2	2	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	12-13 Enrollmen		% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
						UGRAD	GRAD	TOTAL					
WIN	CHINLAN	102	01	3RD YR CHINESE BILINGUAL	Wang, H	5	0	5	100%		Y	Y	Y
WIN	CHINLAN	13A	01	INTER TAIWANESE CONVER	Lin, N	1	0	1	100%		Y	Y	Y
WIN	CHINLAN	16M	01	CANTONESE FOR MANDARIN SPK	Dennig, S	7	0	7	100%		Y	Y	Y
WIN	CHINLAN	20B	01	ADV CANTONESE CONVERSATION	Dennig, S	1	0	1	100%		Y	Y	Y
WIN	CHINLAN	212	01	4TH YR MOD CHINESE FOR BIL	Zhou, X	7	0	7	100%		Y	Y	Y
WIN	CHINLAN	22B	01	2ND YR CHINESE BILINGUAL	Tang, L	2	0	2	100%		Y	Y	Y
WIN	CHINLAN	22B	02	2ND YR CHINESE BILINGUAL	Tang, L	5	0	5	100%		Y	Y	Y
WIN	CHINLAN	2B	01	1ST YR CHINESE BILINGUAL	Lin, N	6	0	6	100%		Y	Y	Y
WIN	CHINLAN	2B	02	1ST YR CHINESE BILINGUAL	Lin, N	11	0	11	100%		Y	Y	Y
WIN	CHINLAN	2B	03	1ST YR CHINESE BILINGUAL	Lin, N	3	0	3	100%		Y	Y	Y
WIN	JAPANLN	2	01	1ST YR JAPANESE LNG CULT & COM	Lipton, H	15	0	15	100%		Y	Y	Y
WIN	JAPANLN	2	02	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Rogoyski, M	16	0	16	100%		Y	Y	Y
WIN	JAPANLN	2	03	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Yasumoto Magnani, E	5	0	5	100%		Y	Y	Y
WIN	JAPANLN	2	04	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Ganir, P	15	0	15	100%		Y	Y	Y
WIN	JAPANLN	2	05	1ST YR JAPANESE LNG CULT & COM	Lipton, H	16	0	16	100%		Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	JAPANLN	22	01	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	12	0	12	100%			Y	Y	Y
WIN	JAPANLN	22	02	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	10	0	10	100%			Y	Y	Y
WIN	JAPANLN	22	03	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	8	0	8	100%			Y	Y	Y
WIN	JAPANLN	102	01	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	2	0	2	100%			Y	Y	Y
WIN	JAPANLN	102	02	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	8	0	8	100%			Y	Y	Y
WIN	JAPANLN	200	10	DIRECTED READING	Wake, H	0	1	1	100%			Y	Y	Y
WIN	JAPANLN	212	01	4TH YR JAPANESE	Nakamura, K	0	5	5	100%			Y	Y	Y
WIN	JAPANLN	394	06	GRAD STUDIES JAPANESE CONVERSA	Lowdermilk, M	0	2	2	100%			Y	Y	Y
WIN	JAPANLN	394	07	GRAD STUDIES JAPANESE CONVERSA	Nakamura, K	0	1	1	100%			Y	Y	Y
WIN	JAPANLN	394	08	GRAD STUDIES JAPANESE CONVERSA	Tomiyama, Y	0	3	3	100%			Y	Y	Y
WIN	JAPANLN	394	09	GRAD STUDIES JAPANESE CONVERSA	Yasumoto Magnani, E	0	2	2	100%			Y	Y	Y
WIN	JAPANLN	394	10	GRAD STUDIES JAPANESE CONVERSA	Fu, M	0	3	3	100%			Y	Y	Y
WIN	JAPANLN	395	05	GRADUATE STUDIES IN JAPANESE	Lipton, H	0	6	6	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	JAPANLN	395	06	GRADUATE STUDIES IN JAPANESE	Lowdermilk, M	0	2	2	100%			Y	Y	Y
WIN	JAPANLN	395	07	GRADUATE STUDIES IN JAPANESE	Nakamura, K	0	2	2	100%			Y	Y	Y
WIN	JAPANLN	395	08	GRADUATE STUDIES IN JAPANESE	Tomiyama, Y	0	1	1	100%			Y	Y	Y
WIN	JAPANLN	395	09	GRADUATE STUDIES IN JAPANESE	Yasumoto Magnani, E	0	3	3	100%			Y	Y	Y
WIN	JAPANLN	104	01	JAPANESE FOR PROFESSIONALS	Fu, M	2	0	2	100%			Y	Y	Y
WIN	JAPANLN	111	01	ADV JAPANESE CONV	Yasumoto Magnani, E	5	0	5	100%			Y	Y	Y
WIN	JAPANLN	114F	01	JAPANESE THROUGH FILM	Nakamura, K	3	0	3	100%			Y	Y	Y
WIN	JAPANLN	11B	01	INTER JAPANESE CONVERSATION	Rogowski, M	9	0	9	100%			Y	Y	Y
WIN	JAPANLN	14B	01	2ND YR JAPANESE LNG ESSENTIALS	Fu, M	6	0	6	100%			Y	Y	Y
WIN	JAPANLN	31B	01	INTER TO ADV CONVERSATION	Tomiyama, Y	3	0	3	100%			Y	Y	
WIN	JAPANLN	4B	01	1ST YR JAPANESE LANG ESSENTIAL	Yasumoto Magnani, E; Rodriguez, G	5	0	5	100%			Y	Y	Y
WIN	KORLAN	2	01	FIRST-YEAR KOREAN	Kim, H	6	0	6	100%			Y	Y	Y
WIN	KORLAN	2	02	FIRST-YEAR KOREAN	Kim, H	11	0	11	100%			Y	Y	Y
WIN	KORLAN	22	01	SECOND-YEAR KOREAN	Seo, S	6	0	6	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN	KORLAN	102	01	THIRD-YEAR KOREAN	Seo, S	4	0	4	100%			Y	Y	Y
WIN	KORLAN	395	02	GRADUATE STUDIES IN KOREAN	Kim, H	0	4	4	100%			Y	Y	Y
WIN	KORLAN	395	03	GRADUATE STUDIES IN KOREAN	Seo, S	0	1	1	100%			Y	Y	Y
WIN	KORLAN	2H	01	BEGINNING KOREAN FOR HERITAGE	Kim, H	3	0	3	100%			Y	Y	Y
WIN	SPECLAN	145	01	2ND YR TAGALOG	Aban, C	6	0	6	100%			Y		Y
WIN	SPECLAN	150	01	1ST YR VIETNAMESE	Nguyen, D	6	0	6	100%			Y	Y	Y
WIN	SPECLAN	151	01	2ND YR VIETNAMESE	Nguyen, D	6	0	6	100%			Y	Y	Y
WIN	SPECLAN	176	01	1ST YR THAI	Moore, R	4	0	4	100%			Y		Y
WIN	SPECLAN	224	01	3RD YR VIETNAMESE	Nguyen, D	2	0	2	100%			Y	Y	Y
WIN	TIBETLN	2	01	FIRST YEAR TIBETAN	Clark, R	1	0	1	100%			Y	Y	Y
WIN	TIBETLN	395	02	GRADUATE STUDIES IN TIBETAN	Clark, R	0	2	2	100%			Y	Y	Y
SPR	CHINLAN	3	01	1ST YR MOD CHINESE	Zeng, H	8	0	8	100%			Y	Y	Y
SPR	CHINLAN	3	02	1ST YR MOD CHINESE	Zeng, H	5	0	5	100%			Y	Y	Y
SPR	CHINLAN	3	03	1ST YR MOD CHINESE	DiBello, M	13	0	13	100%			Y	Y	Y
SPR	CHINLAN	3	04	1ST YR MOD CHINESE	Zeng, H	4	0	4	100%			Y	Y	Y
SPR	CHINLAN	3	05	1ST YR MOD CHINESE	DiBello, M	7	0	7	100%			Y	Y	Y
SPR	CHINLAN	3	06	1ST YR MOD CHINESE	Zeng, H	3	0	3	100%			Y	Y	Y
SPR	CHINLAN	3	07	1ST YR MOD CHINESE	Zhang, Y	9	0	9	100%			Y	Y	Y
SPR	CHINLAN	3	08	1ST YR MOD CHINESE	Zhang, Y	10	0	10	100%			Y	Y	Y
SPR	CHINLAN	8	01	BEGINNING CONV CHINESE	Rozelle, Y	7	0	7	100%			Y	Y	Y
SPR	CHINLAN	8	02	BEGINNING CONV CHINESE	Rozelle, Y	10	0	10	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

Term	Subject	Course #	Section	Course Title	Instructor(s)	12-13 Enrollmen		% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
						UGRAD	GRAD TOTAL						
SPR	CHINLAN 8		03	BEGINNING CONV CHINESE	Rozelle, Y	8	0	100%			Y	Y	Y
SPR	CHINLAN 12		01	BEGINNING TAIWANESE CONV	Lin, N	2	0	100%			Y	Y	Y
SPR	CHINLAN 17		01	BEGINNING CANTONESE CONV	Dennig, S	6	0	100%			Y	Y	Y
SPR	CHINLAN 20		01	INTERMEDIATE CANTONESE CONV	Dennig, S	4	0	100%			Y	Y	Y
SPR	CHINLAN 23		01	2ND YR MOD CHINESE	Chung, M	2	0	100%			Y	Y	Y
SPR	CHINLAN 23		02	2ND YR MOD CHINESE	Chung, M	14	0	100%			Y	Y	Y
SPR	CHINLAN 23		03	2ND YR MOD CHINESE	Chung, M	8	0	100%			Y	Y	Y
SPR	CHINLAN 29		01	INTER CHINESE CONV	Zhang, Y	9	0	100%			Y	Y	Y
SPR	CHINLAN 43		01	INT TO ADV CHINESE CONV	Chung, M	7	0	100%			Y	Y	Y
SPR	CHINLAN 103		01	3RD YR MOD CHINESE	Tang, L	11	0	100%			Y	Y	Y
SPR	CHINLAN 103		02	3RD YR MOD CHINESE	Tang, L	6	0	100%			Y	Y	Y
SPR	CHINLAN 123		01	ADV CHINESE CONV	Zhou, X	8	0	100%			Y	Y	Y
SPR	CHINLAN 133		01	BUSINESS CHINESE	Wang, H	9	0	100%			Y	Y	Y
SPR	CHINLAN 200		03	DIRECTED READING IN CHINESE	Dennig, S	1	0	100%			Y	Y	Y
SPR	CHINLAN 213		01	FOURTH-YEAR MOD CHINESE	Zhou, X	6	0	100%			Y	Y	Y
SPR	CHINLAN 233		01	FIFTH YR MODERN CHINESE	Wang, H	6	0	100%			Y	Y	Y
SPR	CHINLAN 394		03	GRADUATE STUDIES CHINESE CONV	Dennig, S	0	3	100%			Y	Y	Y
SPR	CHINLAN 394		12	GRADUATE STUDIES CHINESE CONV	Tang, L	0	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	CHINLAN395		03	GRADUATE STUDIES IN CHINESE	Dennig, S	0	1	1	100%			Y	Y	Y
SPR	CHINLAN395		09	GRADUATE STUDIES IN CHINESE	Zeng, H	0	2	2	100%			Y	Y	Y
SPR	CHINLAN395		13	GRADUATE STUDIES IN CHINESE	Zhou, X	0	1	1	100%			Y	Y	Y
SPR	CHINLAN395		15	GRADUATE STUDIES IN CHINESE	Tang, L	0	2	2	100%			Y	Y	Y
SPR	CHINLAN103		01	3RD YR CHINESE BILINGUAL	Wang, H	4	0	4	100%			Y	Y	Y
SPR	CHINLAN17M		01	CANTONESE CON FOR MANDARIN SPK	Dennig, S	6	0	6	100%			Y	Y	Y
SPR	CHINLAN20C		01	ADV CANTONESE CONVERSATION	Dennig, S	2	0	2	100%			Y	Y	Y
SPR	CHINLAN213 B		01	4TH YR MOD CHINESE FOR BIL	Zhou, X	4	0	4	100%			Y	Y	Y
SPR	CHINLAN23B		01	2ND YR CHINESE BILINGUAL	Tang, L	8	0	8	100%			Y	Y	Y
SPR	CHINLAN31E		01	ACC BEG MANDARIN FOR ENGINE	DiBello, M	4	0	4	100%			Y	Y	Y
SPR	CHINLAN331E		01	ACC BEG MANDARIN FOR ENGIN	DiBello, M	0	3	3	100%			Y	Y	Y
SPR	CHINLAN3B		01	1ST YR CHINESE BILINGUAL	Lin, N	9	0	9	100%			Y	Y	Y
SPR	CHINLAN3B		02	1ST YR CHINESE BILINGUAL	Lin, N	7	0	7	100%			Y	Y	Y
SPR	CHINLAN3B		03	1ST YR CHINESE BILINGUAL	Lin, N	3	0	3	100%			Y	Y	Y
SPR	JAPANLN3		01	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Ganir, P	14	0	14	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	JAPANLN3		02	1ST YR JAPANESE LNG CULT & COM	Lipton, H; Rogowski, M	12	0	12	100%			Y	Y	Y
SPR	JAPANLN3		03	1ST YR JAPANESE LNG CULT & COM	Lipton, H	3	0	3	100%			Y	Y	Y
SPR	JAPANLN3		04	1ST YR JAPANESE LNG CULT & COM	Lipton, H	14	0	14	100%			Y	Y	Y
SPR	JAPANLN3		05	1ST YR JAPANESE LNG CULT & COM	Lipton, H	16	0	16	100%			Y	Y	Y
SPR	JAPANLN23		01	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	9	0	9	100%			Y	Y	Y
SPR	JAPANLN23		02	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M; Nakamura, K	8	0	8	100%			Y	Y	Y
SPR	JAPANLN23		03	2ND YR JAPANESE LNG CULT & COM	Lowdermilk, M	4	0	4	100%			Y	Y	Y
SPR	JAPANLN103		01	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	5	0	5	100%			Y	Y	Y
SPR	JAPANLN103		02	3RD YR JAPANESE LNG CULT & COM	Tomiyama, Y	4	0	4	100%			Y	Y	Y
SPR	JAPANLN213		01	4TH YR JAPANESE	Nakamura, K	0	5	5	100%			Y	Y	Y
SPR	JAPANLN394		06	GRAD STUDIES JAPANESE CONVERSA	Lowdermilk, M	0	1	1	100%			Y	Y	Y
SPR	JAPANLN394		08	GRAD STUDIES JAPANESE CONVERSA	Tomiyama, Y	0	3	3	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	JAPANLN394		10	GRAD STUDIES JAPANESE CONVERSA	Fu, M	0	7	7	100%			Y	Y	Y
SPR	JAPANLN394		11	GRAD STUDIES JAPANESE CONVERSA	Rogoyki, M	0	1	1	100%			Y	Y	Y
SPR	JAPANLN395		05	GRADUATE STUDIES IN JAPANESE	Lipton, H	0	5	5	100%			Y	Y	Y
SPR	JAPANLN395		06	GRADUATE STUDIES IN JAPANESE	Lowdermilk, M	0	2	2	100%			Y	Y	Y
SPR	JAPANLN395		07	GRADUATE STUDIES IN JAPANESE	Nakamura, K	0	2	2	100%			Y	Y	Y
SPR	JAPANLN395		08	GRADUATE STUDIES IN JAPANESE	Tomiyama, Y	0	2	2	100%			Y	Y	Y
SPR	JAPANLN104		01	JAPANESE FOR PROFESSIONALS	Fu, M	2	0	2	100%			Y	Y	Y
SPR	JAPANLN111		01	ADV JAPANESE CONV	Inaba, C	2	0	2	100%			Y	Y	Y
SPR	JAPANLN115F		01	JAPANESE THROUGH FILM	Nakamura, K	3	0	3	100%			Y	Y	Y
SPR	JAPANLN11C		01	INTER JAPANESE CONVERSATION	Rogoyki, M	4	0	4	100%			Y	Y	Y
SPR	JAPANLN14C		01	2ND YR JAPANESE LNG ESSENTIALS	Fu, M	3	0	3	100%			Y	Y	Y
SPR	JAPANLN31C		01	INTER TO ADV CONVERSATION	Tomiyama, Y	2	0	2	100%			Y	Y	Y
SPR	JAPANLN4C		01	1ST YR JAPANESE LANG ESSENTIAL	Fu, M	5	0	5	100%			Y	Y	Y
SPR	KORLAN3		01	FIRST-YEAR KOREAN	Kim, H	7	0	7	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SPR	KORLAN	3	02	FIRST-YEAR KOREAN	Kim, H	8	0	8	100%			Y	Y	Y
SPR	KORLAN	23	01	SECOND-YEAR KOREAN	Seo, S	1	0	1	100%			Y	Y	Y
SPR	KORLAN	103	01	THIRD-YEAR KOREAN	Seo, S	5	0	5	100%			Y	Y	Y
SPR	KORLAN	395	02	GRADUATE STUDIES IN KOREAN	Kim, H	0	4	4	100%			Y	Y	Y
SPR	KORLAN	395	05	GRADUATE STUDIES IN KOREAN	Seo, S	0	1	1	100%			Y	Y	Y
SPR	KORLAN	3H	01	BEGINNING KOREAN FOR HERITAGE	Kim, H	3	0	3	100%			Y	Y	Y
SPR	SPECLAN	145	01	2ND YR TAGALOG	Aban, C	6	0	6	100%			Y		
SPR	SPECLAN	150	01	1ST YR VIETNAMESE	Nguyen, D	7	0	7	100%			Y	Y	Y
SPR	SPECLAN	151	01	2ND YR VIETNAMESE	Nguyen, D	6	0	6	100%			Y	Y	Y
SPR	SPECLAN	176	01	1ST YR THAI	Moore, R	4	0	4	100%			Y		
SPR	SPECLAN	224	01	3RD YR VIETNAMESE	Nguyen, D	1	0	1	100%			Y	Y	Y
SPR	TIBETLN	3	01	FIRST YEAR TIBETAN	Clark, R	1	0	1	100%			Y	Y	Y
SPR	TIBETLN	395	02	GRADUATE STUDIES IN TIBETAN	Clark, R	0	1	1	100%			Y	Y	Y
SUM	CHINLAN	5	01	1ST YR MOD CHINESE	Lin, N	14	0	14	100%			Y	Y	Y
SUM	CHINLAN	25	01	2ND YR MOD CHINESE	Chung, M; Zhang, Y	9	0	9	100%			Y	Y	Y
SUM	CHINLAN	105	01	INTENSIVE 3RD YR MOD CHINESE	Zhou, X	2	0	2	100%			Y	Y	Y
SUM	CHINLAN	205S	01	INTENSIVE 3RD YR MOD CHINESE	Zhou, X	0	1	1	100%			Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	Enrollmen	% Fast	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
SUM	JAPANLN	5	01	INTENSIVE FIRST YR JAPANESE	Miyachi, M; Mukai, E	1	0	1	100%			Y	Y	Y
SUM	JAPANLN	20	01	INTENSIVE 2ND YR JAPANESE	Knott, J; Lowdermilk, M	1	0	1	100%			Y	Y	Y
SUM	JAPANLN	105	01	INTENSIVE 3RD YR JAPANESE	Tomiyama, Y	2	0	2	100%			Y	Y	Y
SUM	JAPANLN	305	01	INTENSIVE FIRST YR JAPANESE	Miyachi, M; Mukai, E	0	2	2	100%			Y	Y	Y
SUM	JAPANLN	320	01	INTENSIVE 2ND YR JAPANESE	Knott, J; Lowdermilk, M	0	2	2	100%			Y	Y	Y
SUM	JAPANLN	405	01	INTENSIVE 3RD YR JAPANESE	Tomiyama, Y	0	2	2	100%			Y	Y	Y
Total Stanford Language Center: 275														

Theater & Performance Studies

AUT	TAPS	153S	01	JAPANESE THEATER	Nakamura, J	4	0	4	100%			Y		
Total Theater & Performance Studies: 1														

Thinking Matters

WIN	THINK	12	02	CENTURY OF VIOLENCE	Batimic, J	11	0	11	25%	China in 1989		Y	Y	Y
WIN	THINK	12	03	CENTURY OF VIOLENCE	Batinic, J	11	0	11	25%	China in 1989		Y	Y	Y
WIN	THINK	12	07	CENTURY OF VIOLENCE	Ciancia, K	11	0	11	25%	China in 1989		Y	Y	Y
WIN	THINK	18	02	REBELLIOUS DAUGHTERS	Luk, S	12	0	12	100%			Y	Y	Y
WIN	THINK	22	04	WORLD ARCHAEOLOGY	Chenoweth, J	5	0	5	25%	Asia case studies		Y	Y	Y

STANFORD REGULAR COURSES 2012-13

100% E.A. content--Non-language

Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
WIN THINK	22	06	06	WORLD ARCHAEOLOGY	Reinhart, K	6	0	6	25%	Asia case studies		Y	Y	
WIN THINK	22	08	08	WORLD ARCHAEOLOGY	Alemdaroglu, A	7	0	7	25%	Asia case studies		Y		
WIN THINK	22	09	09	WORLD ARCHAEOLOGY	Alemdaroglu, A	8	0	8	25%	Asia case studies		Y	Y	
Total Thinking Matters: 8														

Urban Studies														
Term	Subject	Course #	Section	Course Title	Instructor(s)	UGRAD	GRAD	12-13 Enrollmen TOTAL	% East Asia	Content Notes	X-listing	Offered 12-13	Offered 13-14	Offered 14-15
AUT URBANS	115	01	01	URBAN SUSTAINABILITY	Shanks, M	20	0	20	25%	Tokyo, Beijing, Hong Kong examples		Y	Y	
WIN URBANS	167	01	01	THE AUTOMOBILE AND THE CITY	Stout, F	14	0	14	30%	Emerging economies of Asia		Y	Y	
SPR URBANS	114	01	01	URBAN CULTURE GLOBAL PERSPECTV	Hansen, T	19	0	19	25%	Asian case studies	ANTHRO 126	Y	Y	Y
Total Urban Studies: 3														
TOTAL COURSE ENROLLMENTS 2012-13														
5,271														

STANFORD CONTINUING STUDIES COURSES 2009-10 to 2013-14

100% E.A. content-- Non-language

Term	Subject	Cantbr	Section	Course Title	Instructor	TOTAL	% East Asia Focus	Offered 12-13	Offered 13-14	Offered 14-15
AUT 2009-10	CHN	12	01	INTERMEDIATE CHINESE CONVERSATION	Rozelle, Yu-hwa	19	100%			
AUT 2009-10	CHN	01	01	BEGINNING CHINESE I	Rozelle, Yu-hwa	20	100%			
WIN 2009-10	CHN	150	01	THE SILK ROAD	Van Slyke, Lyman	40	100%			
WIN 2009-10	CHN	02	01	BEGINNING CHINESE II	Rozelle, Yu-hwa	22	100%			
SPR 2009-10	CHN	151	01	CHINA'S POLITICS: PAST, PRESENT, AND FUTURE	Miller, Alice	44	100%			
SPR 2009-10	CHN	03	01	BEGINNING CHINESE III	Rozelle, Yu-hwa	20	100%			
SPR 2009-10	CRD	35	01	CROSSROADS: THE TANG DYNASTY	Steidle, Edward	74	100%			
2009-10						239				
AUT 2010-11	CHN	01	01	BEGINNING CHINESE I	Rozelle, Yu-hwa	24	100%			
WIN 2010-11	CHN	02	01	BEGINNING CHINESE II	Rozelle, Yu-hwa	19	100%			
WIN 2010-11	CRD	39	01	CROSSROADS: THE HEIAN PERIOD- POETRY AND MEMOIRS	Steidle, Edward	70	100%			
SPR 2010-11	CHN	03	01	BEGINNING CHINESE III	Rozelle, Yu-hwa	23	100%			
2010-11						136				
AUT 2011-12	CHN	01	01	BEGINNING CHINESE I	Rozelle, Yu-hwa	21	100%			
AUT 2011-12	CHN	01	02	BEGINNING CHINESE I	Rozelle, Yu-hwa	22	100%			
WIN 2011-12	CHN	02	01	BEGINNING CHINESE II	Rozelle, Yu-hwa	24	100%			
WIN 2011-12	CRD	45	01	CROSSROADS: THE HEIAN PERIOD: MURASAKI SHIKIBU'S "TALE OF GENJI"	Steidle, Edward	51	100%			
SPR 2011-12	CHN	03	01	BEGINNING CHINESE III	Rozelle, Yu-hwa	15	100%			

STANFORD CONTINUING STUDIES COURSES 2009-10 to 2013-14

100% E.A. content-- Non-language

Term	Subject	Cantbr	Section	Course Title	Instructor	TOTAL	% East Asia Focus	Offered 12-13	Offered 13-14	Offered 14-15
SPR 2011-12	CLS	47	01	TIBET: MYTH, HISTORY, AND A POST-DALAI LAMA FUTURE	Tethong, Tenzin	25	100%			
SPR 2011-12	CRD	47	01	CROSSROADS: THE KAMAKURA PERIOD: THE RISE OF SAMURAI, 1185-1333	Steidle, Edward	42	100%			
SUM 2011-12	CHN	01	01	INTRODUCTORY CHINESE	Lin, Nina Yuhsun	22	100%			
2011-12						222				
AUT 2012-13	CHN	01	01	BEGINNING CHINESE I	Zhou, Xiaofang	22	100%	Y	Y	Y
AUT 2012-13	CHN	04	01	READING CHINESE	Rozelle, Yu-hwa	15	100%			
WIN 2012-13	CHN	02	01	BEGINNING CHINESE II	Zhou, Xiaofang	17	100%	Y	Y	Y
WIN 2012-13	CRD	51	01	CROSSROADS: SUNG AND YUAN DYNASTIES: 960-1368	Steidle, Edward	52	100%			
SPR 2012-13	CHN	03	01	BEGINNING CHINESE III	Zhou, Xiaofang	15	100%	Y	Y	Y
SUM 2012-13	CHN	01	01	INTRODUCTORY CHINESE	Lin, Nina Yuhsun	18	100%	Y	Y	Y
2012-13						139				
AUT 2013-14	CHN	01	01	BEGINNING CHINESE I	Rozelle, Yu-hwa	26	100%			
WIN 2013-14	CHN	02	01	BEGINNING CHINESE II	Rozelle, Yu-hwa	22	100%			
SPR 2013-14	CHN	03	01	BEGINNING CHINESE III	Zhou, Xiaofang	11	100%			
SUM 2013-14	CHN	01	01	INTRODUCTORY CHINESE	Lin, Nina Yuhsun	10	100%			
2013-14						69				
TOTAL COURSE ENROLLMENTS 2001-10 through 2012-13						805				

1. Project Goal Statement 1: Increase the participation of secondary and post-secondary teachers in foreign language instruction and East Asian area studies instruction in partnership with community colleges and in collaboration with the Stanford School of Education.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
Increase annually the number of K-12 and community college language teachers who participate in the new Language Instructor Professional Development Program at Stanford to 30 post-secondary teachers per year by the end of the funding cycle.	<ul style="list-style-type: none"> Develop the new Language Instructor Professional Development Program in collaboration with two proposed National Resource Centers, four Stanford Global Studies centers, the Center to Support Excellence in Teaching, the Stanford Language Center, and the Stanford Teacher Education Program. 							
	<ul style="list-style-type: none"> Publicize the Language Instructor Professional Development Program to community college language instructors in order to recruit participants. 							
	<ul style="list-style-type: none"> Offer three Modified Oral Proficiency Interview trainings per year, which will enhance teachers' capacity to teach language, for a maximum of 30 community college language instructors. 							

Project Goal Statement 1 (con't.)									
<p>Increase annually the number of community college instructors who participate in the new collaborative Stanford-Community College Global Education Partnership</p>	<ul style="list-style-type: none"> Collaborate with two proposed National Resource Centers and four area studies centers at Stanford and the Stanford Program on International and Cross-Cultural Education. 								
<p>Fellows Program, which will focus on professional development to internationalize community college courses for up to 100 community college instructors per year by the end of the funding cycle.</p>	<ul style="list-style-type: none"> Select 8 fellows per year who will create international lessons for community college courses per year in conjunction with Stanford faculty members. Provide two international area studies workshops per year for at least 16 community college teachers per workshop. 								
<p>Offer an annual Symposium for at least 50 community college faculty who are interested in internationalizing their courses.</p>	<ul style="list-style-type: none"> Create and implement international area studies digital curricula for community college classrooms that can be disseminated widely across the nation in collaboration with the Stanford Graduate School of Education. 								

1. Project Goal Statement 2: The Stanford Center for East Asian Studies (CEAS) will increase the amount of East Asian content and research provided to Stanford students, Stanford faculty, and the public through visiting professorships, new courses, speaker series, research collaborations, and a new fellowship program.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
By the end of each project year, the Center for East Asian Studies will bring 20 East Asian experts to Stanford to share their research and expertise with students, faculty, and the public.	<ul style="list-style-type: none"> For each year of the funding cycle, bring two visiting professors with expertise in East Asian scholarship to Stanford to teach 2 new courses focused on East Asia. 							
	<ul style="list-style-type: none"> For each year of the funding cycle, develop and provide a thematic speaker series that offers ten public lectures from East Asian Scholars from around the nation for Stanford community members and the greater Bay Area. 							
	<ul style="list-style-type: none"> In collaboration with all the Stanford Global Studies centers, secure four Inner Asia experts per year to participate in public lectures at Stanford as part of the Inner Asia Studies project. 							

<ul style="list-style-type: none"> • In collaboration with Stanford's Southeast Asia Forum, arrange for three Southeast Asia experts per year to collaborate on research with Stanford Southeast Asia scholars and/or participate in a series of public lectures at Stanford as part of the Southeast Asia Forum Project. 	<ul style="list-style-type: none"> • In collaboration with the Stanford Center for South Asia, arrange for three experts on South Asia to participate in a series of public lectures at Stanford and/or collaborate on research with South Asia scholars at Stanford as part of the South Asian Studies Project.

Project Goal Statement 2 (con't.)									
By the end of each project year, the Center for East Asian Studies will increase attendance at its speaker series by 10 percent.	<ul style="list-style-type: none"> • For each year of the funding cycle, as stated above, CEAS will sponsor 20 lectures from scholars of Asian Studies as part of speaker series for Stanford students, faculty, and the public. • Publicize the lectures in posters, multiple web sites, social media pages, newspapers, and in East Asian studies classes. 								
The Center for East Asian Studies will establish a new paid fellowship program with the China Guiding Cases project at the Stanford Law School for 2 students each project year.	<ul style="list-style-type: none"> • Collaborate with Stanford Law students and faculty on the China Guiding Cases project to advance knowledge and understanding of Chinese law. • Student fellows contribute to an ongoing dialogue about Chinese case law with judges and legal experts both inside and outside of China. • Fellows will work for one to three quarters per year. One fellow will be a Law School Student; one fellow will be a non-Law student. 								

1. Project Goal Statement 3: The Stanford Center for East Asian Studies (CEAS) will improve Tibetan language instruction at Stanford and across the United States by developing a new online Tibetan course, a West-Coast Consortium of schools that teach Tibetan, and a new Tibetan OPI test.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
By the end of the funding cycle, in collaboration with the University of California, Berkeley, the Center for East Asian Studies will offer its students the less-commonly-taught language of Tibetan in an online format.	<ul style="list-style-type: none"> Form a partnership with University of California, Berkeley, to work together on the Berkeley/Stanford Tibetan Online Project. 							
	<ul style="list-style-type: none"> During the first year of the project, develop the two-semester online course by providing two sessions of instruction per semester at Berkeley for the online course. 							
	<ul style="list-style-type: none"> In project years 2 - 4, offer the online Tibetan language course to students at Stanford, UC Berkeley, and other West Coast higher education institutions that apply to join. 							
By the end of the funding cycle, in collaboration with the Stanford	<ul style="list-style-type: none"> The Center for East Asian Studies will develop the new Tibetan OPI test with the Stanford Language Center. 							

