

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 #      P015A140054      P015B140054

The Univ of Chicago

# Proposal for Funding as a Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships

---

Submitted to the U.S. Department of Education  
June 26, 2014



*5835 S. Kimbark Ave. ~ Judd Hall 302 ~ Chicago, IL 60637*  
*773-702-8647 ~ [eastasia@uchicago.edu](mailto:eastasia@uchicago.edu)*



6030 S ELLIS AVE, ROOM 114 (ED-114)  
CHICAGO, ILLINOIS 60637

SANDRA SANTIZO  
*Grants and Contracts Manager*

June 24, 2014

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Numbers 84.015A and 84.015B)  
LBJ Basement Level 1  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

The enclosed proposal is being submitted by The University of Chicago, on behalf of the Principal Investigator in response to the National Resource Centers (NRC) Program and Foreign Language and Area Studies Fellowships (FLAS) Program. Information regarding the submission is listed below:

---

TITLE OF PROJECT:	Center for East Asian Studies NRC and FLAS Program, 2014-2018
PRINCIPAL INVESTIGATOR:	Donald Harper
DEPARTMENT/UNIT:	Center for East Asian Studies
UNIV. FUNDING PROPOSAL ID:	FP058480-01-PR (NRC) and FP058499-01-PR (FLAS)

---

To assist with processing, please cite the University's Funding Proposal ID as well as your reference number when submitting any correspondence regarding this project.

Should you need further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Sandra Santizo".

Sandra Santizo

Enclosures

cc: Donald Harper  
Dean Clason

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The University of Chicago"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-2177139"/>	* c. Organizational DUNS: <input type="text" value="0054211360000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="5801 S. Ellis Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Chicago"/>	County/Parish: <input type="text" value="Cook"/>	
* State: <input type="text" value="IL: Illinois"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="60637-5418"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sandra"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Santizo"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Grants and Contracts Manager"/>		
Organizational Affiliation: <input type="text" value="The University of Chicago"/>		
* Telephone Number: <input type="text" value="773-795-8012"/>	Fax Number: <input type="text" value="773-702-2142"/>	
* Email: <input type="text" value="ssantizo@uchicago.edu"/>		

**Application for Federal Assistance SF-424**

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

O: 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:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

CFDA 84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

**\* 12. Funding Opportunity Number:**

ED-GRANTS -053014-001 & -053014-002

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

The Center for East Asian Studies National Resource Center

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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="615,809.00"/>
* b. Applicant	<input type="text" value=""/>
* c. State	<input type="text" value=""/>
* d. Local	<input type="text" value=""/>
* e. Other	<input type="text" value=""/>
* f. Program Income	<input type="text" value=""/>
* g. TOTAL	<input type="text" value="615,809.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes  No

If "Yes", provide explanation and attach

**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:

**Sandra Santizo**  
**Grants and Contracts Manager**  
**Acting on behalf of Carol Zuiches**

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

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

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s):  1  2  3  4  5  6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

**Addendum**  
**Information on Section 427 of GEPA**

**I. Equal Employment Opportunity and Affirmative Action**

This statement is available on-line at:

<http://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>.

**The University of Chicago Personnel Policy Guidelines**

**Subject: Equal Employment Opportunity (EEO)**

**Section: U201**

**Date: May 17, 2004**

**Prior Version Date(s): February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985**

**Purpose:** To express the University's continuing practice of nondiscrimination in employment.

**Policy:** The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers. No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, marital status, parental status, ancestry, source of income, or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

An employee who, in good faith, reports concerns that he/she has been discriminated against or has knowledge of discrimination in violation of this policy or cooperates in an investigation shall not be subject to reprisal or retaliation for making a report or participating in an investigation. Staff employees should immediately bring to the attention of the Office of Employee Relations or the Office of Affirmative Action any complaint or retaliation.

- Guidelines:**
1. This policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
  2. The Vice President & Chief Human Resources Officer (VP & CHRO) is responsible for ensuring that University policies (i.e., EEO policy among others) regarding the fair and equitable treatment of staff employees are implemented.
  3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
  4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
  5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources or the Affirmative Action Office. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
  6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations of a disability, to complete the application process.
  7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact the Office of Employee Relations to initiate the disability accommodation process.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.
14. The University houses an Office of Business Diversity. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. The University of Chicago recently hired two African American owned money management firms to invest a portion of our endowment funds. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. More information is available at: <http://businessdiversity.uchicago.edu/>
15. As one indication of the University of Chicago's partnership with the community to create greater economic opportunity, the University announced in March 2014 its new **UChicago Local** program. UChicago Local is a University initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools to help connect businesses and residents to opportunities at the University and at UChicago Medicine. A complete description is available at: [http://www.uchicago.edu/community/economic\\_impact/uchicago\\_local/](http://www.uchicago.edu/community/economic_impact/uchicago_local/)

## **II. Student Policies**

### **A. Non-discrimination in Admissions**

From the University of Chicago Student Manual, [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu).

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

### **B. Assistance for Disabled Students**

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu).

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

## **III. Workplace and Academic Environment**

The University of Chicago strives to maintain an environment free from sexual harassment. Following is an excerpt from the University of Chicago's Unlawful Discrimination and Harassment Policy, which includes policies against sexual harassment. The complete statement, including procedures for resolution of complaints, is available on-line at <http://humanresources.uchicago.edu/fpg/policies/600/p607.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

integrity of the University. It is the intention of the University to take necessary action to prevent, correct, and, where indicated, discipline unlawful harassment.

**Unlawful Discrimination and Harassment**

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Unlawful harassment based on one of the factors listed above is verbal or physical conduct that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

A person's subjective belief that behavior is offensive, intimidating or hostile does not make that behavior unlawful harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered as a special case and is broadly protected by academic freedom. Such expression will not constitute unlawful harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Unlawful harassment includes same sex harassment and peer harassment among students, staff or faculty. Unlawful harassment by a faculty member, instructor, or teaching assistant of a student over whom he or she has authority, or by a supervisor of a subordinate, is particularly serious.

*Additional Characteristics of Sexual Harassment and Sexual Assault*

Sexual harassment deserves special mention. Sexual harassment encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as sexual harassment), to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when:

1. submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or
2. such conduct directed against an individual persists despite its rejection.

Romantic relationships that might be appropriate in other contexts may, within a university, create the appearance or fact of an abuse of power or of undue advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment against the instructor or supervisor. Because of its relevance to sexual harassment, the University's policy on consensual relations in cases where one person has educational or supervisory authority over another is reproduced under section V, "Policy on Consensual Relations between Faculty and Students and between Supervisors and Employees."

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

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

**APPLICATION TYPE**

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

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

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

Language	Eligible Now? Y/N
Chinese (Mandarin)	Y
Japanese	Y
Korean	Y

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**Table of Contents**

Application for Federal Assistance, SF-424.....	[unnumbered]
U.S. Department of Education Supplemental Information for SF-424 .....	[unnumbered]
General Education Provisions Act (GEPA) Section 427 Statement .....	[unnumbered]
World Area Selection Sheet .....	[unnumbered]
FLAS Eligible Languages Sheet .....	[unnumbered]
A. Abstract.....	A-1
Acronym Guide .....	A-2
B. Project Narrative .....	B-1
§1. Commitment to Subject Area .....	B-1
§2. Quality of Curriculum Design .....	B-5
§3. Quality of the Non-Language Instructional Program.....	B-11
§4. Quality of the Language Instructional Program .....	B-15
§5. Strength of the Library .....	B-21
§6. Quality of Staff Resources.....	B-25
§7. Outreach Activities .....	B-28
§8. Program Planning and Budget.....	B-34
§9. Impact and Evaluation .....	B-39
§10. FLAS Awardee Selection Procedures .....	B-45
§11. Competitive Priorities.....	B-47
C. Information to Meet HEA Supplemental Statutory Requirements.....	[unnumbered]
Diverse Perspectives and Wide Range of Views in Funded Activities.....	C-1
Gov. Service in Areas of Natl. Need and in Other Employment Sectors.....	C-2
Assurances – Non-Construction Programs, SF-424B .....	[unnumbered]
Certification Regarding Lobbying, ED 80-0013 .....	[unnumbered]
D. Appendix 1: Course List and Enrollments .....	D-1
E. Appendix 2: Profiles for Project Personnel.....	E-1
F. Appendix 3: Performance Measure Forms.....	F-1
G. Appendix 4: Budget.....	G-1
Federal Funds for National Resource Center Budget, 2014-2017 .....	G-1
Federal Funds for FLAS Fellowships Budget, 2014-2017.....	G-3
Budget Justification: ED-524 Section C.....	G-4
Budget Information Form, ED-524, Section A .....	[unnumbered]
H. Appendix 5: Letters of Support .....	H-1

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**List of Tables**

Table 1-1: University Financial Support of East Asia, 2012-2013 .....	B-2
Table 1-2: New East Asian Faculty Appointed, 2010-14.....	B-2
Table 2-1: Degree Requirements.....	B-6
Table 2-2: EALC Undergraduate Data, 2013-14 .....	B-7
Table 2-3: East Asian Studies Students, 2013-14 .....	B-8
Table 2-4: CAS Workshops, 2013-14 .....	B-9
Table 2-5: Research and Study Abroad.....	B-10
Table 4-1: East Asian Language Program Aggregate Enrollments, 2010-14 .....	B-16
Table 4-2: East Asian Language Program Enrollments by Level, 2011-14.....	B-16
Table 5-1: East Asia Collection Holdings .....	B-21
Table 5-2: Library Access and Borrowing .....	B-23
Table 5-3: Library Lending by Subject .....	B-24
Table 7-1: Summer Teacher Institutes, 2008-2014 .....	B-29
Table 7-2: Website Traffic for K-14 Outreach.....	B-30
Table 8-1: Timeline for the Grant Period .....	B-37
Table 8-2: EA Degrees Awarded, 2012-13 .....	B-38
Table 9-1: CEAS Outreach Activities, 2013-14.....	B-39
Table 9-2: EA Enrollment Aggregates .....	B-39
Table 9-3: CEAS Evaluation Plan, 2014-18.....	B-42

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**A. Abstract**

**Description:** The University of Chicago has a long reputation for the excellence of faculty and graduates in the disciplines of the East Asian area supported by CEAS, both in premodern and modern fields. During the post WWII era UC faculty played foundational roles in establishing the pre-eminence of North American scholarship in EA studies in the international arena. CEAS was established in 1959 with assistance from the U.S. Dept. of Education. At present CEAS has a teaching staff dedicated 100% to EA studies consisting of over sixty tenure-line professors, lecturers, and visiting faculty. They are supported by CEAS staff as well as staff of the UC Library East Asian Collection, three other EA-dedicated centers, and UC international programs. Commitment by UC to the EA region is demonstrated by the opening of the Center in Beijing in 2010, now overseen by the Global Engagement Office. The significance of the EA region in forging a new global identity for UC enhances all CEAS supported activities.

**Mission:** CEAS works effectively to maintain and improve nationally recognized programming, library collections, and training in EA studies and languages across an array of disciplines and professional schools. We endeavor to broaden the EA focus in interdisciplinary scholarship for which UC is famous. CEAS aims to provide outstanding K-12 and post-secondary teacher training and community outreach in the Midwest and nationally.

**Languages, Disciplines, Faculty, and Degree Programs:** CEAS provides training in modern Chinese language through fifth year level, and fourth year level in Japanese and Korean. Language courses are taught by professionally trained native speakers. In the non-language curriculum faculty offer a comprehensive breadth of EA courses across disciplines and professional schools, with notable strengths in the EALC, History, Art History, Anthropology, CMS, Linguistics, Sociology, and Political Science Depts. The B.A. degree with focus on EA studies is offered in all these depts. UC depts. and programs annually produce M.A. and Ph.D. EA specialists, with an excellent record of career placement.

**Strengths Unique to CEAS:** Building on a tradition of UC interdisciplinary studies, CEAS excels at producing specialists trained in more than one EA language, and their interdisciplinary expertise makes them leaders in academic, cultural, and governmental spheres. In 2014-17 CEAS will build on existing strengths to develop the interdisciplinary model in the newly emerging field of EA media studies.

**Outreach:** CEAS provides local and national leadership in outreach, with 2013-14 attendance of more than 9,000 people at over 290 events open to the public. CEAS faculty provide consultative services at the highest levels in business, government, media, and non-profit sectors.

**Overview of 2014-17 Plans:** CEAS's three main program initiatives are: (1) to develop new curriculum and language teaching resources; (2) in collaboration with the UC Chicago Language Center, to develop EA language pedagogy and certification programs; and (3) to establish outreach programs with Chicago MSI and community colleges. Broad focus on interdisciplinary EA media studies informs CEAS programs and activities. Development of EA media resources will produce materials to improve EA language pedagogy, increase enrollments in advanced levels of EA languages, and promote use of EA materials in non-language courses across UC departments, programs, and professional schools. Development of the EA media website will facilitate public access to EA media and demonstrate their effective use in EA public outreach. FLAS fellowships for UC students are vital to the goals of these program initiatives.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**Acronym Guide**

<b>Acronym</b>	<b>Entity</b>
ABE	Adult Basic Education
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
AY	Academic Year
BN	Budget Narrative
CAAP	Chicago Academic Achievement Program
CAEA	Center for the Art of East Asia (UC)
CAS	Council on Advanced Studies (UC)
CB	The University of Chicago Center in Beijing
CCC	City Colleges of Chicago
CCS	Committee on Chinese Studies (CEAS)
CEAS	Center for East Asian Studies (UC)
CEMSE	Center for Elementary Mathematics and Science Education (UC)
CGW	Carter G. Woodson middle school
CIBER	Center for International Business Education and Research
CIS	Center for International Studies (UC)
CIUC	Confucius Institute at the University of Chicago
CJS	Committee on Japanese Studies (CEAS)
CJK	Chinese, Japanese and Korean
CKS	Committee on Korean Studies (CEAS)
CLC	Chicago Language Center (UC)
CMS	Cinema and Media Studies (UC)
CPDU	Continuing Professional Development Unit
CPS	Chicago Public Schools
CTE	Center for Teaching Excellence (UC)
CUIP	Chicago Public Schools   University of Chicago Internet Project
EA	East Asia
EALC	East Asian Languages and Civilizations (UC)
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FLAG	Foreign Language Acquisition Grant (UC)
FLAS	Foreign Language and Area Studies
FY	Fiscal Year
GAI	Graduate Aid Initiative (UC)
GED	General Educational Development
GEPA	General Education Provision Act (UC)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

GPRA	Government Performance and Results Act (USED)
GSA	Graduate Student Affairs (UC)
IBEP	International Business Exchange Program
IEGP	International Education and Graduate Programs (USED)
IFLE	International and Foreign Language Education (USED)
IRIS	International Resource Information System
IUC	Inter-University Center for Japanese Studies, Yokohama
IUP	Inter-University Program for Chinese Studies, Beijing
JLPT	Japanese Language Proficiency Test
KCJS	Kyoto Consortium for Japanese Studies
LCTL	Less Commonly Taught Languages
LGBTQ	Lesbian Gay Bisexual Transgender Questioning
MAPH	Master of Arts Program in the Humanities (UC)
MAPSS	Master of Arts Program in the Social Sciences (UC)
MSI	Minority Serving Institution
NCCS	Neubauer Collegium for Culture and Society
NEAC	Northeast Asia Council (Association for Asian Studies)
NORC	National Opinion Research Center
NRC	National Resource Center
NSF	National Science Foundation
OCLC	Online Computer Library Center
OPI	Oral Proficiency Interview (ACTFL)
PEL	Professional Educator License
PUMC	Peking Union Medical College
RDA	Resource Description and Access
RFP	Request for Proposals
SDR	Survey of Doctoral Recipients
SED	Survey of Earned Doctorates
SLI	Summer Language Institute (UC)
SSRC	Social Science Research Council
STARTalk	Summer Language Institute in Arabic and Chinese for Chicago Public Schools High School Students
STI	Summer Teacher Institute
UC	The University of Chicago
UNCAP	Uncovering New Chicago Archives Project
USAID	United States Agency for International Development
USED	US Department of Education

## **B. Project Narrative**

### **§1. Commitment to Subject Area**

UC is a private university with a faculty renowned for innovative research and intensive training of specialists for careers in academics, government, and the private sector. CEAS was established in 1959 to support East Asian studies at UC and in the decades since has overseen the expansion of East Asia faculty in Chinese, Japanese, and Korean languages and cultures as well as East Asia specialists in the humanities and social sciences disciplines and in the professional schools. New growth in East Asian studies is occurring under the UC Global Engagement initiative with the establishment of two centers in East Asia since 2010, giving UC a physical presence in the region to promote work in science, economics, and cultural studies: the Center in Beijing (CB); and the Booth School of Business Center in Hong Kong. Support for the activities of all faculty, students, and alumni at both East Asia centers directly benefits CEAS and its mission. Involvement of the professional schools with East Asian studies is further aided by the establishment of three institutes on the UC campus since 2011: the Paulson Institute with Henry Paulson as director, an independent institute whose mission is to address economic and environmental challenges in China and the U.S.; the Institute of Politics with David Axelrod as director, also an independent institute that intends to inspire students to enter public service; and the Becker Friedman Institute for Research in Economics, a collaboration between the Booth School, the Law School, and the Department of Economics.

1.A.1 *Operation and Financial Commitment* UC's opening of two centers in East Asia demonstrates its increased commitment to active support and expansion of East Asian studies at UC. In 2012-13 funds for the operation of the CB totaled \$3,000,000, including activities and programs of immediate value to East Asia faculty and students served by CEAS (§2.A.1, 2.B.2,

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

3.B, 4.A.1). In 2012-13 UC support for CEAS operations and the activities of its three faculty Committees (CCS, CJS, CKS) totaled \$1,601,560. UC continues to provide optimal office space for CEAS. In 2015 CEAS will be given newly renovated space in the central campus including a media-equipped seminar room.

**Table 1-1: University Financial Support of East Asia, 2012-2013**

Salaries	
Instructional East Asia Faculty	11,752,921
East Asia Library Staff	332,348
Confucius Institute Staff	132,673
Other East Asia Support Staff	754,841
Beijing Center Operations	3,000,000
East Asia Library Acquisitions	400,000
East Asia Student Support and Aid	3,888,000
UC Support of CEAS	1,601,560
<b>Total</b>	<b>\$21,862,343</b>

1.A.2 *Teaching Staff* UC and the Humanities Division are committed to employing professionally trained language lecturers in response to increased enrollments in East Asian languages in order to maintain ideal class size for East Asia language acquisition (§4.C.1).

From 2010-14 UC made fourteen new tenure-line appointments of East Asia specialists (Table 1-2), all of which add to the strength of East Asia at UC by forming new synergies in research, teaching, and support of graduate students (§3.B-C). Three appointments (Li, EALC; Ransmeier, History; Ziporyn, Divinity) are the result of a Provostial initiative to

**Table 1-2: New East Asian Faculty Appointed, 2010-14**

Anthony Cheung	Chinese Music	Asst. Prof.
Xinyu Dong	Chinese Cinema	Asst. Prof.
Michael Fisch	Japanese Anthropology	Asst. Prof.
Chang-tai Hsieh	East Asian Economics	Named Prof.
Yung-ti Li	Chinese Archeology	Assoc. Prof.
Hoyt Long	Japanese Literature	Asst. Prof.
Kenneth Pomeranz	Modern Chinese History	University Prof.
Johanna Ransmeier	Modern Chinese History	Asst. Prof.
Haun Saussy	Comparative Literature	University Prof.
Richard Jean So	English	Asst. Prof.
Zheng Michael Song	Booth School	Assoc. Prof.
Ming Xiang	Chinese Linguistics	Asst. Prof.
Alice Yao	Chinese Archaeology	Asst. Prof.
Brook Ziporyn	Chinese Religion	Prof.

increase the number of China faculty. UC's President made two appointments at the level of University Professor--the most distinguished UC faculty rank--in order to bring two renowned China scholars to the campus community: Kenneth Pomeranz (History) and Haun Saussy

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

(Comparative Literature). The hiring of Michael Fisch in Anthropology was made with the assistance of CEAS, which provided funding support for the position. In 2014-15 a tenure-line position in Japanese media studies is approved for a search in CMS.

1.A.3 *Library Resources* The strength and institutional commitment to East Asia library resources at UC is demonstrated in Table 1-1 and detailed in §5.

1.A.4 *Linkages with Institutions Abroad* UC has formal agreements in China with Renmin University and Peking University; in Japan with Keio University, Rikkyo University, and Waseda University; and in Korea with Yonsei University. UC's Harris School of Public Policy offers dual degree programs with both Yonsei and Renmin. All agreements include provisions for exchanges of faculty and students in areas supported by CEAS. Formal agreements with the Ministry of Education of Taiwan and Ministry of Education of China provide for educational exchanges that support UC faculty and students undertaking research and programs at approved universities and institutions in those countries. In addition, there are a number of agreements for collaboration, including: in China, with the Chinese Academy of Social Sciences, the Hanqing Advanced Institute of Economics and Finance at Renmin University, the Institute of Archaeology, Peking University Medical School, Wuhan University Medical School, and Wuhan University Paleography Center; in Japan, with the Kyoto Consortium for Japanese Studies at Doshisha University; in Korea, with the University of Ulsan College of Medicine; and in Taiwan, with Academia Sinica. The Global Engagement Office oversees numerous additional linkages that facilitate engagement with EA institutions for the benefit of faculty and students; its efforts to increase linkages are actively supported by the CB. Opportunities for study abroad and in-country language training are a particular focus (§2.B.2). Many EA faculty at UC maintain

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

individual ties to institutions in East Asia and in the U.K. and Europe based on their stature in the field and their program of research.

1.A.5 *Outreach Activities* All CEAS-sponsored activities on the UC campus are free and open to the general public. In 2013-14 the three CEAS Committees spent \$165,000 on outreach programming. Also open to the general public are the CEAS Film Library (with more than 6,800 titles), the UC Library East Asia Collection, Smart Museum (regular East Asia exhibitions, with public and family outreach programming), DOC Films (regular East Asian cinema), and performances at the Logan Center and Court Theatre (details in §7). All activities and cultural programs contribute to K-12 outreach, including teacher training.

1.A.6 *East Asian Studies Students* As part of the Global Engagement initiative UC's commitment to East Asian studies students has notably increased since opening the Center in Beijing in 2010 in the following areas: recruitment for B.A., M.A., Ph.D. and professional programs; recruitment of qualified citizens of China, Japan, and Korea for undergraduate and graduate programs; creating opportunities for study, research, and internships in China, Japan, and Korea; career placement in related professions; financial aid for students to facilitate their program of study. The financial commitment to students is detailed in Table 1-1.

1.B *Financial Commitment to East Asian Studies Students* Student financial aid in Table 1-1 includes 2012-13 GAI fellowships to 144 EA graduate students in the following departments and professional schools: Anthropology, Art History, Cinema and Media Studies, Comparative Literature, EALC, Economics, English, History, Law, Linguistics, Medicine, Political Science, Romance Languages and Literatures, and Sociology. It also includes financial aid to 6 EA students enrolled in the MAPH and MAPSS M.A. programs. In addition, in 2012-13 the three CEAS Committees were able to support six EA graduate students receiving less than the full

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

GAI five-year support (\$180,000 total over two years). In 2013-14 the CEAS Committees supported graduate student conference travel, pre-doctoral research in East Asia, advanced language training, and dissertation research in the amount of \$427,880. The Paulson Institute provides the same types of aid for China-related activities. UC is one of the select group of U.S. institutions chosen by the Ministry of Education of Taiwan for its graduate aid program, which provides fellowships to qualified Taiwan graduate students in UC doctoral programs. Students admitted to UC departments and professional schools receive full fellowship aid from the Ministry of Education. Student financial aid in 2012-13 included FLAG grants to 18 undergraduates for summer language study in China, Japan, and Korea (§2.B.2). Because not enough FLAG grants are available to satisfy student demand for summer language study in East Asia, in 2013-14 the CEAS Committees provided \$27,180 in support for students attending summer language programs in East Asian countries.

## **§2. Quality of Curriculum Design**

2.A.1 *Undergraduate Degree Programs* In 2013-14 there are 5,692 undergraduates enrolled at UC. Fifty-five departments and interdisciplinary programs offer 50 major and 29 minor B.A. degree programs. B.A. degree requirements recognize the value of core curriculum completed during the first two years of undergraduate training, which instills the principles of critical inquiry – including exceptional writing skills – and is the foundation for specialized training in the second two years of the B.A. program. This intensive training prepares UC students for active careers in education, government service, and other professions. For many students the East Asian Civilizations sequence (3 courses over one year) is the portal for extensive training in EA-related courses across the departments and programs. In 2012-13 East Asian Civ. had a total enrollment of 378 (Appendix 1, History course list). The course has been offered at the CB since

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

2010, and reached the enrollment cap of 26 in 2012-13. In addition to the faculty instructor, graduate assistants provide separate training in writing and critical thinking skills throughout the course. Students who major or minor in EALC follow the most defined track in EA-specific training: B.A. requirements are presented in Table 2-1. **NOTE:** Virtually all EALC majors take more than two years in the primary EA language.

**Table 2-1: Degree Requirements**

		<b>B.A.</b>	<b>B.A. Minor</b>	<b>M.A.</b>	<b>Ph.D</b>
<b>EALC</b>	<b>Course Requirements</b>	19 courses total	7 courses total	18 courses total	same as M.A.
	<i>Primary Language Requirements</i>	at least 2 years	up to 3 courses may count to course total	at least 3 years, unless native speaker or by placement exam	all language courses for primary language to achieve fluency
	<i>Secondary Language Requirements</i>	No	No	No	at least 2 years of a 2nd modern EA language or 1 year of a classical language
	<i>Translation Requirements</i>	No	No	1 course	same as M.A.
	<b>Qualifying Exam</b>	No	No	No	Yes
	<b>Thesis/Dissertation</b>	Yes, if graduating with honors	No	Yes	Yes, plus defense
	<b>EALC/ CMS Joint Degree</b>	<b>Course Requirements</b>			
<i>CMS Courses</i>					2 courses
<i>EALC Courses</i>					2 courses
<i>Language Requirements</i>					at least 4th year proficiency
<i>Secondary Language Requirements</i>					at least 2nd year proficiency
<b>Qualifying Exam</b>					2 exams required
<i>CMS Exam</i>					Yes
<i>EALC Exam</i>					Yes
<b>Thesis/Dissertation</b>				Yes	

As shown in Table 2-2, of 28 graduating EALC B.A. majors in 2013-14, 26 completed three or more years in the primary language of Chinese, Japanese or Korean. Note also that of the 57 declared EALC majors in 2013-14, 43 are double majoring, with the highest numbers in Economics, History, International Studies, and Political Science. The strong EA faculty numbers

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

in other departments and programs (see Appendix 2 for the numerical breakdown) make it possible for undergraduates to major with an EA track in departments other than EALC.

*2.A.2 Undergraduate Degree Requirements and Quality*

Refer to Table 2-1 for the structured EA-related B.A.

requirements in EALC. As indicated in §2.A.1, virtually all EALC B.A. majors take more than the required minimum of two years in the primary East Asian language. To fulfill B.A. major requirements 6 language courses may be counted,

including: second level of primary language, third level or

above of primary language, first level of a second EA language. Twelve more courses are required (and must include EALC 271), which may be taken from EA faculty in any department or program whose courses are cross-listed with EALC (See Appendix 1). The requirements facilitate broad, interdisciplinary training with an EA focus. Other departments and programs offer EA tracks that specify which courses satisfy the requirements.

*2.A.3 Graduate Student Training* In 2013-14 there are 9,502 graduate students enrolled at UC in Ph.D. and M.A. programs, and among them 153 are pursuing intensive training in East Asia-related fields. The largest numbers are in EALC (39), History (28), Art History (13), Anthropology (22), and Sociology (10). Note also the number of EA M.A. students in MAPH (4) and MAPSS (11). See Table 2-3. The number of degree and certificate granting programs is increasing in the professional schools. Some have established centers in the region (e.g. the Booth School of Business in Hong Kong); others have partnered with institutions to create joint degree programs (e.g. the Harris School of Public Policy and Renmin University in Beijing).

**Table 2-2: EALC Undergraduate Data, 2013-14**

Number of Declared Majors	57
Double-Majors	43
Economics	12
History	7
International Studies	6
Political Science	5
English	4
Biological Sciences	2
Environmental Studies	1
Gender Studies	1
Mathematics	1
Near Eastern Lang. & Civ.	1
Philosophy	1
Romance Languages	1
Theater & Performance	1
Graduating Majors	28
3+ Years Language Study	26
Number of Declared Minors	9
Graduating Minors	7

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

New East Asia-related programs in the professional schools and sciences are under development, and are overseen by the Global Engagement Office.

*2.A.4 Graduate Student Training Quality*

Refer to Table 2-1 for an overview of EALC M.A. and Ph.D. requirements as well as requirements for the joint EALC/CMS Ph.D. To recap EALC requirements, graduate students must be fully enrolled for two years (18 courses). For the M.A. primary EA language competency at the third year level must be demonstrated, a translation project completed, and a thesis submitted to EALC faculty.

Continuing to the doctoral program, students must demonstrate fluency in the primary EA language and basic competency in either a second EA language or classical Chinese or Japanese. Three qualifying examinations are required to advance to Ph.D. candidacy; the joint EALC/CMS Ph.D. program requires four (two in each department). EA-specific coursework in other departments and programs is determined by the relevant faculty overseeing the student's program. In most fields fluency in the primary EA language is necessary for Ph.D. training in order to conduct fieldwork or engage with scholars from those countries. To ensure intellectual exchange and training across disciplines and departments, the UC Council of Advanced Study (CAS) funds graduate workshops which create opportunities for students, faculty, and visitors to share and debate cutting-edge research across disciplines and programs, and facilitate the

**Table 2-3: EA Studies Graduate Students, 2013-14**

<b>Department</b>	<b>Students</b>
Anthropology	22
Art History	13
Cinema and Media Studies	2
Comparative Literature	4
East Asian Languages and Civilizations	39
EALC/CMS Joint Degree Program	2
Economics	2
English Language & Literature	1
History	28
Law	1
Linguistics	3
MAPH	4
MAPSS	11
Medicine	1
Political Science	9
Romance Languages & Literatures	1
Sociology	10
<b>Total</b>	<b>153</b>

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

dissertation research. The workshops encourage rigorous engagement by students and faculty through discussions, evaluations, and critical feedback. CAS has become a national model for graduate education, inspiring similar programs at other institutions. In 2013-14 CAS oversaw 78 workshops, of which four had an

EA focus; a fifth EA workshop was supported by CEAS (see Table 2-4). The activities of the Paulson Institute add crucially to China-related training enrichment;

**Table 2-4: CAS Workshops, 2013-14**

<b>Workshop Title</b>	<b>Faculty Sponsors</b>	<b>Funding Source</b>
Art & Politics of East Asia	Iovene, Long	CAS
East Asia: Politics, Economy & Society	Yang, Zhao, Song	CAS
East Asia: Transregional Histories	Eyferth, Burns	CAS
Visual & Material Perspectives in east Asia	Wu, Foong, Foxwell	CAS
Theater & Cinema in East Asia	Zeitlin, Dong	CEAS

and along with the activities of the Institute of Politics and the Becker-Friedman Institute support training across the disciplines and professional programs.

2.B.1 *Academic and Career Advising* UC's graduate and undergraduate students are supported by multiple levels of academic and career advising. All UC departments assign tenure-line faculty to advise students, and they report annually to department faculty. The College provides comprehensive advising to undergraduates; the Deans of Students of the UC Divisions do the same for graduate students. All students are served by UC Career Advancement, which advises students on all opportunities for domestic and international study programs and internships; provides specialist career counselors, including separate counselors for international careers; and conducts seminars on all aspects of job placement (including interviewing and job talks). The UC Center for Teaching Excellence (CTE) offers seminars, workshops, and individual consultation to support graduate students in all aspects of teaching pedagogy; the CTE grants a Certificate in Teaching as proof of pedagogical excellence and advises graduates students on interviewing skills and job talk preparation when seeking employment. CEAS and

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

EALC staff collect current EA-related study, fellowship, and career opportunity postings, which are distributed weekly by email to students and teaching faculty. The CAS workshops are yet another venue for graduate students on the job market to prepare for job talks.

2.B.2 *Research and Study*

*Abroad* For undergraduates, the College Study Abroad Office oversees three major programs: (1) Civilization and Social Science courses taught by UC faculty at fifteen UC international centers, including East Asian Civ. and Social Science at the CB; (2) five types of support for summer research and study

**Table 2-5: Research and Study Abroad**

Type	2010-11	2011-12	2012-13	2013-14
<b>Undergraduate Opportunities</b>				
EA Boren Awards		1		2
Center in Beijing Program				
Civ. Enrollments	19	25	26	26
Soc. Sci. Enrollments	12	11	11	15
FLAG Awards, Total	88	95	86	86
Chinese (Mandarin)	23	20	14	16
Japanese	3	1	4	3
Korean	2	2	0	1
Metcalf Internships, Total	440	570	850	1000
Internships Filled in East Asia	24	37	62	60
<b>Graduate Opportunities</b>				
EA Fulbright U.S. Student Program	2	1	5	3
EA Fulbright-Hays DDRA	1	2	3	1
CEAS Dissertation Awards				
China	8	7	7	8
Japan	3	10	5	7
Korea	2	2	3	2
CEAS Summer Research Awards				
China	6	7	9	8
Japan	5	0	3	3
Korea	1	1	0	2

programs, among which FLAG grants for summer language study abroad are obtained by many students attending the summer Chinese language courses at the CB; and (3) summer Metcalf internships matching students with employers (see Table 2-5 for EA-specific data). For graduate students, research and study abroad programs are overseen by the GSA. Between 2010-14, 18 students received Fulbright research grants for study in East Asian countries. In addition, the GAI provides summer grants for three years. For EA students this support is supplemented by pre-dissertation research opportunities offered by the three CEAS Committees for research in East Asian countries and professional training grants for advanced language study abroad. In

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

2013-14 CEAS facilitated student support in the amount of \$450,860. The Paulson Institute also supports China-related study abroad. UC through CEAS is a founding member of the consortia that support both the IUP and the IUC, and undergraduates and graduates are encouraged to attend academic year and summer language programs in Beijing and Yokohama.

*2.B.3 Facilitation of Other Institution's Study Abroad Programs* Undergraduate programs summarized in §2.B.2 include many at other institutions and approved for UC credit, including over twenty programs in East Asian countries. In addition to IUP and IUC, UC through CEAS is a founding member of KCJS for study abroad in Japan. Undergraduates and graduate students benefit from the formal linkages with institutions abroad summarized in §1.A.4. In addition, individual EA faculty use personal relationships to facilitate sponsorship by appropriate institutions in East Asian countries for graduate students at advanced stages of research.

### **§3. Quality of the Non-Language Instructional Program**

*3.A.1 Quality and Extent of Course Offerings* Over sixty regular tenure-line faculty and lecturers provide EA-related non-language courses in twenty-seven departments and professional schools (see Appendix 2, "Explanation"). The total number of EA courses offered in 2012-13 is 163, of which 99 are part of the non-language program. The greatest concentration of these courses is in the departments and disciplines of the Humanities and Social Science Divisions (see Appendix 1). Graduate seminars excepted, it is usual for undergraduates and graduates to enroll in the same EA courses, with course requirements appropriate to each. Beyond the core of standard EA literature, history, art, and politics courses, the array of disciplines represented in the EA non-language courses is not easily summarized and is characteristic of the interdisciplinary approach of UC faculty (§3.C). In order to effectively utilize the academic strength of its world-class faculty, UC facilitates the approval of new course offerings, which

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

may be taught by faculty in the year following proposal and approval by the department faculty. Examples of courses taught by EALC tenure-line faculty in 2012-13 suggest careful consideration to cross disciplinary opportunities: Zeitlin taught “Martial Arts Tradition in Chinese cinema” (EALC243/343) and “Visual Culture of Opera in Late Imperial China” (EALC413); Bourdagh taught “Japanese Cultures of the Cold War: Literature, Film, Music” (EALC246/346) and “Philosophy of Money in Japanese Literature” (EALC444); Choi taught “Censorship in East Asia: The Case of Colonial Korea” (EALC430) and “Gender in Korean Film and Dramatic Television” (EALC269). The flexibility that permits faculty to apply their academic work to pedagogy by developing new courses fosters collaborations among faculty across departments and programs. For graduate students, the CAS Workshops are invaluable supplements to course offerings for exposure to academic work across disciplines (§2.A.4, Table 2-4).

*3.A.2 Course Offerings in Professional Schools* In the Divinity School, the appointment of Ziporyn and the tenure of Copp (dual appointment in EALC and Divinity) will lead to an increase in EA religion courses. Faculty in other departments offer a range of EA religion courses, including: Ketelaar (History, EALC), Harper (EALC), Shaughnessy (EALC) and Wu (Art History, EALC). In the Booth School of Business, Hsee, Hsieh, Song, and Tsay provide strong coverage of EA in their courses; and Yang (Political Science) complements them with courses on economics and the environment. The new Booth Center in Hong Kong (§1, Intro.) greatly increases relevant EA business course offerings. EA-related courses in the Law School are modest in number, primarily offered by Ginsburg and Skosey. Harris School programs in public policy focus on joint programs with institutions in China and Korea, ensuring good EA coverage in course content (§2.A.3). Involvement of the Paulson Institute in China-related public

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

policy adds depth to Harris School academic programs and is an important point of connection between the professional schools and the departments in regard to EA curriculum.

3.B *Depth of Course Coverage* The number of tenure-line faculty teaching non-language courses in the following departments and programs ensures depth of coverage within the indicated disciplines (faculty with dual department appointment are counted once in the primary department): EALC (11), History (7), Art History (3), Anthropology (4), Sociology (3), Political Science (3), and Booth School (4). Across departments EA faculty form clusters of specialists in specific disciplines for which UC is well-known. Current clusters include: EA media studies: Dong, Iovene, Bourdaghs, Choi, Zeitlin, Wu, Farquhar, Chu, and Fisch; EA anthropology: Farquhar, Chu, Fisch, and Yao; early China cultural studies: Harper, Li, Shaughnessy, Yao, and Wu. Li (EALC) and Yao (Anthropology) establish UC as a new center for Chinese archaeology in North America. As faculty develop relevant pedagogy for their academic work each cluster produces courses that ensure depth of coverage (§3.A.1). In the professional schools, the CB and Booth Center in Hong Kong provide the foundation for increased depth of coverage in East Asian economics and business education. The International Business Exchange Program (IBEP) provides Chicago Booth students with the opportunity to study abroad at Keio University or Waseda University. The Harris School of Public Policy's dual degree programs with Yonsei University in Korea and Renmin University in China enhance the depth of courses available to UC students. A number of exchange opportunities in China, Japan, and Korea are available to medical school students who wish to broaden their clinical and research experience in an international setting.

3.C *Interdisciplinary Courses* §3.A.1 explains the conditions that foster interdisciplinary East Asian courses at UC: clusters of faculty across departments whose academic work is

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

interdisciplinary; flexibility in introducing new courses into the curriculum; and faculty-sponsored workshops to cultivate interdisciplinary approaches by graduate students. The joint EALC/CMS Ph.D. program is another indication of interdisciplinary commitment to providing well-trained specialists in EA media studies (§2.A.4). The interdisciplinary commitment by EA faculty is also demonstrated by their leadership role in innovative projects funded by the Neubauer Collegium for Culture and Society (NCCS). Established in 2012 to address questions that transcend any single individual, discipline, or methodology, the NCCS supports innovative collaborative research projects of UC faculty in order to engage a wider public in humanistic scholarship. Current NCCS project grants to EA faculty include: “History, Philology, and the Nation in Chinese Humanities,” led by Farquhar (Anthropology) and Saussy (Comparative Literature); “Global Literary Networks,” led by Long (EALC) and So (English); “Signs of Writing: The Cultural, Social, and Linguistic Contexts of the World’s First Writing Systems,” co-led by Shaughnessy (EALC); and “Knowing and Doing: Text and Labor in Asian Handwork,” led by Eyferth (EALC) and Harper (EALC). These projects build networks of interdisciplinary collaboration among UC faculty and bring international and U.S. scholars from multiple disciplines to UC for conferences, workshops, research visits, and teaching. The academic and pedagogical goals as well as the ongoing activities of each project are widely disseminated through the NCCS website. Faculty collaborations across disciplines are resulting in new courses and programs of study, such as the joint EALC/CMS Ph.D. program. This year the Music Department admitted its first EA music Ph.D. student.

3.D.1 *Non-Language Faculty* The current number of over sixty tenure-line East Asia faculty and lecturers teaching non-language courses is robust (For growth of tenure-line appointments

2010-14 see §1.A.2, Table 1-2). For faculty strength measured by publishing quality and quantity, see the biographical information in Appendix 2.

3.D.2 *Teaching Assistant Pedagogy Training for Non-language Courses* Graduate students fulfill teaching assistant requirements, usually in their home department and mentored by faculty advisors. To take the example of EALC, a student must first work directly with faculty in the role of teaching assistant. The student may then apply to teach a stand-alone course. The EALC faculty reviews the detailed syllabus to ensure quality of content and pedagogy, and if approved a faculty advisor continues to monitor the course when taught. The UC Writing Program and the CTE provide support to graduate students for roles as teaching assistants or stand-alone course instructors. The Writing Program pedagogy course qualifies students to serve as “writing interns” assigned to teach writing seminars to undergraduates in core courses. The CTE supports all aspects of graduate-student teaching before and during teaching assignments, offering a series of workshops and consultations that introduce students to various aspects of pedagogy and help them refine their individual teaching styles. These include the Graduate Workshop on Teaching in the College, Individual Teaching Consultations and Assessment, Grants for Instructional Improvement, and the Certificate in Teaching.

#### **§4. Quality of the Language Instructional Program**

4.A.1 *Extent of Language Instruction* EALC currently offers five levels of modern Chinese (Mandarin) and four levels of modern Japanese and Korean. Chinese offers tracks for bilingual learners through the third level as well as business Chinese at the third level. EALC Chinese Language Program Director Youqin Wang administers the highly successful CB Summer Chinese Program, which offers second level to fifth level Chinese; and undergraduates in the East Asian Civ. and East Asian Social Sciences programs at the CB also take a Chinese language

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

course (CHIN 150). Elementary levels of classical Chinese and classical Japanese are offered annually. Advanced levels of classical language are offered on a regular schedule and taught by tenure-line non-language faculty. In 2014-17 CEAS will use NRC funds to support Korean language instruction and course development at intermediate and advanced levels in order to increase the number of UC students across all departments who graduate with advanced proficiency in an EA language (BN. A.2 & D.1.a-c).

4.A.2 *Enrollments* NRC funds will be used to examine enrollment trends and develop performance-based pedagogy for EA languages in order to build higher

**Table 4-1: East Asian Language Program Aggregate Enrollments, 2010-14**

	Level 1	Level 2	Level 3	Level 4	Level 5
Chinese	357	231	96	102	38
Japanese	183	138	65	29	
Korean	93	40	28	24	

(Does not include Beijing Summer Chinese enrollment)

enrollments in advanced levels of Chinese, Japanese, and Korean over the next four years (BN D.1.d-f). Aggregate enrollments in all Chinese, Japanese, and Korean languages courses for the past four academic years are presented in

Table 4-1. Enrollments for the 2011-14

academic years, broken out by language level, are shown in Table 4-2. Separate data is given for the same years for the CB Summer Chinese Program in Table 4.2. The drop between first level and second level in successive years for Chinese and Japanese is in part due to the UC general B.A. requirement of one year of foreign language, which an increasing number of students now satisfy with one year of

**Table 4-2: East Asian Language Program Enrollments by Level, 2011-14**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>2011-12</b>					
Chinese	94	47	34	30	11
Japanese	41	17	11	10	
Korean	12	15	4	5	
<b>2012-13</b>					
Chinese	85	56	41	23	9
Japanese	43	26	12	6	
Korean	32	8	6	4	
<b>2013-14</b>					
Chinese	92	46	31	20	14
Japanese	57	24	9	10	
Korean	24	8	10	11	
<b>Center in Beijing Chinese</b>					
2011-12		9	9	9	
2012-13		12	15	5	1
2013-14		13	12	1	

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Chinese, Japanese, or Korean. The CB Summer Chinese Program, an intensive 8-week course which equals one full year of language at second level or above, is a popular study abroad summer language option for UC undergraduates. Analysis of academic year Chinese enrollment data must take into account the students who go directly from CB Summer Chinese (typically second level) to the next Chinese language level in the autumn (typically third level).

Enrollments in advanced levels remain strong in Chinese, and moderate in Japanese and Korean. In recent years enrollments for intensive summer Japanese and Korean at UC have been modest. Beginning in summer 2014, UC summer language courses are managed by the CLC's new Summer Language Institute (SLI). CEAS will use NRC funds to support intensive second level Korean at the SLI in order to boost the number of students who achieve advanced levels of Korean (BN A.2.d). This is part of CEAS's overall goal of increasing enrollments in advanced levels of all EA languages.

Since 2009 UC has not been able to award EA language FLAS or summer FLAS, which has affected language enrollments by graduate students who must fulfill language fluency requirements. During this period the three CEAS Committees have been able to supply a limited number of need-based professional training opportunities for summer advanced language study. The Study Abroad office and CEAS maintain the list of approved summer study programs in East Asian countries to ensure that standards meet performance-based standards for EA languages at UC. Many undergraduates receive FLAG grants for overseas summer language study. In 2013-14 sixteen students received FLAG for Chinese, three for Japanese, and one for Korean (from a total of 86 FLAG grants awarded across campus).

4.B.1 *Depth of Language Offerings* Third year level or above is offered in Chinese, Japanese, and Korean (see §4.A.1 for additional levels offered). In addition, classical Japanese and

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

classical Chinese are available on an annual basis. Based on student demand, EALC anticipates offering a fifth level of Japanese in 2015. As stated in §4.A.1, one of the initiatives supported with NRC funds will be increasing enrollments in advanced East Asian languages by providing support for advanced Korean language instruction and course development (BN A.2 & D.1.a-c). See the program initiative detailed in §8.A on the use of authentic materials and media-based pedagogy to achieve the goals of higher enrollments and increased proficiency.

*4.B.2 Area-Based Courses* Most courses taught in Chinese, Japanese, or Korean are graduate courses in EALC. Scholars from East Asian countries in disciplines other than language and literature regularly hold visiting professor positions in EALC and graduate students are expected to be capable of using the language of choice in their courses and lectures. CAS East Asia Workshop presentations are often conducted in the appropriate language depending on the presenter.

*4.C.1 EA Language Staff* There are thirteen full-time language lecturers in EALC, most with post-graduate degrees and long professional experience in EA language instruction: Chinese, seven lecturers; Japanese, four lecturers; Korean, two lecturers. UC and the Humanities Division are committed to excellence in language pedagogy including standards for class size. On average EA language course sections are 15 students or less; enrollment is capped at 18. In recent years EALC anticipates enrollment increases and employs professional lecturers as needed to maintain the mandated class size.

*4.C.2 EA Language Pedagogy Training* The EALC Language Program Directors are senior lecturers with full pedagogical training. For Chinese, Dr. Youqin Wang has ACTFL and OPI training; for Japanese, Hiroyoshi Noto has ACTFL certification, not current; for Korean, Dr. Hi-Sun Kim was appointed to the ACTFL Task Force in 2008 to develop national ACTFL standards

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

for Korean and is currently appointed to the Korea Foundation panel to develop K-16 standards (she is not herself ACTFL certified). Wang, Noto, and Kim ensure that all EA language lecturers stay abreast of current EA language pedagogy standards. To be appointed lecturer applicants must demonstrate pedagogical training by providing original classroom materials, giving a teaching demonstration, and explaining their teaching methods. Performance evaluations for all lecturers are made every three years by an EALC faculty committee that includes tenure-line faculty to ensure that language instruction meets EALC expectations. Visiting language lecturers (such as Chinese lecturers provided by CIUC) and graduate student instructors are rigorously mentored by the Program Directors. In Chinese courses they only teach levels with multiple sections and follow the course plan established by the lead lecturer for that language level; in Japanese and Korean they may teach advanced levels, but must have necessary instructional training as determined by the Program Directors. EALC 266/366 (“East Asian Languages Acquisition and Pedagogy”) is required for graduate instructors, and with NRC funds and the cooperation of EALC, CEAS plans to establish a new graduate certificate in language pedagogy (BN D.1.d-f). We will partner with the CTE and the CLC, whose Director Catherine Baumann is a national leader in ACTFL and OPI training. CLC maintains an active program of pedagogy training and certification for UC foreign language training (see Baumann’s letter of support in Appendix 5).

4.D.1 *Language Instruction Quality* All EA language instruction at UC employs performance-based standards to enable students to engage actively in real-world application of language training. At the first level, the ability to write Chinese, Japanese, and Korean scripts is given equal treatment along with speaking, listening, and reading. Weekly one-on-one tutorials with teaching assistants are required. From the first level students engage with authentic

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

materials, especially electronic and media-based communication. First level students learn to type in East Asian languages; first level Chinese students form teams to create a Chinese language video; second level Japanese offers a two-quarter “Japanimation” track using anime; third level Korean uses films and TV programming to integrate language acquisition with social and cultural studies of modern Korea. At all levels EA language pedagogy is designed to produce fluency in real-world situations matching native speaker fluency. EALC language lecturers develop performance-based materials that are used at UC and nationally. For example, Harumi Lory is the creator of the free online *Kanji Alive* tool for learners of Japanese. She continues to refine the program to meet new user demands, including the *Kanji Alive* app and a mobile version of the site (see §7.B). The CEAS Film Library has the largest collection of EA film materials in North America (more than 6,800 titles) which serves the needs of the campus, the greater Chicagoland community, and users throughout the U.S. (see §7). Faculty and graduate student instructors collaborate to apply EA film materials to classroom use. CEAS will use NRC funds to strengthen and enhance the offerings in this area, including projects for subtitling and for integration between materials used for both language acquisition and non-language area studies (see §8.A; BN C.3 & D.1.c). Work by EA language lecturers to create media-based materials for the classroom will also be guided and supported by the CLC.

4.D.2 *Resources* CEAS will use NRC funds to expand the scope of CEAS Film Library acquisition in order to include categories and titles identified by our media faculty as important for staying abreast of ongoing developments in EA media studies (see §8.A; BN C.3). CEAS supports EA language instructors with funding for specific projects, such as *Kanji Alive*, or for equipment such as laptops or tablets for language lecturers to develop teaching resources.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

4.D.3 *Proficiency* The EALC Language Program Directors have established proficiency standards for EA languages used by the CLC, which administers the Advanced Proficiency Exam for UC students. Students who pass the exam are certified as having achieved the third level of Chinese, Japanese, or Korean. Currently CLC is developing additional proficiency standards, and CEAS will partner with CLC and the other UC area study centers to ensure that these standards meet the needs of language training for the students we serve. CEAS is particularly concerned to increase the number of students whose achievement exceeds third level, and our plan for use of NRC funds integrates East Asian language proficiency standards with that goal.

**§5. Strength of the Library**

5.A.1 *Strength of Library Holdings* The University of Chicago is the ninth largest research library in North America, with 11.9 million volumes in print and electronic form housed in 6 campus library facilities. In 2012-13, the library circulated 306,445 volumes to 14,499 unique individuals. UC spends more than \$35 million per year on library materials and staff salaries, of which \$13 million goes towards salaries and \$18 million goes towards materials. Ongoing expenditures for electronic resources total more than \$12 million per year. As Table 5-1 illustrates, the UC Library East Asia Collection houses close to one million cataloged volumes in Chinese, Japanese, and Korean language, as well as Western language titles.

**Table 5-1: East Asia Collection Holdings**

Chinese	527,512
Japanese	249,142
Korean	81,478
Western languages	52,031
<b>Total</b>	<b>910,163</b>

(As of June 2013, excludes electronic resources)

Two services were launched in 2013 that significantly strengthened the UC library's support of faculty and students at all levels. A high-impact consortial lending agreement led to the launch of BorrowDirect in September, 2013. The service provides access to more than 50 million

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

volumes from the circulating collections of Brown, Columbia, Cornell, Dartmouth, Harvard, MIT, Penn, Princeton, and Yale. Materials are requested online, arrive within an average of 4 days from the request, and can be kept for up to 12 weeks. Scan & Deliver is a new service that provides high resolution scans of articles and book chapters delivered via email within 4 days of a request. This free service helps students, faculty, and staff save time and money by taking advantage of the ease of electronic communication and delivery of research materials already held in the UC library system.

5.A.2 *Financial Commitment* For UC funds supporting East Asia library staff and acquisitions in 2012-13 see Table 1-1. Thanks to support from CEAS and EALC, the East Asian Collection added more Chinese electronic databases in 2013 than any previous year. Examples include *The Chinese Journal Database for the Republican Period (1911-1949)*; *Chinese E-resources by Wanfang Data*; *Dacheng data of pre-1949 Chinese periodicals*; *Shenbao (newspaper database)*; and *The Database for Core Pre-modern Chinese Scholarly Books*. These resources provide faculty, students, and visiting researchers with powerful search capability that complements the existing Chinese print collection with rare, out-of-print, hard-to-find books and journals in electronic format. UC collaborates closely with other EA libraries from peer institutions on the terms and conditions for licensing agreements for these resources.

In 2013 the East Asian Collection purchased and accessioned 16,968 volumes, an increase of 6.7% from 2012. Titles acquired through exchanges and donations totaled 2,601, also an increase from 2012. We are asking for NRC funds to enhance our EA collection (BN C.2) so that we can continue to provide the highest level of scholarly material to our students, faculty, and the Midwest region.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

CEAS provides \$3,000 per year for each member of the EA library staff to conduct research travel to Asia and to participate in workshops essential for professional development. In March 2013 the Library of Congress announced full implementation of a new cataloging standard, Resource Description and Access (RDA), which significantly enhances how bibliographic data is created and used. Because UC was one of the first adopters of RDA in the nation (2011), our Head of the East Asian Technical Services and the Korean Studies Librarian were invited to serve as instructors for two workshops on using RDA for Chinese, Japanese, and Korean (CJK) library records. Travel to these workshops was supported through CEAS, allowing our staff to share their expertise with EA catalogers from various institutions in North America.

5.B.1 *Cooperative*

*Arrangements* Through consortial agreements with peer institutions, UC library users have access to significant collections of research materials at other libraries (Table 5-2). In 2012 the library launched a new

**Table 5-2: Library Access and Borrowing**

	<b>Borrow Direct</b>	<b>UBorrow</b>	<b>Inter Library Loan</b>
<b>Delivery time</b>	~4 business days	~4 business days	~8 business days
<b>Loan / renewal period</b>	12 weeks / none	12 weeks / 4 weeks	Varies
<b>Which media?</b>	Books & musical scores	Books, DVDs, microforms, & musical scores	All formats
<b>Number of books</b>	50 million	90 million	300 million
<b>Number of libraries</b>	10	15	72,000

service, UBorrow, offering rapid access to over 90 million books from the collections of 15 university libraries. Because of the physical proximity of partner institutions, books arrive faster and can be checked out longer than through traditional Interlibrary loan. In 2012-13 there were 16,067 UBorrow requests.

5.B.2 *Library Access* In 2013, the UC library served 31,813 visiting researchers. There were 5,900 attendees at library training sessions. The East Asia library lent 3,105 Chinese, Japanese,

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

and Korean language materials to requestors from around the world. The majority came from academic institutions, but a growing number of loans came from public libraries, Federal government agencies, foundations, and corporations (see Table 5-3). Lending statistics by state indicate the most requests came from Illinois (518), New York (269), and California (264), with a grand total of 2,013 for the top ten states. This indicates the significance of our collection to users in the Midwest and the two coasts.

**Table 5-3: Library Lending by Subject**

<b>Library Type</b>	<b>CHI</b>	<b>JPN</b>	<b>KOR</b>	<b>Totals</b>
Academic	1114	923	284	2321
Association/ Foundation	11	5	3	19
Corporate	9	1	2	12
Federal/National Government	13	3	1	17
Law Libraries	8	2	1	11
Major Academic Research	262	245	65	572
Medical	1			1
Other		1		1
Public	22	89	32	143
Schools Below College Level	2			2
State Library	2	1		3
Theological	2		1	3
<b>Totals</b>	<b>1446</b>	<b>1270</b>	<b>389</b>	

The UC library actively engages teachers and educators from around the region through local outreach programs. The Education and Outreach Collections (eCUIP) is an initiative of the Chicago Public Schools, University of Chicago Internet Project, and the University of Chicago Library. eCUIP produces high-quality digital content for K-12 teaching and learning in collaboration with Chicago Web Docent, Chicago Public Schools educators, and University of Chicago scholars. Uncovering New Chicago Archives Project (UNCAP) is a project to engage UC graduate students in using their subject expertise to process hidden collections at Chicago area cultural institutions. UNCAP collaborations provide open public access to online finding aids for hundreds of archival collections that serve as a model for discovering primary sources across collections and institutions. UC is partnering with Northwestern University to expand and enhance the UNCAP website and databases. The library also participated in the creation in 2011 of the new Chicago Collections Consortium, which is a group of 14 museums, universities, and

libraries working to provide access to collections about the history of Chicago through a web-based portal.

## **§6. Quality of Staff Resources**

6.A.1 *Qualifications of Faculty and Professional Staff* Measures of academic success such as publications, research fellowships and other honors demonstrate the national and international recognition of CEAS faculty. CEAS has five Guggenheim fellows (Goldin-Meadow, Harper, Saussy, Yamaguchi, Zeitlin), three American Academy of Arts and Sciences fellows (Ginsburg, Saussy, Wu), and numerous recipients of scholarly book awards as well as recipients of major research grants from the U.S. government and private foundations, including ACLS, SSRC, Luce, and the Japan Foundation. Appendix 2 provides details. Of the teaching faculty (tenure-line professors and lecturers) 63 dedicate 100% effort to East Asian studies. Their involvement in all aspects of East Asian studies at UC – academic work, student training, research and program development – ensures that in terms of quality of faculty and numbers UC is at the forefront of the disciplines engaged in East Asian studies nationally and internationally. The interdisciplinary strength of CEAS faculty is detailed in §3.B-C, and this strength is demonstrated in the number of EA faculty leading projects in humanities and social sciences education funded by UC's new NCCS (§3.C). Proposed CEAS NRC activities and training programs for 2014-17 address a growing focus on EA media studies (see §8.A; BN D.2.d-e), and the cluster of involved faculty is sizable across many disciplines and departments, including: Dong, Iovene, Bourdaghs, Choi, Zeitlin, Wu, Farquhar, Chu, and Fisch. The contribution of EALC Language Program Directors (Wang, Noto, Kim) and full-time language lecturers to CEAS activities and training programs is vital. The strength resulting from full integration of non-language and language teaching faculty is detailed in §4.C.2.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

6.A.2 *Development Opportunities* UC faculty are encouraged to undertake significant research projects by a generous leave/sabbatical policy. Research leave for a minimum of two of the three academic year quarters is granted at three-year intervals in the Humanities and Social Sciences Divisions, with salary and benefits paid by UC; faculty who are awarded grants may have longer periods of leave as determined by the nature of the grant. The three CEAS Committees provide more than \$213,000 in annual research funds promoting overseas travel for research and conference participation in East Asian countries. In addition, funds for special research projects are also available to Committee faculty members, language lecturers, and library staff. Additional research funds are available from the divisions and departments. The divisions actively support research projects by providing dedicated staff to assist faculty with identifying funding sources and preparation of application materials.

6.A.3 *Student Instruction and Advising* The majority of UC faculty are appointed to the undergraduate College as well as to a department in one of the Graduate Divisions, and they offer courses annually to both undergraduate and graduate students. UC class sizes are small (20 students or less for East Asia courses is normal) and teachers provide intensive training focused on thinking and writing skills. For graduate students there are formal procedures for faculty supervision and advising at every stage, from matriculation and completion of coursework to advancement to Ph.D. candidacy and dissertation completion. Every student has a faculty mentor. The department faculty conduct an annual review of the progress of all graduate students. Formal and informal provisions for all student supervision and advising are detailed in §2.B.1. **Note:** Many departments require a B.A. thesis for graduation or the undergraduate may choose to submit a thesis for B.A. with Honors. East Asia faculty supervise many B.A. theses

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

annually; and CEAS awards the Asada Eiji Prize annually to the best B.A. thesis on a topic relating to East Asia in humanities and social sciences.

6.B.1 *CEAS Staff and Oversight* CEAS has a faculty Director (currently Donald Harper) and two Associate Directors (who are expected to have knowledge of one of the EA languages): the Associate Director for China and Korea retired in June 2014 and a new appointment will be made; the Associate Director for Japan is Sarah Arehart. The CEAS office is managed by a full-time administrator. There is a half-time outreach coordinator, whose duties include overseeing the CEAS Film Library. Structurally, CEAS consists of three Committees (CCS, CJS, CKS) each with a faculty Chair. Membership in the Committees includes faculty, language lecturers, and EA library staff. The CEAS Executive Committee is composed of the Director, Associate Directors, Committee Chairs, EALC Chair, and the Head of the UC Library East Asian Collection. The Director oversees general CEAS operations with the assistance of the Associate Directors. Decisions regarding allocation of funds for activities and student support are made by vote of the Committees, which meet at least twice during the academic year. The CEAS Executive Committee meets at least once a year to discuss general matters including CEAS oversight, staff structure, and future initiatives. The Director also calls upon the Executive Committee as the representative body at UC for EA-related affairs, such as the annual review of Fulbright EA applications, Luce Asian Scholars Program applications, and (hopefully) FLAS applications.

6.B.2 *CEAS Administration and Outreach* The duties of CEAS Associate Directors include liaison with the three Committees, liaison with other UC units, grant administration, and outreach and program evaluation. Currently the China/Korea Associate Director is also responsible for communication with the Global Engagement Office, the CB, and the CIUC; the

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Japan Associate Director manages the CEAS website and the CEAS Film Library. Both Associate Directors coordinate outreach and evaluation activities with the outreach coordinator. With NRC funding for a portion of the Outreach Coordinator's salary, we hope to enhance CEAS staffing to address the key areas of CEAS operations both on a day-to-day basis and in the long range (BN: A.3.a).

*6.C Nondiscriminatory Employment Practices* As the city of Chicago's second-largest private employer, UC draws from and contributes to the diverse strengths of its surrounding community and metropolis. UC's nondiscriminatory employment policies provide equal opportunity for all qualified persons and prohibit discrimination in employment on the basis of attributes unrelated to job performance. The Deputy Provost for Research and Minority Issues is also co-chair of the UC Diversity Leadership Council, which examines issues of diversity as they relate to University staff, alumni and surrounding communities. Initiatives such as targeted hiring of minority faculty members and the Office of Minority Student Affairs operate to recruit and retain a diverse body of faculty, staff, and students. Campus conversations about diversity and inclusion supplement a wide range of resources on nondiscrimination that are available to the campus community (§9.B and the GEPA Section 427 Statement detail initiatives at UC to support equal access for students, staff and faculty from traditionally underrepresented groups). CEAS staff and affiliated faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups to campus employment activities.

**§7. Outreach Activities**

Outreach is a vital part of CEAS's mission. In 2013-14 alone, CEAS supported \$165,000 in outreach initiatives, including conferences, film screenings, public performances, and educator workshops. In addition, CEAS spends \$15,000 per year purchasing and cataloging films for the

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

CEAS Film Library, which is North America’s largest collection of EA film materials with more than 6,800 titles from China, Japan, and Korea. Films are available free to UC affiliates as well as educators in the Midwest and the general public; CEAS also accommodates requests nationally. NRC funds will be used to expand outreach to meet the increasing demand for programs and information about China, Korea, and Japan -- particularly EA media.

*7.A Outreach to Elementary and Secondary Schools* CEAS partners with on- and off-campus organizations to provide outreach opportunities for K-14 students and educators. The annual Summer Teacher Institute (STI) is a multi-day workshop for elementary through college teachers that brings educators, researchers, and professionals together to explore issues of global significance and create resources for internationalizing classroom curricula. The STI is housed within the Center for International Studies (CIS) but is co-planned by all the UC area centers, who share expenses and staff time in order to increase the impact of the event. Each year a different topic is chosen based on surveys from participants in the previous year and conversations with teachers about relevant issues they would like to explore in their classrooms (see Table 7-1). Teachers receive up to 18 continuing professional development credits for

**Table 7-1: Summer Teacher Institutes, 2008-2014**

<b>Year</b>	<b>Title</b>	<b>Attendance</b>
2008	Climate Change: Biological and Social Implications	63
2009	Understanding the Global Economy: Bringing the World Market into your Classroom	58
2010	Water: An Interdisciplinary Examination of the World's Most Essential Resource	57
2011	Migration: Causes and Consequences	54
2012	Feeding the World: Challenges to Achieving Food Security	61
2013	Natural Disasters and Social Responses: A Global Perspective	49
2014	Energy and the Global Environment: Science, History, Politics	38

completing the workshop, which is evaluated on a daily basis through surveys and feedback.

Each year, one or more ‘Master Teachers’ is hired to facilitate the creation of new classroom lesson plans and curricula based on the presentations in the STI. The resources created over the

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

course of the STI include videotaped presentations, PowerPoint slides, suggested readings, and K-14 curriculum guides, all of which are provided free online through the CIS website. Table 7-2

shows the impact of these online resources over the past four years, where 342,202 unique site visitors downloaded a total of 667,535 PDF, PowerPoint, and Word files

**Table 7-2: Website Traffic for K-14 Outreach**

<b>Year</b>	<b>Unique site visitors</b>	<b>Adobe PDF</b>	<b>PPT</b>	<b>Word</b>
2014 (Jan-May)	66,563	75,888	17,689	1,147
2013	141,434	228,478	39,176	3,742
2012	86,070	137,857	45,912	4,308
2011	48,135	73,822	34,709	4,807
<b>Totals</b>	<b>342,202</b>	<b>516,045</b>	<b>137,486</b>	<b>14,004</b>

from the CIS website. CEAS plans to use NRC funds to enhance the STI and expand its reach to more teachers in the Midwest and nationwide (BN D.2.a).

Since 2010 the UC has participated in STARTalk, an intensive summer Chinese language institute program for CPS high school students studying advanced Chinese. The goal is to increase students' Chinese language proficiency and further their language education through intensive immersion. Over the 4 week summer program students attend daily Chinese classes with UC teachers and are provided with cultural learning activities, meals, field trips, and instructional materials. STARTalk is offered to selected students for free. All successful participants receive a \$1,000 stipend and an official UC transcript with their grade.

In 2013 CEAS's EA outreach initiatives included a collaboration to sponsor 5 graduate students to be guest teachers at Carter G. Woodson (CGW) middle school. CGW is one of UC's 4 charter schools on the south side of Chicago with a mission to educate and empower low-income students by focusing on college-readiness and academic achievement. Fifteen students from CGW traveled to Beijing and Xi'an for the first time in spring of 2014, and because CGW does not have a China component in their curriculum, 5 EA graduate students who have lived in

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

and are passionate about China were selected from a large applicant pool to introduce the students to Chinese culture, history, and language ahead of the trip.

Each year CEAS partners with performers and artists from East Asia to provide programs and workshops on performing arts for K-14 audiences. In 2010, CEAS partnered with International House Global Voices Performing Arts Series, the Consulate General of Japan at Chicago, and the Japan Foundation to provide a workshop in Japanese Kyogen theater (Japan's oldest form of spoken drama) to 60 high school students from two schools in the Chicago area. In 2011, the Minwa-za company of Tokyo was invited to UC for a week of free performances and workshops on *Utsushi-e*, a type of magic lantern performance that originated 200 years ago in Japan and was the predecessor of movies. A workshop with the UC Laboratory School's 5<sup>th</sup> graders and high schoolers introduced more than 115 students to this unique art form. In 2012, CEAS brought award-winning Japanese puppeteer Nori Sawa to Chicago, where he did a performance and a family-oriented shadow puppet workshop at the Hyde Park Arts Center for about 50 attendees.

*7.B Outreach to Postsecondary Institutions* CEAS devotes considerable resources to outreach to postsecondary institutions beyond the UC campus. One example is the *Kanji Alive* web learning tool created by EALC Japanese lecturer Harumi Lory with support from CEAS funds. *Kanji Alive* allows Japanese language learners to search for 1,235 kanji characters using Japanese, romaji, or English, by meaning, pronunciation, stroke number, or radical. A hand-written kanji animation accompanies each character, as well as voiced pronunciation and a mnemonic hint. *Kanji Alive* is the only kanji study program that allows students to search for kanji in 12 widely-used Japanese textbooks. Students preparing for the Japanese Language Proficiency Test (JLPT) can organize their kanji searches by JLPT levels to optimize their

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

studies. The program is recommended as a language learning resource by more than 35 postsecondary institutions in the U.S. and worldwide, including Columbia University, Michigan State University, The University of Victoria (Canada), the Oxford University Language Center (U.K.), Monash University (Australia), University of Toyama (Japan), and the National University of Singapore's Center for Language Studies. *Kanji Alive* is available online for free, and a touchscreen function for iPad and iPhone is in development.

In the summer of 2013, UC held a two-week workshop on reading classical Japanese (*kuzushiji*). Supported by CEAS and an NEAC grant, and led by Professor Suzuki Jun of the National Institute of Japanese Literature, the workshop was devoted to reading Japanese block-printed texts that take the form of reproduced handwriting. Workshop activities included visits to the Art Institute of Chicago and the Field Museum of Natural History to see their collections of Edo-period illustrated books and a concluding symposium with research presentations by Professor Suzuki and other invited guests. Workshop costs were minimal and travel assistance grants were given to graduate students who demonstrated financial need. The 22 participants came from various postsecondary institutions, museums, and libraries around the U.S. and included one student from Berlin. CEAS hosted the Workshop again in June 2014.

*7.C Outreach to Business, Media, and General Public* CEAS is committed to a wide range of programming that impacts the general public. This year, CEAS partnered with UChicago Arts and the Smart Museum to present a 5-month arts and culture festival called "Envisioning China," featuring more than 40 events and exhibitions. From February to June 2014, visitors explored China's cultural legacy through never-before-exhibited paintings, rarely seen films, engaging talks, and magnificent performances by acclaimed artists and musicians. Most programs were free and open to the public. Highlights included the Smart Museum exhibition "Performing

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Images: Opera in Chinese Visual Culture,” Court Theatre’s production of “M. Butterfly” by David Henry Hwang, and “A Night at the Peking Opera,” which featured Chinese opera star Ling Ke and members of the Tianjin Peking Opera Company in their Chicago premiere, performing famous Peking Opera highlights. In 2012, CEAS co-sponsored “Moving Forward: Life after the Great East Japan Earthquake,” a traveling photo exhibition at Rockefeller Chapel, which was free and open to the public. Since 2011 the Paulson Institute has organized an annual Contemporary China Speaker Series to bring scholars, cultural figures, business experts, and government officials to UC to address current issues, again free and open to the public. In April 2013 the Inaugural Chicago Booth Emerging Markets Summit was organized by Booth School students at the Chicago Hyatt Regency. The Summit, which included China among the five emerging markets, attracted an international group of attendees; and Booth School students held a first-ever China/Asia Pacific Business Conference in conjunction with the Summit.

In 2013, the University of Chicago won two Webby awards for the best website in the “School or University” category. One of the University’s most powerful communication and reference tools, the site contains improvements to better engage and inform visitors from around the world, conveying the University’s academic values, intellectual community and beautiful campus. The website is the virtual front door to the University, serving current UC community members, prospective students and faculty, and a general audience that wishes to learn more about UC. In addition to winning this internationally recognized award, the University has a rich relationship with local and national media. The news.uchicago.edu site provides a clearinghouse for articles and information about the University, as well as links to an “Experts Guide” that allows journalists to identify and connect with faculty who are experts in particular fields.

**§8. Program Planning and Budget**

8.A *Quality and Purpose of Program Activities* CEAS will use NRC funds to build on UC's strengths in responding to USED priorities and the national need for increasing the number of Americans who have expertise in the languages and societies of East Asia. Of the requested NRC funds, 65% (\$97,500/yr) will be used to fulfill the Absolute Priority of activities that directly promote teacher training. As detailed in the Budget Narrative, NRC-funded activities in 2014-17 complement UC's institutional support to develop and implement programs that meet the national need for trained EA specialists. The programming activities we propose directly address all of the absolute and competitive priorities that define a NRC under the Title VI program legislation. CEAS initiatives can be summarized into three main thematic areas:

(1) **Pedagogy:** CEAS will address the national need for specific pedagogical methods appropriate for teaching Chinese, Japanese, and Korean language with the goal of enriching advanced levels of the EA language curriculum at UC. The four main areas of focus are: to coordinate curriculum design and new course development in EALC; to align language curricula with performance-based standards of language acquisition; to refine and implement standards for EA languages under the guidelines of ACTFL and OPI; and to integrate the EA language pedagogy initiative with the programs of the CTE and the CLC, resulting in a new certificate in pedagogy (BN: D.1.d-f). Our EA language pedagogy initiative is led by Korean Language Program Director Hi-Sun Kim (Appendix 2, no. 43, and §4.C.2).

(2) **Partnership:** Our joint partnership with the City Colleges of Chicago (CCC) and our expanded network of MSI and community college educators will increase foreign language training and internationally-focused curricula for teachers and students in underserved populations across the city and state (see Appendix 5, letter of support from Jonathan Keiser of

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

CCC). Together with the other UC area studies NRCs, CEAS will promote increased access to East Asian language and area studies resources through curriculum development initiatives, the dissemination of high-quality online educational materials, library research and travel funds, and the creation of an EA media web portal.

(3) **East Asian Media:** In response to an increasing demand by researchers, institutions, and the general public for information on EA film, television, online culture, animation, and popular music, several North American universities are developing new programs in EA media studies. UC is poised to become a national leader in this emerging field by building upon our existing strengths, which include the 6,800-title CEAS Film Library and our nationally renowned media studies faculty (§3.B, §6.A.1). Development of a new EA Media website devoted to providing resources and information on UC's collection of materials, events, and experts is one goal of this initiative. Another is to facilitate increased usage of the CEAS Film Library by integrating our library database with the UC Library's cataloging system. NRC funds would be used to hire an electronic media specialist at the Library to oversee this process (BN: A.4.a). Complementing this institutional support, NRC funds will be used to develop new media-centered Chinese, Japanese, and Korean language and area studies courses across departments. Curriculum development, content, and best practices will be overseen by EA faculty and the EALC Language Program Directors. Starting in program year 2, a portion of NRC funds will be used to evaluate these new courses to ensure that they are meeting expectations and goals. CEAS will also use funds to strengthen collections in the CEAS Film Library to ensure that the breadth and depth of titles available for use by teachers and students at UC and across the U.S. meets the growing need in new areas of research such as independent film, documentaries, and TV dramas.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

In order to establish measurable objectives to achieve the goals outlined within the three thematic areas above, CEAS will use a significant portion of NRC funds to develop new curricula and support language instructor salaries. CEAS is addressing the necessity of developing Korean studies in the U.S. both in language and interdisciplinary training to be commensurate with Chinese and Japanese studies. CEAS puts special focus on Korean language, using salary support for Korean language teachers at all levels of Korean language courses, with the goal of increasing enrollments beyond the third level.

Further, CEAS proposes to align curriculum development with the goal of increasing enrollments in advanced levels of all EA languages. Course development funding for pedagogy and language addresses this goal and is one focus of EA media activities (BN: D.1.a-c), with the expectation that new language and non-language courses using EA media will be added to the UC curriculum beginning in year 2 (see §3.A.1, on UC facilitation of adding new courses). Course development using East Asian media is coordinated with four parallel activities: (1) Media acquisition by the CEAS Film Library, with the range of acquisitions to include TV programming (BN: C.3); (2) Subtitling (BN: D.1.c); (3) Improved access to East Asian media in the CEAS Film Library by integration with the UC Library, which further facilitates outreach efforts (BN: A.4.a; §5.C); and (4) Strategically planned interdisciplinary media outreach events (BN: D.2.d; Table 8-1). This overall approach will impact national need in East Asia training in the area of East Asian language study; East Asian non-language study; and outreach by providing MSIs, community colleges, and other liberal arts and post-baccalaureate teacher education programs with educational materials that set the standard for East Asian studies nationwide.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

8.B.1 *Timeline* Table 8-1 outlines the timeline for our major project initiatives by year. Our Budget Narrative gives implementation and evaluation plans for the programming described in this narrative and §9 lists our program objectives, outcomes, and measures for assessing our progress and impact year by year.

**Table 8-1: Timeline for the Grant Period**

^ = initial development phase prior to implementation; x = implementation

<i>Description</i>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<i>Collaborators</i>	<i>Budget xref</i>
Language pedagogy certificate	^	x	x	x	CLC, CTE, area centers	D.1.e, f
Internationalizing curriculum projects	^	x	x	x	CCC, CLC, area centers	D.2.a-e
Summer Teacher Institute	x	x	x	x	area centers	D.2.a
Course Development: media	x	x	x	x	EALC, CMS, others	D.1.a-c
Course Development: pedagogy	x	x	x	x	EALC, CLC, CTE	D.1.d
EA Media Conference: FILM	x				EALC, CMS, others	D.2.d
EA Media Conference: TEXT		x			EALC, CMS, others	D.2.d
EA Media Conference: MUSIC			x		EALC, CMS, others	D.2.d
EA Media Conference: FORUM				x	EALC, CMS, others	D.2.d
EA CAS Workshops	x	x	x	x		D.2.f
EA Media website	^	x	x	x	EALC, CMS, others	D.2.e
EA Film Library Catalog integration	^	x	x	x	UC library	A.4
Evaluation	^	x	x	x	Outlier, area centers	D.3.a
Center Evaluation			x		external evaluators	n/a (CEAS)

8.B.2 *Resource and Personnel Plan* CEAS's efficient use of resources is reflected in the productivity of our center, whose three full-time staff along with a faculty director coordinate the administration of over \$1.6 million in funds, implement more than 162 public events, and serve the needs of over seventy faculty and several hundred students annually (see §6.B.2 for more detail). Much of our success in efficient use of resources and personnel can be attributed to our strong partnerships and collaborations with other entities on campus, in Chicagoland, and around the globe. Cooperation on campus is facilitated by regular meetings of area studies center Associate Directors and Outreach Coordinators, a shared UC business manager in the Local Business Center, and GSA staff who help oversee FLAS administration.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

8.C *Reasonable Costs* The Budget and Budget

Narrative demonstrate that the costs of CEAS's proposed activities are reasonable in relation to our objectives; 65% of total project costs are for initiatives that directly address national priorities. In addition to robust institutional support in the area of EA studies, CEAS stretches USED funds by cooperating on Title VI

**Table 8-2: EA Degrees Awarded, 2012-13**

104	Bachelor of Arts
13	Bachelor of Science
<b>117</b>	<b>Total Undergrads</b>
5	Doctor of Law
16	Doctor of Philosophy
<b>21</b>	<b>Total PhDs</b>
17	Master of Arts
1	Master of Arts in Teaching
3	Master of Business Administration
2	Master of Divinity
<b>23</b>	<b>Total Masters</b>

projects and evaluation with other area studies NRCs on campus. The significant number of degrees conferred on EA concentrators demonstrates that our resources are effectively spent in preparing the next generation of EA scholars and professionals (see Table 8-2).

8.D *Long-Term Impact* The initiatives that we propose will have a local, national, and international impact on research and training in EA studies, with positive outcomes for UC's undergraduate, graduate, and professional training programs. By establishing and sharing standards for language pedagogy and training in Chinese, Japanese, and Korean, UC will have a direct impact on enhanced quality of instruction in these languages nationwide, resulting in increased proficiency in teachers and students in these critical languages. The partnerships and programs that we establish with City Colleges of Chicago and MSI in the Midwest will contribute towards expanding teacher training programs and cooperative outreach in Chicago's K-12 and postsecondary schools, producing future cohorts of students and educators with an understanding of EA studies. By taking a leadership role in the emerging field of EA media studies, UC will significantly contribute to the establishment of a rigorous, critical field of inquiry and research, serving as a leader in creating new EA curricula and in training teachers and professionals for the future.

**§9. Impact and Evaluation**

9.A *Center Impact* Our activities and training programs have a significant and measurable impact on our university, our local and regional community, and across the U.S. Table 9-1 illustrates the impact of our outreach and events in 2013-14.

**Table 9-1: CEAS Outreach Activities, 2013-14**

<b>Event Type</b>	<b># of Events</b>	<b>Avg. Attendance</b>	<b>Est. Total Attendance</b>
Conferences	24	30	720
Craft Activities	1	20	20
Discussions	3	10	30
Exhibitions	4	100	400
Family Activities	3	20	60
Forums	1	30	30
Lectures	39	30	1170
Non-University	5	30	150
Performances	45	100	4500
Readings	2	10	20
Screenings	33	10	330
Social Gatherings	49	30	1470
Workshops	87	10	870
<b>Total</b>	<b>296</b>		<b>9770</b>

CEAS already has significant impact on the increase in the number of EA-related courses across departments and

professional programs and increasing enrollments as shown in Table 9-2. Since 2010 UC Global

Engagement initiatives are generating demands for EA expertise within the University in many disciplines and professional programs, and CEAS is responding to new challenges and opportunities

**Table 9-2: EA Enrollment Aggregates**

<i>Year</i>	<i>Language</i>		<i>Area Studies</i>		<i>Totals</i>
	<i>UG</i>	<i>G</i>	<i>UG</i>	<i>G</i>	
2010-11	844	101	945	839	<b>2729</b>
2011-12	882	121	1171	1123	<b>3297</b>
2012-13	874	130	1385	787	<b>3176</b>
	<i>2600</i>	<i>352</i>	<i>3501</i>	<i>2749</i>	

to expand its impact on campus, locally, and nationally. CEAS is collaborating with the Global Engagement Office to identify current patterns in EA studies at UC so as to maximize synergy with the wide range of UC global endeavors and to best serve students who choose UC for EA-related training that enhances their career paths in a new global environment. Moving forward, CEAS is part of the campus-wide effort to measure the success of UC's Global Engagement initiatives and to plan for the future.

9.B *Equal Access and Treatment* UC's policy of affirmative action and opportunity is described in the GEPA Section 427 Statement. This policy is widely distributed through

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

announcements in all relevant media, and internal compliance is monitored by an affirmative action officer. UC promotes and supports diverse representation among its students, faculty, staff, and business relationships through the offices of Minority Issues, Business Diversity, Civic Engagement, Multicultural Student Affairs, LGBTQ Student Life, Disability Services, and Program Development (for women in academia). UC is among the top prestigious, private institutions to recruit and fully fund students from underrepresented groups. For undergraduates, the Chicago Academic Achievement Program (CAAP) assists first-generation college students as well as those who receive need-based aid. UChicago Promise, a \$2.2 million dollar program, increases access for students from the city of Chicago's public school system by ensuring that they graduate from UC debt-free. Odyssey, a scholarship program begun with a \$100 million gift, enables students with financial need to attend UC without assuming loans. In 2013-14, Odyssey funded 1,955 students, of which 32% are the first in their families to attend college and 50% are students of color. At the graduate level, students from underrepresented populations qualify for aid earmarked for diversity initiatives.

*9.C.1 Comprehensive Plan with Quantifiable Data* The UC area studies centers have long collaborated on project evaluation using common data gathering procedures and instruments to enhance the quality and economic efficiency of project evaluation. Although CEAS was not renewed for NRC and FLAS funding in the last grant cycle, CEAS demonstrated its commitment to long range evaluation by partnering with the other UC area studies centers to create evaluation tools with NORC, a recognized leader in evaluating educational research programs. Starting in 2010 CEAS participated in survey design and methodology with NORC and the other area studies centers, resulting in evaluation instruments and location information for FLAS and other alumni. Notably, this collaboration at UC led to representatives from our Center for Latin

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

American Studies (CLAS) and NORC serving on the Advisory Board for the Postgraduate Student Tracking Survey Group at IFLE. They helped design the national FLAS alumni survey implemented in 2013. Thanks to continued collaboration with NORC, CEAS has identified a population of EA and FLAS alumni and designed and implemented a survey tool that gave us encouraging preliminary results.

Over the next four years, we will extend our on-campus, cross-NRC collaboration in a new partnership with Outlier Research and Evaluation, a branch of the UC's Center for Elementary Mathematics and Science Education (CEMSE) that conducts research and evaluation projects in educational settings. Outlier has expertise with the development and administration of a range of data collection instruments as well as the use of a variety of data sources to assess short- and long-term outcomes and impacts. They will work with CEAS and the other area studies NRCs to identify robust and feasible measurements, survey tools, and data sources, providing oversight and guidance for our evaluation process.

CEAS's evaluation plan will focus on the degree to which we achieve our project goals (as outlined in §8A). We anticipate including a combination of quantitative measures (enrollments, attendance numbers, surveys, graduation rates, placement data) and qualitative tools (exit interviews, observation, and informal discussions) to assess the degree to which we are fulfilling our goals, and to determine where we might need to modify goals and/or programming objectives. An assessment committee will oversee and review evaluation efforts; CEAS staff will provide ongoing administrative support for evaluation; and our three faculty Committees will provide oversight through regular review of evaluation policies and planning. See Table 9-3.

In Project Year 1, the emphasis will be on the collection of baseline programmatic data. Outlier will assist in the design of metrics and instruments used to analyze course enrollments,

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

degree programs, and outreach data. Meetings with CEAS staff and faculty will focus on formative evaluation and adjustment of project activities to better serve target constituencies. Evaluation tools will be reviewed and adjusted, if necessary, for ongoing assessment in years 2-4. An external evaluator will conduct a review of CEAS programs in year 3. At the end of year 4 we will produce a comprehensive summative evaluation report on our NRC projects.

**Table 9-3: CEAS Evaluation Plan, 2014-18**

Goal	PMF	Budget Ref.	Collection Method	Source	Timeframe
Increased number of students achieving advanced proficiency in Chinese, Japanese, and Korean	PMF 1	D.1.a-c	Language enrollment data	Registrar	Quarterly
Increased number of graduate instructors, lecturers, and others trained in East Asian pedagogy	PMF 2	D.1.d-f	Survey Enrollment Data	CEAS CLC, CTE	Annual Annual
Increase in number of certificate and professional school students reaching graduation w/East Asia content knowledge	PMF 2	A.2.a-c, D.1.a-c	Survey Enrollment Data	CEAS Registrar	Annual Annual
Increased East Asian media content in regional K-14 curricula	PMF 1	D.2.a-e	Longitudinal Survey Deployment Survey	CEAS CEAS	Annual Annual
Improvement in the quality of pedagogical tools for East Asian languages	PMF 2	D.1.f	Survey Survey	CEAS CEAS	Q.2 and Q.4 Q.2 and Q.4

9.C.2 *Use of recent evaluations* Evaluations solicited from attendees at our public programming (teacher training workshops and academic and cultural events) are thoroughly reviewed and have led to changes in how activities are planned, advertised, and implemented. The most recent external evaluation of CEAS was conducted in 2009 by Lyman Van Slyke and Helen Hardacre as part of our NRC external evaluation plan for that grant cycle. Their report noted the need for the three CEAS Committees to “reach out beyond themselves” in regional and thematic terms. In response, the intervening years have seen a vibrant increase in UC faculty participation in interdisciplinary and inter-regional research and programming. These are now considered areas of priority for all three Committees. Greater resolve and initiative within the

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

East Asian community at UC has resulted in new faculty hires (§1.A.2, Table 1-2) and innovative research collaborations (§3.B-C) that strengthen our programs and continue our reputation as a leader in training the EA scholars of the future. The challenge for CEAS is to maintain traditional strengths while serving a new generation of globally oriented specialists who require EA-specific knowledge to meet current social, political, and economic needs.

*9.D Improved Supply of Specialists* The activities and training programs CEAS supports directly contribute to an improved supply of EA specialists as demonstrated by undergraduate and graduate course enrollments detailed in §9.A and Table 9-2 above, and by placement data in §9.E.2 below. In 2013-14, UC ranked 7th overall for Fulbright awards to research universities. Between 2010-14, ten EA graduate students received Fulbright U.S. Student Program awards, and seven received Fulbright-Hays Doctoral Dissertation Research Abroad fellowships. There were two NSEP Boren Fellowships and four Wenner-Gren Dissertation Fieldwork Grants. These are strong indicators of our students' success and the extent to which CEAS's resources are leveraged for deep regional expertise.

*9.E.1 Address National Needs* As noted in the Information to Meet §602(e) Statutory Requirements, the ongoing and proposed activities of CEAS--including the training of teachers and scholars specializing in the languages and societies of East Asia and the public dissemination of information about the region--directly address areas of national need. CEAS's robust programming in priority LCTLs (Chinese, Japanese, and Korean) produces a growing supply of specialists with knowledge of these key languages. Our rigorous area studies training directly addresses the U.S. Department of Agriculture's stated need for Chinese, Japanese, and Korean languages as three of the six languages "most vital to our country's future." The Departments of Defense, Health and Human Services, Justice, Labor, and Transportation similarly note that

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

training in Chinese, Japanese, and Korean and in the societies of East Asia is critical for the development of specialists in those fields. The strong NRC infrastructure on the UC campus, our effective teacher training and public outreach programs, and our vibrant cross-campus linkages multiply our impact in training specialists to meet areas of national need.

9.E.2 *Post graduate placement* Across all academic disciplines at UC, more than 73% of graduate students have either secured full time employment or continuing education at the time of degree conferral. Of those students, 72% of humanities and 38% of social science graduates go directly on to tenure-track or non-tenure faculty positions. The most popular industries for UC Ph.D. graduates are banking/finance (18%), higher education (16%), and research & development (13%). UC's EA alumni are highly employed in post-secondary education, focusing on area studies and foreign languages and literatures--two areas of national need. Taking an example of 45 recent EA doctoral graduates from only three departments (History, EALC, and Art History), there are 24 Assistant Professors, 8 Post-doctoral Scholars, 5 Lecturers, 4 Visiting Faculty, 1 Library Staff, and 1 Researcher (2 are unknown). Between them there are 22 published authors with 69 publications and 24 translations. In the undergraduate B.A. class of 2013, 21% had secured employment in education and academia at the time of graduation. An additional 10% went on to jobs in government and public service. There were 18 graduates in the Peace Corps and 18 in the Teach For America program.

9.F.1 *FLAS awards based on National Need* At UC, FLAS fellowships are awarded to address national needs as defined by the FLAS RFP and priorities. Between 1997 and 2008, the most recent grant year that CEAS was able to offer FLAS, we awarded 154 grants to students from 11 departments and professional schools. CEAS only awards FLAS fellowships in priority languages identified by the USED: Chinese, Japanese, and Korean.

9.F.2. *Post graduate placement of FLAS awardees* In 2013 CEAS made a preliminary survey of our FLAS alumni, and though the response rate was small (n=9), the impact of FLAS was clear: All of the respondents are currently employed at institutions of higher education, and all responded that the FLAS award was “Essential” or “Very Influential” to their initial marketability and subsequent professional development. CEAS will conduct further surveys of FLAS alumni in order to collect more detailed information about the impact of FLAS.

#### **§10. FLAS Awardee Selection Procedures**

10.A. *Selection Plan* Although CEAS has not been able to offer FLAS fellowships since 2009, the internal structure for advertising and selection remains, thanks to the other four NRCs at UC. Our procedures have been developed to ensure compliance with USED regulations and guidelines and guarantee that information about FLAS is distributed broadly to potential applicants in all graduate and professional degree programs. The competition for FLAS fellowships involves the CEAS Executive Committee, the Deans of Students, and the GSA.

10.A.1 *Advertising* CEAS works with GSA and the other area studies NRCs on campus to widely advertise the FLAS competition for both AY and summer awards. The GSA website has detailed information about the competition, details of the selection criteria and application process, information about priority languages, and regulations governing off-campus programs. Workshops promote the FLAS program and advise prospective fellows on application procedures. All communications highlight the priority given to the study of LCTLs as part of training in EA area studies.

10.A.2 *Selection process* Advertising of FLAS awards begins as early as the start of the academic year (October), with the bulk of the communications in letter and email format being distributed in early December to all departments and professional schools. Applications are

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

available on the GSA and CEAS website and in hard copy in divisional offices. UC uses the standard FLAS application: a 1-page project statement, academic transcript, 1 language recommendation, and 2 academic recommendations. The applications are due in early January to the FLAS coordinator at the GSA office, who delivers them to each area center on campus. The CEAS Executive Committee meets in early February to review the files for both summer and AY awards and to create a ranked list of candidates. Factors include merit and need; the need for the target language to meet academic and career goals; distribution across fields, languages, and regions; and the likelihood that the candidate will complete the program. By mid-March, the ranked list of awards is submitted to the GSA and the Deans of Students, who inform the successful applicants. In April, after the acceptances are known, alternates for awards are notified based on the FLAS committee's rankings. We are requesting 9 AY and 7 summer FLAS awards based on the number of highly qualified applicants for EA language training, and to augment the number of M.A. and professional school students awarded FLAS fellowships.

10.A.3 *Invitational Priorities* CEAS's plan meets the announced priorities related to financial need and priority languages. Starting in fall of 2014, FLAS announcements will include notification to students that preference will be given for demonstrated financial need. The applicants will be asked to indicate whether they are filing a FAFSA, and before the selection committees meet, CEAS will work with appropriate offices on our campus (Deans of Students and GSA) to assess financial need and rankings. While we will prioritize students with financial need, applicants selected for funding will need to meet our stated selection criteria, which focus on academic merit and need for language training.

10.B *Application Process* See §10.A.2.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

10.C *Selection Committee* (See §10.A.2.) *and Criteria* In addition to prioritizing financial need, the selection criteria for FLAS awards will place a high priority on students: (1) pursuing advanced levels of proficiency in LCTLs; (2) whose language training is necessary to their disciplinary or professional degree; and (3) who demonstrate a strong focus on EA studies or international studies with an EA emphasis. Additional criteria are: (4) academic performance and commitments to language and area studies as evident in transcripts, recommendations, and proposed program of study; and (5) intention to pursue public service. CEAS will not award FLAS to students who already possess fluency equivalent to an educated native speaker.

**§11. Competitive Priorities**

*Competitive Priority 1: Collaborative activities with Minority-serving Institutions* In order to address the competitive priority for NRC institutions to jointly plan, conduct, and implement activities with MSI and community colleges, the area and international centers at the University of Chicago have partnered with the City Colleges of Chicago (CCC). CCC consists of 7 campuses and 7 satellite locations and represents the largest community college district in Illinois. The student population of CCC is diverse; in FY2013 over 84% of enrolled students represented minority populations. Moreover, CCC's Wilbur Wright College is designated by the U.S. Department of Education as a Hispanic Serving Institution, while Malcolm X, Kennedy-King, and Olive-Harvey Colleges are all recognized as Predominantly Black Institutions. Almost six thousand faculty and staff help prepare more than 120,000 students each year to enter the workforce, pursue higher education, and advance their careers. CCC also oversees two restaurants, five child care centers, a trade school, a pastry school, a center for distance learning, a workforce institute, a public television station, and a radio station. CCC is committed to creating an institution that ensures both student access and success around the following four

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

goals: increasing the number of students earning college credentials; increasing the rate of transfer to 4-year colleges following CCC graduation; improving outcomes for students needing remediation; and increasing the number of ABE, GED and ESL students who advance to and succeed in college-level courses. In consultation with the CCC Provost's office, we plan for CCC faculty and students to collaborate with our area centers on several activities, including teacher training, curriculum development, language proficiency workshops, pre-departure orientations for faculty and students going abroad, and collaboration on a database of careers in which foreign language and area studies expertise is useful and a list of colleges with strong international programs into which CCC students could potentially transfer. CCC faculty will also be invited to join a larger network of MSI and community college instructors who will meet regularly to develop strategies for bringing intellectual content into their courses, and potentially earn a certificate in curriculum internationalization from the UC Graham School of General Studies. (See Appendix 5, letter of support from Jonathan Keiser of CCC).

*Competitive Priority 2: Collaborative Activities with Teacher Preparation Programs* UC has numerous diverse and effective teacher education activities and resources, despite lacking a School of Education. In the upcoming grant cycle, the area centers will collaborate with several entities on campus to support the integration of international and intercultural dimensions, including world languages, into teacher education and to promote the preparation and credentialing of foreign language teachers in LCTLs.

The Center for Teaching Excellence (CTE) researches and educates on best teaching practices, effective evaluation methods, and innovative course design. CTE offers a wide variety of workshops and seminars addressing topics such as lecturing for learning, leading classroom discussions, creating course syllabi, and designing a teaching portfolio. CTE also offers

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

individual job talk consultations during which graduate students practice job talks, receive feedback, and leave with a recording of their talk for personal review. CTE also has an archive of online resources, tutorials, and guides for future educators. After completing a series of teaching workshops and seminars, a subject-specific pedagogy course, a teaching consultation, and a philosophy of teaching statement, graduate instructors can earn a Certificate in Teaching. Using NRC funds, this certificate will be expanded to include EA-specific pedagogy courses (BN: D.1.e).

CEAS partners with other campus entities to provide excellent opportunities for teacher training. As already detailed in §2.A.4, CAS workshops provide excellent settings for graduate students to present work-in-progress and receive feedback from fellow students as well as faculty. CEAS will use NRC funds to supplement support for four CAS sponsored EA-related workshops and one CEAS sponsored EA workshop in order to include outreach and teacher education activities within the workshop structure (BN: D.2.f). The Chicago Language Center (CLC) with CEAS support will organize a variety of workshops including teacher training in foreign languages and assessment of student language proficiency (BN: D.1e-f). CEAS collaborates with the CIS and the other area studies centers to present the annual Summer Teacher Institute (STI), a multi-day teacher training workshop (for details see §7.A and BN: D.2.a). Each year the STI offers professional development contact hours to Illinois and Chicago Public School K-12 educators who need continuing education credit in order to maintain their educational licensing. New legislation passed in Illinois and taking effect on July 1, 2014 has changed the renewal process for K-12 teachers and holders of the Professional Educator License (PEL). To maintain certification, teachers will be required to complete between 60 and 120 hours of professional development in approved activities every five years (UC's STI provides a total of

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

24 contact hours each year). In response to this change, the STI coordinators, CEAS, and UC's other area studies centers will work closely with Illinois Board of Education and Chicago Public School officials to ensure that the STI continues to meet the requirements for professional development credit towards teacher license renewal.

## 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: The University of Chicago Center for East Asian Studies

Name of Authorized Representative (Printed): Ms. Carol Zuiches

Title: Associate VP for Research Administration

Telephone: (773) 702-8604

Signature:



E-mail: [io-ura@lists.uchicago.edu](mailto:io-ura@lists.uchicago.edu)

Date:

6/24/14

Sandra Santizo  
Grants and Contracts Manager  
Acting on behalf of Carol Zuiches

### **C. Information to Meet HEA Supplemental Statutory Requirements**

#### **Diverse Perspectives and Wide Range of Views in Funded Activities**

The Center for East Asian Studies reflects the longstanding commitment of the institution to vigorous scholarly inquiry of the highest ethical standards. From its inception in 1892, the University of Chicago has been committed to open, rigorous, and intense inquiry with a shared understanding that this must be the defining feature of the University. We recognize that our most important contributions to discovery, education, and society rest on our focus, the power of our ideas, and the openness of our environment to the development and testing of these ideas. CEAS is a collaborative, cross-campus venture serving students and faculty and promoting programming in a broad range of fields. Our governance structure enhances this as our Executive Committee and our three Committees are designed to ensure broad cross campus representation and participation in the activities of our center.

Our center's programming on East Asia develops interdisciplinary knowledge to promote a multifaceted understanding of this dynamic region. As a complex region with deep economic, social, and political relationships to the United States, East Asia matters to our students and our communities. We strive to produce and disseminate knowledge of the region that reflects a diversity of perspectives and fosters informed and open debate. We are committed to training students and teachers whose expertise in East Asian languages and area studies prepares them to do the same.

In addition to a core value of interdisciplinary study in our degree-granting programs, programming activities are consistently planned with broadly diverse perspectives in mind. Invited speakers hail from a range of professions and institutions (government, NGOs, and community organizations, as well as artists, musicians, and actors), and even those within the academy represent various disciplines and schools of thought.

Our proposal promises the extension of this fundamental commitment, most notably in our efforts to expand area studies through engagement with Minority-Serving Institutions. These schools have initiated robust efforts to internationalize their curricula and prepare their graduates to work in a professional environment in which global and regional competence is required. We expect these collaborations and connections to foster new interdisciplinary perspectives for faculty and students in both the schools with which we work as well as the disciplines that have classically informed East Asian studies on our campus.

**Gov. Service in Areas of Natl. Need and in Other Employment Sectors**

The activities of CEAS, including the training of teachers and specialists in the languages and societies of East Asia and the public dissemination of information about the region, directly address areas of national need as defined in the Title VI RFP, and consultations by the Secretary of Education with federal agency heads. We address these areas of need by forming professionals with language skills and contextual knowledge needed to communicate and understand issues affecting the relationship between the United States and East Asia. We connect our graduates with areas of national need in government, education, business, and nonprofit sectors through career advising, outreach activities, and interdisciplinary and inter-professional programming. The strong NRC infrastructure on our campus, our effective teacher training and public outreach programs, and our vibrant cross-campus linkages multiply our impact in training specialists to meet areas of national need.

Robust programming in priority LCTLs (Chinese, Japanese, and Korean) produces a growing supply of specialists with knowledge of these key languages. Our rigorous area studies training directly addresses the U.S. Department of Agriculture's stated need for Chinese, Japanese, and Korean languages as three of the six languages "most vital to our country's future." The Departments of Defense, Health and Human Services, Justice, Labor, and Transportation similarly note that training in Chinese, Japanese, and Korean and in the societies of East Asia is critical for the development of specialists in those fields.

Our non-language curricula provide students with a multifaceted understanding of the region of East Asia informed by a diversity of points of view. Some courses include visits to the region, which helps familiarize future teachers, business people, and academics with everyday life in East Asia. Our placement record indicates that our students are well prepared to undertake service that addresses areas of national need at institutions of higher education, in the non-profit sector, and in government agencies and transnational companies. Career workshops place current students in contact with alumni facilitating similar career paths.

---

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**


---

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

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

---

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <b>Sandra Santizo</b> <b>Grants and Contracts Manager</b> <b>Acting on behalf of Carol Zuiches</b>	TITLE Associate VP for Research Administration
APPLICANT ORGANIZATION The University of Chicago	DATE SUBMITTED 

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
The University of Chicago			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Ms.	* First Name:	Carol
Middle Name:			
* Last Name:	Zuiches		Suffix:
* Title:			
Associate VP for Research Administration			
* SIGNATURE:		* DATE:	
		6/24/14	

**Sandra Santizo**  
Grants and Contracts Manager  
Acting on behalf of Carol Zuiches

---

**D. Appendix 1: Course List and Enrollments**

**Non-Language Courses** .....D-2  
Listed by department, professional schools, and Center in Beijing

**Language Courses** .....D-5  
Note: The Center in Beijing summer intensive Chinese course is a special study abroad program and is not entered into the UC registrar’s official course list. For enrollments, see Table 4-2.

**Course Content & Cross Listing**

All courses are 100% East Asia language or area studies content unless marked with a ♦, which indicates a course with at least 25% East Asia area studies content. Cross-listed courses are marked with a ^ . Courses planned for 2014-15 with NRC funds are marked with an \*.

**Credit Hours**

Each 100-unit course (such as ARTH 101) is equivalent to 3 1/3 semester hours or 5 quarter hours. Courses of greater or lesser value such as 150 or 050 carry proportionately more or fewer semester or quarter hours of credit. The conversion chart shows equivalents.

**Conversion Chart**

<b>UC Units</b>	<b>Semester Hours</b>	<b>Quarter Hours</b>
025	5/6	1 1/4
050	1 2/3	2 1/2
075	2 1/2	3 3/4
100	3 1/3	5
150	5	7 1/2
200	6 2/3	10
300	10	15

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Non-Language Courses				2012-13 Enrollment		13-14	14-15
Course No.	Course Title	Instructor(s)	Term	UG	G		
<b>Anthropology</b>							
ANTH 420	Anthropological Methods♦	Fisch	Winter	0	10	x	x
ANTH 223/323	Anthropology of the Machine♦	Fisch	Spring	4	7	x	x
ANTH 585	Style♦	Yao	Spring	0	7	x	x
ANTH 607	Reading/Research: Anthropology♦	Chu	Spring	0	1	x	x
<b>Art History</b>							
ARTH 101	Introduction To Art♦	Badamo	Autumn	18	0	x	x
ARTH 101	Introduction To Art♦	Ngan	Spring	18	0	x	x
ARTH 161	Art of The East: China^	Ngan	Autumn	27	0	x	x
ARTH 161	Art of Asia: Korea^	Hyun	Winter	22	0	x	x
ARTH 482	Research on Dunhuang Caves^	Wu	Autumn	1	9	x	
ARTH 253	Early 20th Century East Asian Art	Lin	Winter	18	0	x	x
ARTH 171	Sinotopos^♦	Foong	Spring	13	0	x	
ARTH 426	Imperial Collections of Chinese Painting & Calligraphy^	Foong	Spring	0	5	x	
<b>Cinema and Media Studies</b>							
CMST 649	Theory, Media and the Moving Image in Japan	Kaffen	Winter	0	5	x	
CMST 249/349	Japanese Cinema Through 1945	Kaffen	Spring	10	5	x	
<b>Comparative Human Development</b>							
CHDV 239/316	Intro To Language Development^♦	Goldin-Meadow	Spring	29	1	x	x
<b>Comparative Literature</b>							
CMLT 297	Introduction to Comp. Lit. I: Problems, Methods, Precedents♦	Saussy	Winter	14	0	x	x
CMLT 396	Historiography, Literature, Archaeology^♦	Chin	Winter	0	6	x	x
CMLT 219	Merleau-Ponty's Phenomenology of Perception♦	Saussy	Spring	7	0	x	
CMLT 289	Health Care and the Limits of State Action♦	Saussy	Autumn	25	0	x	
CMLT 270/370	Historicizing Desire^♦	Chin	Spring	12	0	x	x
<b>East Asian Languages and Civilizations</b>							
EALC 219/419	Mediating Japanese Gesture	Jackson	Autumn	0	3	x	
EALC 243/343	The Martial Arts Tradition in Chinese Cinema	Zeitlin	Autumn	24	2	x	
EALC 244	Folklore in the Modern Chinese Cultural Imagination	Bohnenkamp	Autumn	7	0	x	
EALC 246/346	Japanese Cultures of the Cold War: Literature, Film, Music	Bourdagh	Autumn	2	5	x	
EALC 270	Urban Modernity in 20th-C China: Identity, Culture, Politics	Ting	Autumn	16	0	x	
EALC 413	The Visual Culture of Opera in Late Imperial China^	Zeitlin	Autumn	0	4	x	
EALC 444	Japanese Literary Discourses of Furusato	Bourdagh	Autumn	0	6	x	
EALC 454	Western Zhou Bronze Inscriptions	Shaughnessy	Autumn	0	2	x	
EALC 458	Sources and Methods in the Study of East Asian Buddhism^	Copp	Autumn	0	7	x	x
EALC 600	Reading Course: Special Topics in EALC	Staff	Autumn	0	1	x	x
EALC 225/325	Political & Intellectual History of China, A.D. 100-700	Goodman	Winter	13	0	x	x
EALC 239	Self-Cultivation and the Way in Traditional Chinese Thought^	Copp	Winter	13	0	x	
EALC 271	Concentrator Seminar	Eyferth	Winter	19	0	x	x
EALC 422	Aspects of Wang Bi's Reading of the Yijing	Goodman	Winter	0	3	x	
EALC 430	Censorship in East Asia: The Case of Colonial Korea	Choi	Winter	0	5	x	
EALC 444	The Philosophy of Money in Japanese Literature	Bourdagh	Winter	3	6	x	
EALC 458	Readings in Tang and Song Texts	Copp	Winter	0	3	x	
EALC 650	Directed Translation	Staff	Winter	0	1	x	x
EALC 204	Peking Opera	Xu	Spring	6	0	x	
EALC 266/366	East Asian Languages, Acquisition and Pedagogy	Kim	Spring	12	5	x	x
EALC 269/369	Gender in Korean Film & Dramatic Television	Choi	Spring	9	1	x	x
EALC 282/382	Reading the Revolution: Chinese Social History in Documents^	Eyferth	Spring	7	2	x	x
EALC 368	Korean Literature, Foreign Criticism	Choi	Spring	0	1	x	x
EALC 404	Selected Readings in Modern Chinese History^	Eyferth	Spring	0	3	x	x
EALC 419	Heian Literature	Jackson	Spring	2	1	x	x
EALC 455	Manuscript Culture in Ancient & Medieval China	Harper, Kalinowski	Spring	0	4	x	x
<b>Economics</b>							
ECON 200	Elements of Economic Analysis-1♦	Tsiang	Autumn	109	0	x	x
ECON 245	Women, Work and Property Rights♦	Tsiang	Winter	41	0	x	x

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

^ Denotes cross-listed course   ♦ Denotes course with at least 25% East Asia content

<b>English Language and Literature</b>							
ENGL 108	Introduction to Film-1♦	Han	Autumn	19	0	x	x
<b>History</b>							
HIST 151	Intro to East Asian Civilization-1^	Alitto	Summer	11	0	x	x
HIST 152	Intro to East Asian Civilization-2^	Burns	Summer	7	0	x	x
HIST 151	Intro to East Asian Civilization-1^	Alitto	Autumn	124	0	x	x
HIST 152	Intro to East Asian Civilization-2^	Burns	Winter	107	0	x	x
HIST 154	Intro to East Asian Civilization-4^	Bradley	Spring	87	0	x	x
HIST 266/766	Sem: Japanese History-1^	Burns	Autumn	0	7	x	x
HIST 766	Sem: Modern Japanese History-2^	Burns	Winter	0	4	x	x
HIST 245/345	Reading Qing Documents^	Alitto	Autumn	3	1	x	
HIST 296	Japan and the U.S.: 19th Century Encounters	Burns	Autumn	3	1	x	
HIST 183	Colonizations -2^♦	Hevia, Pomeranz, Choi	Winter	60	0	x	x
HIST 563	Colloquium: Modern China-1^	Alitto	Winter	0	5	x	x
HIST 243	History Of Modern China^	Alitto	Spring	16	0	x	x
HIST 246	Chinese Social History: 18th-21st Century	Pomeranz	Spring	22	0	x	x
HIST 279/379	Asian Wars Of The 20th Century^	Cumings	Spring	38	12	x	x
HIST 295	Cold War Modern: U.S.-Japan Relations	Kim, T.	Spring	6	0	x	x
HIST 296	Hist Colloq: The CIA and American Democracy♦	Cumings	Spring	27	0	x	x
HIST 567	State and Society in late Imperial and Modern China	Pomeranz	Spring	1	17	x	x
<b>Linguistics</b>							
LING 217/317	Sociophonetics♦	Yu, A.	Autumn	3	5	x	x
LING 301	Phonological Analysis - 1♦	Yu, A.	Autumn	1	11	x	x
LING 403	Experimental Methods♦	Xiang	Autumn	1	3	x	x
LING 478	Linguistics Proseminar♦	Yu, A.	Autumn	0	11	x	x
LING 534	Gesture, Sign and Language♦	Brentari, Goldin-Meadow	Autumn	4	9	x	x
<b>Political Science</b>							
PLSC 259/356	Japanese Politics^	Silberman	Autumn	70	1	x	x
PLSC 501	Comparative Constitutional Design^♦	Ginsburg	Autumn	1	27	x	x
PLSC 561	International Human Rights Law^♦	Ginsburg	Autumn	2	43	x	x
PLSC 652	Comparative Bureaucracy♦	Silberman	Autumn	0	2	x	x
PLSC 261	Attentat! Modern Theories of Political Violence♦	Silberman	Winter	149	0	x	x
PLSC 278/378	Politics & Public Policy In China	Yang, D.	Winter	54	4	x	x
PLSC 347	Political Economy Of China	Yang, D.	Winter	0	7	x	x
<b>Psychology</b>							
PSYCH 432	Sem: Language Development^♦	Goldin-Meadow	Spring	1	8	x	x
<b>Sociology</b>							
SOCI 401	Event History Analysis♦	Yamaguchi	Autumn	0	1	x	x
SOCI 201/301A	Japanese Soc: Functional/Cultural Explanations	Yamaguchi	Winter	2	4	x	x
SOCI 202/302	Sociology of Civil Society♦	Lee, C.	Winter	0	10	x	x
SOCI 401	Welfare States, Poverty, and Inequality♦	Lee, C.	Winter	0	8	x	x
SOCI 201/301B	Social Change♦	Lee, C.	Spring	8	7	x	x
SOCI 201/301C	Mathematical Models♦	Yamaguchi	Spring	2	7	x	x
SOCI 500	Sociology Of The State♦	Zhao	Spring	0	10	x	x
<b>Booth School of Business</b>							
BUSF 335	The Wealth of Nations♦ (Evening)	Hsieh	Summer	0	65	x	x
BUSF 335	The Wealth of Nations^♦	Hsieh	Autumn	0	37	x	x
BUSF 380	Managerial Decision Making^♦	Hsee	Autumn	0	127	x	x
BUSF 412	Analysis of Financial Time Series^♦	Tsay	Spring	0	59	x	x
BUSF 419	Multivariate Time Series Analysis♦	Tsay	Spring	0	7	x	x
BUSF 522	Chinese Economy	Song	Spring	0	29	x	x
<b>Divinity School</b>							
THEO 435	Contemporary Models of Theology♦	Hopkins	Winter	0	16	x	x
THEO 426	Theologies from the Underside of History♦	Hopkins	Spring	1	12	x	x
<b>Law School</b>							
LAWS 501	Comparative Legal Institutions♦	Ginsburg	Spring	1	83	x	x
LAWS 634	Workshop: International and Comparative Law♦	Abebe, Ginsburg	Spring	0	6	x	x

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

^ Denotes cross-listed course   ♦ Denotes course with at least 25% East Asia content

Center in Beijing - Study Abroad							
CHIN 150	Chinese in Beijing	Abroad	Autumn	26	0	x	x
CHIN 150	Chinese in Beijing	Abroad	Spring	11	0	x	x
HIST	East Asian Civilizations	Hevia	Autumn	26	0	x	x
SOCI	East Asian Social Science	Parish	Spring	11	0	x	x

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

^ Denotes cross-listed course \* Denotes course supported with NRC funds

Language Courses				2012-13 Enrollment		13-14	14-15
Course No.	Course Title	Instructor(s)	Term	UG	G		
<b>Chinese</b>							
101	Elementary Modern Chinese-1	Li, M.	Summer	2	3	x	x
102	Elementary Modern Chinese-2	Li, M.	Summer	1	2	x	x
103	Elementary Modern Chinese-3	Li, M.	Summer	1	2	x	x
101	Elementary Modern Chinese-1	Cai, Kun, Liu	Autumn	67	3	x	x
102	Elementary Modern Chinese-2	Cai, Kun, Liu	Winter	62	4	x	x
103	Elementary Modern Chinese-3	Cai, Kun, Liu	Spring	58	4	x	x
111	First Year Chinese for Bilingual Speakers-1	Yang, J.	Autumn	14	0	x	x
112	First Year Chinese for Bilingual Speakers -2	Yang, J.	Winter	14	0	x	x
113	First Year Chinese for Bilingual Speakers-3	Yang, J.	Spring	13	0	x	x
201	Intermediate Modern Chinese for CPS Students (STARTalk)	Liu, Y.	Summer	n/a	n/a	x	x
201	Intermediate Modern Chinese-1	Li, M.	Autumn	40	4	x	x
202	Intermediate Modern Chinese-2	Li, M.	Winter	37	4	x	x
203	Intermediate Modern Chinese-3	Li, M.	Spring	29	4	x	x
204/301	Advanced Modern Chinese-1	Yang, J; You, F.	Autumn	26	2	x	x
204/302	Advanced Modern Chinese-2	Yang, J; You, F.	Winter	27	0	x	x
204/303	Advanced Modern Chinese-3	Yang, J; You, F.	Spring	23	0	x	x
205/411	Fourth Year Modern Chinese-1	Wang, Y; Yin, H.	Autumn	25	1	x	x
205/412	Fourth Year Modern Chinese-2	Wang, Y; Yin, H.	Winter	21	1	x	x
205/413	Fourth Year Modern Chinese-3	Yin, H.	Spring	13	1	x	x
206/511	Fifth Year Modern Chinese	Wang, Y.	Autumn	5	2	x	x
206/512	Fifth Year Modern Chinese-2	Wang, Y.	Winter	7	1	x	x
206/513	Fifth Year Modern Chinese-3	Wang, Y.	Spring	4	2	x	x
207/311	Business Chinese-1	Liu, Y.	Autumn	16	0	x	x
207/312	Business Chinese-2	Liu, Y.	Winter	17	0	x	x
207/313	Business Chinese-3	Liu, Y.	Spring	13	0	x	x
208	Elementary Literary Chinese-1^	Skosey	Autumn	3	5	x	x
209	Elementary Literary Chinese-2^	Skosey	Winter	4	4	x	x
210	Elem Literary Chinese-3^	Harper	Spring	2	2	x	x
211	Accelerated Chinese for Bilingual Speakers-1	You, F.	Autumn	12	4	x	x
212	Accelerated Chinese for Bilingual Speakers-2	You, F.	Winter	10	3	x	x
213	Accelerated Chinese for Bilingual Speakers-3	You, F.	Spring	9	2	x	x
<b>Japanese</b>							
101	Elementary Modern Japanese-1	Katagiri	Summer	3	3	x	x
102	Elementary Modern Japanese-2	Lory	Summer	3	1	x	x
103	Elementary Modern Japanese-3	Noto	Summer	4	1	x	x
101	Elementary Modern Japanese-1	Miyachi, Katagiri, Lory	Autumn	37	4	x	x
102	Elementary Modern Japanese-2	Miyachi, Katagiri, Lory	Winter	31	3	x	x
103	Elementary Modern Japanese-3	Miyachi, Katagiri, Lory	Spring	25	3	x	x
201	Intermediate Modern Japanese-1	Katagiri, Miyachi	Autumn	20	5	x	x
202	Intermediate Modern Japanese-2	Katagiri	Winter	13	5	x	x
203	Intermediate Modern Japanese-3	Katagiri	Spring	13	5	x	x
212	Intermediate Japanese Thru Japanimation-1	Miyachi	Winter	7	0	x	x
213	Intermediate Japanese Thru Japanimation-2	Miyachi	Spring	7	0	x	x
204/301	Advanced Modern Japanese-1	Lory	Autumn	8	4	x	x
204/302	Advanced Modern Japanese-2	Lory	Winter	6	5	x	x
204/303	Advanced Modern Japanese-3	Lory	Spring	6	5	x	x
205/405	Fourth Year Modern Japanese-1	Noto	Autumn	5	1	x	x
206/406	Fourth Year Modern Japanese-2	Noto	Winter	3	1	x	x
207/407	Fourth Year Modern Japanese-3	Noto	Spring	1	1	x	x
249/349	Pre-Modern Japanese/Kindai Bungo-1	Noto	Autumn	1	4	x	x
249/349	Pre-Modern Japanese/Kindai Bungo-2	Noto	Winter	1	2	x	x

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

^ Denotes cross-listed course    \* Denotes course supported with NRC funds

249/349	Pre-Modern Japanese/Kindai Bungo-3	Noto	Spring	1	2	x	x
190/390	Introduction to Classical Japanese^	Jackson	Winter	2	0	x	x
<b>Korean</b>							
101	Intro To Korean Language-1	Kim, H.	Autumn	25	2	x	x*
102	Intro To Korean Language-2	Kim, H.	Winter	18	2	x	x*
103	Intro To Korean Language-3	Kim, H.	Spring	16	2	x	x*
201	Intermediate Korean-1	Kim, J.	Autumn	6	2	x	x*
202	Intermediate Korean-2	Kim, J.	Winter	7	2	x	x*
203	Intermediate Korean-3	Kim, J.	Spring	6	2	x	x*
204/301	Advanced Korean-1	Kim, J.	Autumn	5	1	x	x*
204/302	Advanced Korean-2	Kim, J.	Winter	5	1	x	x*
204/303	Advanced Korean-3	Kim, J.	Spring	6	1	x	x*
221/421	Korean Contemporary TV and Language	Han	Autumn	4	0	x	x*
222/422	Contemp. Korean Society & History thru Film & Fiction	Han	Winter	3	0	x	x*
223/423	Changing Identity of Contemp. Korea thru Film & Literature	Kim, Ji Young	Spring	1	0	x	x*

**NOTE:** The Center in Beijing summer intensive Chinese course is a special study abroad program and is not entered in the UC registrar's official course lists. For enrollments see Table 4-2.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**E. Appendix 2: Profiles for Project Personnel**

**Explanation of Biographical Information**

Where indicated, language competency levels are defined as:

- Beginning: 1<sup>st</sup> year competency
- Intermediate: 2<sup>nd</sup> year competency
- Advanced: 3<sup>rd</sup> year competency
- Fluent: 4<sup>th</sup> year competency or greater
- Native: Native speaker

Language information is omitted for personnel with no knowledge of an East Asian Language.

**Statistical Overview of East Asia Faculty and Staff**

By Appointment:

Professors	35
Associate Professors	10
Assistant Professors	13
Lecturers	14
Visiting Lecturers	2
Visiting Scholars	4
East Asia Staff	10

By Department/School:

Departments	22
Professional Schools	6
Other Centers/Divisions	5

Distribution of faculty by percentage of time dedicated to East Asia:

100%	63
75%	2
50%	7
25%	6
10%	3
5%	1

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**List of Faculty and Staff by Department/Division/Center**

(Faculty holding appointments in more than one department are listed in each department)

**DEPARTMENTS**

**Department of Anthropology**

Chu, Julie, Assistant Professor  
Farquhar, Judith, Max Palevsky Professor  
Fisch, Michael, Assistant Professor  
Yao, Alice, Assistant Professor

**Department of Art History**

Foong, Ping, Assistant Professor  
Foxwell, Chelsea, Assistant Professor  
Tsiang, Katherine, Associate Director, Center for the Art of East Asia  
Wu, Hung, Harrie A. Vanderstappen Distinguished Service Professor

**Department of Chemistry**

Lee, Ka Yee, Professor

**Department of Cinema and Media Studies**

Dong, Xinyu, Assistant Professor  
Iovene, Paola, Associate Professor  
Kaffen, Phil, Lecturer

**Department of Classics**

Bartsch-Zimmer, Shadi, Distinguished Service Professor

**Department of Comparative Literature**

Chin, Tamara, Assistant Professor  
Saussy, Haun, University Professor

**Department of East Asian Languages and Civilizations**

Alitto, Guy, Associate Professor  
Bourdaghs, Michael, Professor  
Burns, Susan, Associate Professor  
Cai, Fangpei, Senior Lecturer  
Choi, Kyeong-Hee, Associate Professor  
Copp, Paul, Associate Professor  
Eyferth, Jacob, Associate Professor  
Harper, Donald, Centennial Professor of Chinese Studies  
Harris, Kristine, Visiting Scholar  
Hirose, Kojiro, Visiting Scholar  
Iovene, Paola, Associate Professor  
Jackson, Reginald, Assistant Professor  
Katagiri, Yoko, Lecturer  
Ketelaar, James, Professor  
Kim, Hi-Sun, Senior Lecturer  
Kim, Jieun, Lecturer

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Li, Yung-ti, Associate Professor  
Long, Hoyt, Assistant Professor  
Lory, Harumi, Lecturer  
Miyachi, Misa, Lecturer  
Noto, Hiroyoshi, Senior Lecturer  
Saussy, Haun, University Professor  
Shaughnessy, Edward, Distinguished Service Professor  
Skosey, Laura, Lecturer  
Toyosawa, Nobuko, Visiting Scholar  
Wang, Youqin, Senior Lecturer  
Wu, Hung, Harrie A. Vanderstappen Distinguished Service Professor; Smart Museum Consulting Curator  
Yang, Jun, Senior Lecturer  
Yin, Hehui, Visiting Lecturer  
You, Fenghua, Visiting Lecturer  
Yu, Kun, Lecturer  
Zeitlin, Judith, William R. Kenan Jr. Professor

**Department of Economics**

Heckman, James, Henry Schultz Distinguished Service Professor  
Tsiang, Grace, Senior Lecturer

**Department of English Language and Literature**

So, Richard Jean, Assistant Professor

**Department of History**

Aliitto, Guy, Associate Professor  
Bradley, Mark, Professor  
Burns, Susan, Associate Professor  
Cumings, Bruce, Gustavus F. and Ann M. Swift Distinguished Service Professor  
Eyferth, Jacob, Associate Professor  
Ketelaar, James, Professor  
Pomeranz, Kenneth, University Professor  
Ransmeier, Johanna, Assistant Professor

**Department of Human Genetics**

Olopade, Olufunmilayo, Walter L. Palmer Distinguished Service Professor

**Department of Linguistics**

Xiang, Ming, Assistant Professor  
Yu, Alan, Associate Professor

**Department of Music**

Cheung, Anthony, Assistant Professor

**Department of Organismal Biology & Anatomy**

Sereno, Paul, Professor

**Department of Philosophy**

Stern, Josef, William H. Colvin Professor

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**Department of Political Science**

Ginsburg, Thomas, Leo Spitz Professor of International Law; Ludwig and Hilde Wolf Research Scholar  
Pape, Robert, Professor of Political Science  
Silberman, Bernard, Professor  
Yang, Dali, Professor

**Department of Psychology**

Goldin-Meadow, Susan, Bearsdley Ruml Distinguished Service Professor

**Department of Sociology**

Lee, Cheol-Sung, Associate Professor  
Yamaguchi, Kazuo, Ralph Lewis Professor  
Zhao, Dingxin, Professor

**Committee on Geographical Studies**

Edmonds, Richard, Lecturer on Chinese Environment

**International Studies**

Hevia, James, Professor; International Studies Director

**Society of Fellows in the Liberal Arts**

Junker, Andrew, Collegiate Assistant Professor

**PROFESSIONAL SCHOOLS**

**Booth School of Business, University of Chicago**

Hsee, Christopher, Theodore O. Yntema Professor  
Hsieh, Chang-tai, Professor  
Kashyap, Anil, Edward Eagle Brown Professor  
Kroszner, Randall, Norman R. Bobins Professor  
Song, Zheng Michael, Associate Professor  
Tsay, Ruey, Professor

**Divinity School, University of Chicago**

Copp, Paul, Associate Professor  
Hopkins, Dwight, Professor  
Kapstein, Matthew, Numata Visiting Professor  
Stern, Josef, William H. Colvin Professor  
Ziporyn, Brook, Professor

**Harris School of Public Policy, University of Chicago**

Black, Dan, Professor

**Law School, University of Chicago**

Ginsburg, Thomas, Leo Spitz Professor of International Law; Ludwig and Hilde Wolf Research Scholar  
Skosey, Laura, Lecturer

**Pritzker School of Medicine**

Sherer, Renslow, Professor

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Yuan, Chun-Su, Cyrus Tang Professor; Director of Tang Center for Herbal Medicine Research

**OTHER**

**Center for East Asian Studies, University of Chicago**

Archart, Sarah, Associate Director

**Confucius Institute, University of Chicago**

Jiang, Qiong, Associate Director

Liu, Wenxiu, Deputy Director

Skosey, Laura, Executive Director

**Library, University of Chicago**

Hibino, Kiku, Japanese Bibliographic Assistant

Okuizumi, Eizaburo, Japanese Studies Librarian

Park, Jee-Young, Korean Studies Librarian

Wu, Jiaxun Benjamin, Chinese Studies Librarian

Zhou, Yuan, East Asian Collection Head

**Wuhan University Medical Education Reform Project**

Morgan, Ivy, Research Project Assistant

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**1. Sarah Arehart, Associate Director for Japan**

**Year Appointed:** 2011

**Tenure Status:** N/A

**Department(s):** Center for East Asian Studies

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** MA, University of Chicago, 2000

**Language(s):** Japanese: Advanced

**Field Experience:** Japan

---

**2. Guy Alitto, Associate Professor**

**Year Appointed:** 1980

**Tenure Status:** Tenured

**Department(s):** History, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 9

**Education:** Ph.D., History and East Asian Languages, Harvard University, 1975

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Modern Chinese intellectual and social history; labor history; the Chinese Communist movement

**Select Courses:** Introduction to East Asian Civilization; History of Modern China; Reading in Literary Chinese; Modern China; Reading Qing Documents

**Recent Publications:**

- "Will 21st Century Culture Evolve into Confucian Culture?" (in Chinese), Du Shu (January 1996)
- "If We Don't Go Forth, What Will Happen to the People?" (in Chinese) (Beijing: People's Press, 2011)
- "Has Man a Future?: Dialogues with the Last Confucian" (Beijing: Foreign Language Teaching and Research Press, 2010)

**Distinctions:** Best Book Award for If We Don't Go Forth, What will Happen to the People?, awarded by the National Library of China, 2012; governing board, Inter-University Program for Chinese Language Study, Beijing

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**3. Shadi Bartsch-Zimmer**, Distinguished Service Professor

**Year Appointed:** 1998

**Tenure Status:** Tenured

**Department(s):** Classics

**Percentage of time dedicated to East Asian Studies:** 10%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 15

**Education:** Ph.D., Classics, University of California, Berkeley, 1992

**Language(s):** Chinese: Intermediate

**Field Experience:** China, Taiwan

**Research/Teaching:** Western Classics in Modern China

**Select Courses:** History of Rhetoric; Roman Comedy; Greek Thought and Culture; The Roman Novel, Virgil

**Recent Publications:**

- "Classics and Reaction: Modern China Confronts the Ancient West" Forthcoming in S. Bartsch and Y. Yiqun, eds, The Western Classics in Modern China. (Chicago: University of Chicago Press, forthcoming)

**Distinctions:** Distinguished Visiting Fellow, National Science Foundation, Taipei, Taiwan, Summer 2009; Faculty Steering Committee, University of Chicago Beijing Center, 2010-present; Advisory Board, Ph.D. Program in Classical and Medieval Western Culture, Fu Jen Catholic University, Taipei, Taiwan, 2009-present

---

**4. Dan Black**, Professor

**Year Appointed:** 2009

**Tenure Status:** Tenured

**Department(s):** Harris School

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 19

**Education:** Ph.D., Economics, Purdue University, 1983

**Field Experience:** China

**Research/Teaching:** Labor economics

**Select Courses:** Managerial Economics; Labor Economics; Public Expenditures

**Recent Publications:**

- "Are Children Normal?," Review of Economics and Statistics 95:1 (March 2013)

**Distinctions:** Steering Committee, University of Chicago Beijing Center, 2010-present

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**5. Michael Bourdaghs, Professor**

**Year Appointed:** 2008

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 6

**Education:** Ph.D., East Asian Literature, Cornell University, 1996

**Language(s):** Chinese: Beginning; Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Modern Japanese literature, culture, and intellectual history; popular music; literary and critical theory

**Select Courses:** Philosophy of Money in Japan; Japanese Literary Discourses of Furusato; Japanese Cultures of the Cold War: Literature, Film Music; Inner Self in Modern Japanese Literature

**Recent Publications:**

- "Natsume Sōseki's 'World Literature': Rereading Theory of Literature from the English-speaking world," (in Japanese) *Bungaku* 13:3 (May/June 2012), 2-16
- Translation: Karatani Kōjin, "The End of the Modern Novel" ("Kindai bungaku no owari," 1988), in Karatani, *History and Repetition*, ed. Seiji Lippit (New York: Columbia University Press, 2011), 151-171

**Distinctions:** Selection Committee, Scaglione Prize for Translation of a Scholarly Study of Literature, Modern Language Association, 2013-present; Governing Board, Kyoto Consortium for Japanese Studies, 2010-present; Board of Trustees, *Journal of Japanese Studies*, 2009-present; Editorial Board member, 2006-present

---

**6. Mark Bradley, Professor**

**Year Appointed:** 2007

**Tenure Status:** Tenured

**Department(s):** History

**Percentage of time dedicated to East Asian Studies:** 10%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 11

**Education:** Ph.D., History, Harvard University, 1995

**Field Experience:** Vietnam, China

**Research/Teaching:** 20th Century U.S. International History, Global History of Human Rights Politics, Post-colonial South East Asia

**Select Courses:** Introduction to East Asian Civilization

**Recent Publications:**

- *Vietnam at War: A Search for Meaning* (Oxford University Press, 2009)

**Distinctions:** American Council of Learned Societies fellowship, National Endowment for the Humanities fellowship

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**7. Susan Burns, Associate Professor**

**Year Appointed:** 2002

**Tenure Status:** Tenured

**Department(s):** History, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 14

**Education:** Ph.D., East Asian Languages and Civilizations, University of Chicago, 1994

**Language(s):** Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Intellectual and cultural history of Tokugawa and Meiji Japan; medicine and the body; gender and women's history; law and gender

**Select Courses:** Japan and the U.S.: 19th Century Encounters; Modern Japanese History; Thought and Culture in Early Modern Japan; History and Popular Culture in Japan

**Recent Publications:**

- Before the Nation: Kokugaku and the Imagining of Community in Early Modern Japan (Duke University Press, 2003)
- "Local Courts, National Laws, and the Problem of Patriarchy in Meiji Japan: Reading 'Records of Civil Rulings' from the Perspective of Gender History," in *Interdisciplinary Studies on the Taiwan Colonial Court Records Archives* (Taipei: Angle Publishing Company, 2009), pp. 285-309
- "Nanayama Jundô at Work: A Village Doctor and Medical Knowledge in Nineteenth Century Japan." *East Asian Science, Medicine, and Technology* no. 29 (Winter, 2008)

**Distinctions:** IIE Fulbright Fellowship, 2007

---

**8. Fangpei Cai, Senior Lecturer**

**Year Appointed:** 1986

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Chinese Language, University of Chicago, 1993

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Teaching advanced modern Chinese and elementary modern Chinese; early philosophical Taoist texts; using new technology to assist in language teaching

**Select Courses:** Elementary Modern Chinese; Advanced Modern Chinese

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**9. Anthony Cheung**, Assistant Professor

**Year Appointed:** 2012

**Tenure Status:** Tenure track

**Department(s):** Music

**Percentage of time dedicated to East Asian Studies:** 25%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 0

**Education:** D. Mus., Columbia University, 2010

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Chinese music in modern composition

**Select Courses:** Composition

**Recent Publications:**

- Roundabout: Works by Anthony Cheung, recording (Ensemble Modern Medien, 2014)
- "Refrain from Riffing," recording on Ryan Muncy: Hot (Ensemble Modern Median, 2013)

**Distinctions:** Rome Prize in Musical Composition from the American Academy, Rome, 2012

---

**10. Tamara Chin**, Assistant Professor

**Year Appointed:** 2006

**Tenure Status:** N/A

**Department(s):** Comparative Literature

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 3

**Education:** Ph.D., Comparative Literature, University of California, Berkeley, 2005

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Han dynasty literature and culture; ancient inter-cultural exchange, particularly in relation to the Silk Road; comparative studies of early Greek and Chinese texts; modern uses of ancient texts; and gender and sexuality studies

**Select Courses:** Ancient Multiculturalism and Its Discontents; Introduction to Literary Chinese; Ancient China and Ancient Greece; Ancient Multiculturalism and Its Discontents.

**Recent Publications:**

- "Orienting Mimesis: Marriage and the Book of Songs," in: Representations, Spring 2006, 94: 53-79

**Distinctions:** American Council of Learned Societies fellowship, 2011-12

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**11. Kyeong-Hee Choi**, Associate Professor

**Year Appointed:** 1998

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 7

**Education:** Ph.D., English, Indiana University, 1996

**Language(s):** Japanese: Beginning; Korean: Native

**Field Experience:** Korea

**Research/Teaching:** Relationship between the culture of publication and the historical experiences of modern Koreans, including the experiences of Japanese colonial rule, national division, the Korean War, the Cold War, and democratization

**Select Courses:** Colonializations; Gender in Korean Film & Dramatic Television; Censorship in East Asia: The Case of Colonial Korea

**Recent Publications:**

- "Mother's Name and the Ideal of New Woman," "Mother's Stake," in Pak Wanso's Collected works: Definitive Editions, vol. 11 (Seoul: Segyesa, 2012), pp. 571-596
- "Reception of Korean Literary Texts in North American Academic Contexts: Area Studies, Translation and Border-crossings", (in Korean) Ankwabak [In/Outside]: English Studies in Korea, no. 31 (Seoul: Changjak kwa pipyeongsa, 2011), pp. 94-113
- "Issues and Challenges for Post-liberation Censorship Studies: Between Abolition and Adoption of Japanese Colonial Censorship System in South Korea, [1945-1952]", (in Korean) coauthored with Keunsik Jung, Taedong munhwa yŏn'gu, no. 74 (Seoul: Sungkyunkwan University Academy of East Asia Press, 2011), pp. 7-60

**Distinctions:** Faculty Fellow Award, Center for Gender Studies, University of Chicago, 2010-11

---

**12. Julie Chu**, Assistant Professor

**Year Appointed:** 2008

**Tenure Status:** Tenure track

**Department(s):** Anthropology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 14

**Education:** Ph.D., Anthropology, 2004, New York University, 2004

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Mobility and migration, economy and value, ritual life, material culture, media and technology, and state regulatory regimes in China

**Select Courses:** Anthropology of Migration and Travel; Colonizations

**Recent Publications:**

- Cosmologies of Credit (Durham, North Carolina: Duke University Press, 2010)
- "Unsettling Accounts: Debt, Theft and the Calculus of Fortune Among Chinese Transmigrants," in preparation for journal submission
- "Risk, Fate, Fortune: The Lives and Times of Customs Inspectors in Southern China," in preparation for journal submission and book chapter for edited volume (forthcoming Cambridge University Press)

**Distinctions:** Clifford Geertz Book Prize in the Anthropology of Religion, Society for the Anthropology of Religion, 2012 for Cosmologies of Credit

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**13. Paul Copp**, Associate Professor

**Year Appointed:** 2006

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations, Divinity School

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., East Asian Religions and the Program in East Asian Studies, Princeton University, 2005

**Language(s):** Chinese: Fluent; Japanese: Advanced

**Field Experience:** China

**Research/Teaching:** Intellectual, material, and visual cultures of Chinese religion, ca. 700-1200; Dunhuang manuscripts and manuscriptology; the history of religions

**Select Courses:** Self-Cultivation and the Way in Traditional Chinese Thought; Sources and Methods in the Study of East Asian Buddhism; Reading in Tang and Song Texts, Chinese Buddhism, Spells, Talismans, Alchemy; Zen: Language and Religious Practice in China and Japan

**Recent Publications:**

- The Body Incantatory: Spells & the Ritual Imagination in Medieval Chinese Buddhism (New York: Columbia University Press, 2014)
- "Anointing Phrases and Narrative Power: A Tang Buddhist Poetics of Incantation." *History of Religions* 52.2 (2012): 142-172
- "Manuscript Culture as Ritual Culture in Late Medieval Dunhuang: Buddhist Talisman-Seals and their Manuals." *Cahiers d'Extrême-Asie* 20 (2012): 193-226

**Distinctions:** Faculty Fellowship, Franke Institute for the Humanities, University of Chicago, 2010-11; Research Fellowship, at the Heidelberger Akademie der Wissenschaften, Forschungsstelle Buddhistische Steinschriften in China, 2006-07

---

**14. Bruce Cumings**, Gustavus F. and Ann M. Swift Distinguished Service Professor

**Year Appointed:** 1987

**Tenure Status:** Tenured

**Department(s):** History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 30

**Education:** Ph.D., Department of Public Law & Government, East Asian Studies, Columbia University, 1975

**Language(s):** Chinese: Fluent; Japanese: Beginning; Korean: Fluent

**Field Experience:** China, Korea

**Research/Teaching:** Modern Korean history; twentieth-century international history; US–East Asian relations; East Asian political economy; American foreign relations

**Select Courses:** The CIA and American Democracy; Asian Wars of the 20th Century; Modern Korean History

**Recent Publications:**

- "The Kims' Three Bodies: Dynastic Succession in North Korea," in Kyung-Ae Park, ed., *North Korea in Transition: Politics, Economy, Society* (New York: Rowman and Littlefield, 2103), pp. 67-90
- *The Korean War* (New York: Random House, 2010)
- "Rapprochement in Postwar History: Engaging North Korea and Iran," in Kyung-Ae Park, ed., *Non-Traditional Security Issues in North Korea* (Honolulu: University of Hawaii Press, 2013)

**Distinctions:** 2007, Kim Dae Jung Prize, Scholarly Contributions to Democracy, Human Rights and Peace; 2004-2005 Abe Fellowship, Social Science Research Council; 1990, MacArthur Foundation Fellowship for Individual and Writing

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**15. Xinyu Dong**, Assistant Professor

**Year Appointed:** 2010

**Tenure Status:** Tenure track

**Department(s):** Department of Cinema and Media Studies

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., East Asian Languages and Civilizations, Harvard University 2009; Ph.D., Film Studies, Beijing Normal University, 1999

**Language(s):** Chinese: Native; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Early and silent cinema; international film genres, especially comedy, melodrama, and opera film; history and theories of play; film exhibition and cinephile cultures; Chinese-language cinemas; visual cultures in Late-Imperial and Republican China; global and regional (East Asian) image exchange

**Select Courses:** Cinema, Play, Modernity; Chinese-Language Film Comedies; Cities in Sinophone Cinemas

**Recent Publications:**

- "Meeting of the Eyes: Invented Gesture, Cinematic Choreography, and Mei Lanfang's Kun Opera Film," in *The Opera Quarterly* (August 2010)
- "The Laborer at Play: Laborer's Love, the Operational Aesthetic, and the Comedy of Inventions," in *Modern Chinese Literature and Culture* (Fall 2008)
- "From Shanghai Document to Shanghai 24 Hours," in *The Collegium Papers VI*, edited by Luca Giuliani and David Robinson (Sacile: Le Gironate Del Cinema Muto, 2005)

**Distinctions:** Faculty Fellowship, Franke Institute for the Humanities, University of Chicago, 2012-13; Chiang Ching Kuo Foundation Junior Scholar Grant, 2012-13

---

**16. Richard Edmonds**, Lecturer on Chinese Environment

**Year Appointed:** 2005

**Tenure Status:** N/A

**Department(s):** Committee on Geographical Studies

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Committee on Geographical Studies, University of Chicago, 1983

**Language(s):** Chinese: Fluent

**Field Experience:** China, Japan

**Research/Teaching:** Chinese environment

**Select Courses:** The Chinese Environment

**Recent Publications:**

- *China's Embedded Activism: Opportunities and Constraints of a Social Movement* (with Peter Ho). (London: Routledge, 2007)
- *Managing The Chinese Environment* (Editor) (Oxford: Oxford University Press, 2000), Contemporary China Institute, Studies on Contemporary China series

**Distinctions:** Editor, *The China Quarterly* (1996-2002)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**17. Jacob Eyferth**, Associate Professor

**Year Appointed:** 2008

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations; History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 8

**Education:** Ph.D., School of Asian, African, and Amerindian Studies, Leiden University, 2000

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Social history of twentieth-century China, in particular of the Chinese countryside; history of work, technology, gender, and everyday life

**Select Courses:** Reading the Revolution: Chinese Social History in Documents; Everyday Maoism: Work, Daily Life & Material Culture in Socialist China; Oral History & the Politics of Memory in Socialist China; China in Revolution, 1927 to 1976;

**Recent Publications:**

- "Women's Work and the Politics of Homespun in Socialist China, 1948-1980," in *International Review of Social History*, vol. 55, no. 4 (December 2012), pp. 1-27
- "Technology as Source and Stream: Trade Gods, Ancestors, and the Transmission of Knowledge among Papermakers in Jiajiang, Sichuan," *The Chinese Journal for the History of Science and Technology*, 2011, issue 1

**Distinctions:** Fellow of the American Council of Learned Societies; 2011 Joseph Levenson Book Prize for the best book published in 2009 on post-1900 China, for "Eating Rice from Bamboo Roots".

---

**18. Judith Farquhar**, Max Palevsky Professor

**Year Appointed:** 2004

**Tenure Status:** Tenured

**Department(s):** Anthropology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 38

**Education:** Ph.D., Anthropology, University of Chicago, 1986

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Traditional medicine, popular culture, and everyday life in contemporary China

**Select Courses:** Development of Social/Cultural Theory; Self, Culture and Society; Medicine in 20th Century China; Contemporary Chinese Society; Politics of Culture in East Asia; Readings in Chinese Philosophical and Scientific Texts

**Recent Publications:**

- *China's Embedded Activism: Opportunities and Constraints of a Social Movement* (with Peter Ho). (London: Routledge, 2007)
- "Chinese Medicine as Popular Knowledge in Urban China." In Linda Barnes and T.J. Hinrichs, eds, *Chinese Medicine and Healing: An illustrated history*
- "Knowledge in Translation: Global science, local things." In Lesley Green and Susan Levine, eds. *Medicine and the Politics of Knowledge*. Cape Town: Human Sciences Research Council Press, pp. 153-170

**Distinctions:** 2010 Award for Excellence in Graduate Teaching, University of Chicago; 2007-2008 Fellowship, National Humanities Center, Research Triangle Park, NC. \$50,000

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**19. Michael Fisch**, Assistant Professor

**Year Appointed:** 2010

**Tenure Status:** Tenure track

**Department(s):** Anthropology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 9

**Education:** Ph.D., Anthropology, Columbia University, 2009

**Language(s):** Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Modernity in Japan from the perspective of the evolution of mass mediated society, circa 1900, and the development of mass society theory

**Select Courses:** Remediations: Thinking Crisis in Contemporary Japan; Anthropology of the Machine; Mass Mediated Society & Japan

**Recent Publications:**

- "Tokyo's Commuter Train Suicides and the Society of Emergence," Cultural Anthropology, vol. 28: 12, (May 2013)
- "Days of Love and Labor: Remediating the Logic of Labor and Debt in Contemporary Japan." Provisionally accepted and under final review with Positions: Asia Critique
- 2013 "Meditations on the Unthinkable (soteigai)," in Golani, Solomon, Erez, Editors. The Space of Disaster. Tel-Aviv: Resling Publishing, forthcoming

**Distinctions:** Harvard Reischauer Institute of Japanese Studies Postdoctoral Fellowship, 2009-10; Shincho Foundation, two-year fieldwork research grant.

---

**20. Ping Foong**, Assistant Professor

**Year Appointed:** 2008

**Tenure Status:** N/A

**Department(s):** Art History, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 7

**Education:** Ph.D., Art History, Princeton University, 2006

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Word and image issues, such as the interplay between visual evidence and poetic description; literati and literary culture, society, and identity; collecting and connoisseurship, Museum acquisitions and exhibitions

**Select Courses:** Sinotopos; Imperial Collections of Chinese Painting & Calligraphy; Skills and Methods in Chinese Painting History; Chinese Calligraphy

**Recent Publications:**

- "Landscape Screens in the Mogao Caves as Spatial Simulacra," Bridges to Heaven: Essays on East Asian Art in Honor of Professor Wen C. Fong (P.Y. and Kinmay W. Tang Center for East Asian Art and the Department of Art and Archaeology, Princeton University, in association with Princeton University Press, 2007)
- "Guo Xi's Intimate Landscapes and the Case of Old Trees, Level Distance," Metropolitan Museum Journal 35 (2000) pp. 87-115

**Distinctions:** Faculty Fellowship, Franke Institute for the Humanities, University of Chicago, 2008-09.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**21. Chelsea Foxwell, Assistant Professor**

**Year Appointed:** 2009

**Tenure Status:** Tenure track

**Department(s):** Art History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 6

**Education:** Ph.D. Columbia University, 2008

**Language(s):** Chinese: Beginning; Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Medieval through modern periods of Japanese art with special emphasis on the 19th and 20th centuries

**Select Courses:** Japan & the World in 19th Century Art; Arts of Japan; The Sacred Precinct in Japan; Arts of Medieval Japan

**Recent Publications:**

- In Search of Images: Kano Hōgai (1828-88), Exhibition Culture, and the Making of Modern Japanese Painting (Chicago: University of Chicago Press, 2014)
- "Yamato-e Across the Edo-Meiji Transition: Sumiyoshi Hirokata and Fenollosa" (in Japanese) in Shimohara Miho, ed., Kinsei yamato-e saikō Tokyo: Bruecke, 2013
- "New Art and the Display of Antiquities in Mid-Meiji Tokyo." Review of Japanese Culture and Society XXIV (December 2012), 137-54

**Distinctions:** Meiss/Mellon Author's Book Award, May 2013 awarded to support images licensed and reproduced in "In Search of Images"; Franke Institute Faculty Fellowship, October 2012-June 2013.

---

**22. Thomas Ginsburg, Leo Spitz Professor of International Law, Ludwig and Hilde Wolf Research Scholar**

**Year Appointed:** 2008

**Tenure Status:** Tenured

**Department(s):** Law, Political Science

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 31

**Education:** Ph.D., Jurisprudence and Social Policy, University of California at Berkeley

**Language(s):** Chinese: Beginning; Japanese: Intermediate

**Field Experience:** Japan, Korea

**Research/Teaching:** Comparative and international law from an interdisciplinary perspective

**Select Courses:** Comparative Legal Institutions; International Human Rights

**Recent Publications:**

- The Endurance of National Constitutions (Cambridge: Cambridge University Press, 2009) (with Zachary Elkins and James Melton)
- Judicial Review in New Democracies: Constitutional Courts in East Asia (Cambridge: Cambridge University Press, 2003)
- "East Asian Constitutions," in Albert Chen, eds. Constitutionalism in East Asia (forthcoming 2014)

**Distinctions:** Fellow, American Academy of Arts and Sciences, 2013; Best Book Award, American Political Science Association Section on Comparative Democratization, 2010; Abe Fellowship, Social Science Research Program, 2008-2010

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**23. Susan Goldin-Meadow**, Bearsdley Ruml Distinguished Service Professor  
**Year Appointed:** 1981 **Tenure Status:** Tenured  
**Department(s):** Psychology  
**Percentage of time dedicated to East Asian Studies:** 25%  
**Number of Dissertations/Theses Supervised in Past 5 Years:** 29  
**Education:** Ph.D., Psychology, University of Pennsylvania, 1975  
**Field Experience:** Taiwan  
**Research/Teaching:** Language development and creation; Gesture's role in communicating, thinking, and learning  
**Select Courses:** Language Development; Communicative uses of Nonverbal Behavior  
**Recent Publications:**

- Wagner, S., Nusbaum, H., & Goldin-Meadow, S. Probing the mental representation of gesture: Is handwaving spatial? *Journal of Memory and Language*, in press
- Goldin-Meadow, S. & Singer, M. A. "From children's hands to adults' ears: Gesture's role in teaching and learning." *Developmental Psychology*, 2003, 39 (3), 509-520
- Gentner, D., & Goldin-Meadow, S. (eds.). *Language in mind: Advances in the study of language and thought*. Cambridge, MA: MIT Press, 2003

**Distinctions:** John Simon Guggenheim Memorial Foundation fellowship, 2001

---

**24. Donald Harper**, Centennial Professor of Chinese Studies  
**Year Appointed:** 1999 **Tenure Status:** Tenured  
**Department(s):** East Asian Languages and Civilizations  
**Percentage of time dedicated to East Asian Studies:** 100%  
**Number of Dissertations/Theses Supervised in Past 5 Years:** 3  
**Education:** Ph.D., Classical Chinese, Department of Oriental Languages, UC Berkeley, 1982  
**Language(s):** Chinese: Fluent; Japanese: Intermediate  
**Field Experience:** China  
**Research/Teaching:** Early Chinese civilization, focusing on philosophy, religion, and history of science  
**Select Courses:** Manuscript Culture in Ancient & Medieval China; Elementary Literary Chinese  
**Recent Publications:**

- "Scienza e mondo natural." In *La Cina*, v. 1.2, "Dall'età del Bronzo all'impero Han" (Turin: Giulio Einaudi, 2013), ed. Tiziana Lipiello and Maurizio Sacconi, 633-718
- "The Celestial Brigand and Illness." In *Chinese Medicine and Healing: An Illustrated History* (Cambridge: Harvard University Press, 2013), ed. TJ Hinrichs and Linda L. Barnes, pp. 84-86
- "The Cultural History of the Giant Panda (*Ailuropoda melanoleuca*) in Early China." *Early China* 35-36 (2012-13), 185-224

**Distinctions:** 2011, "Popular Culture and Books of Fate in Early China" (three year project co-organized with Marc Kalinoswki, supported by the International Consortium for Research in the Humanities, Erlangen University); 2008, John Simon Guggenheim Memorial Foundation fellowship American Council of Learned Societies fellowship; 2007, Luce Initiative on East and Southeast Asian Archaeology and Early History (co-recipient with Edward Shaughnessy for three year research project "Early Chinese Excavated Texts")

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**25. Kristine Harris, Visiting Scholar**

**Year Appointed:** 2007

**Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., East Asian Languages and Cultures, Columbia University, 1997

**Language(s):** Chinese: Fluent; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Film culture in China and its intersections with literature, visual culture, theater, and other media from the 1920s to the present

**Recent Publications:**

- Quarterly (Spring-Summer 2010), edited by Judith Zeitlin and Paola Iovene; The New Woman International: Representations in Photography and Film from the 1870s through the 1960s, edited by Elizabeth Otto and Vanessa Rocco (Ann Arbor: University of Michigan Press, 2011)
- History in Images: Pictures and Public Space in Modern China, edited by Christian Henriot and Wen-hsin Yeh (Berkeley: University of California Berkeley Institute for East Asian Studies, 2012)
- The Oxford Handbook of Chinese Cinemas, edited by Carlos Rojas and Eileen Chow (Oxford: Oxford University Press, 2013)

---

**26. James Heckman, Henry Schultz Distinguished Service Professor**

**Year Appointed:** 1995

**Tenure Status:** Tenured

**Department(s):** Economics

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 37

**Education:** Ph.D., Economics, Princeton University, 1971

**Field Experience:** China

**Research/Teaching:** The development of a scientific basis for economic policy evaluation, with special emphasis on models of individuals and disaggregated groups, and to the problems and possibilities created by heterogeneity, diversity, and unobserved counterfactual states

**Recent Publications:**

- Testing the Test: What the GED Reveals and Conceals, (with P. LaFontaine) (Chicago: University of Chicago Press, 2008)
- "Testing the Correlated Random Coefficient Model," (with D. Schmieder and S. Urzua). 2010. Forthcoming, Journal of Econometrics
- "Investing in Early Human Development: Timing and Economic Efficiency," Forthcoming, Economics and Human Biology, (2009)

**Distinctions:** Nobel Prize in Economic Sciences, 2000; Honorary Professor, Harbin Institute of Technology, P. R. China, 2007

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**27. James Hevia**, Professor, Director of International Studies Program

**Year Appointed:** 2004

**Tenure Status:** Tenured

**Department(s):** International Studies, History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 26

**Education:** Ph.D., History, University of Chicago, 1986

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Modern China, British Empire, Imperialism and Colonialism, Global Studies

**Select Courses:** History of Beijing: Empire, Nation-State, People's Republic; Colonization;

**Recent Publications:**

- "Tribute, Asymmetry, and Imperial Formations: Rethinking Relations of Power in East Asia," pp. 61-76. In John E. Wills, ed. *Past and Present in China's Foreign Policy*. (Portland, Maine: Merwin Asia, 2011)
- "Western Imperialism and Military Reform in Japan and China." *Frontiers of History in China* 7.3: 404-414, (2012)
- *The Imperial Security State: British Colonial Knowledge and Empire-building in Asia*. (Cambridge: Cambridge University Press, 2012)

**Distinctions:** 1997, The Joseph R. Levenson Book Prize for Pre-Modern Chinese Studies, awarded by the China and Inner Asian Council of the Association for Asian Studies, for *Cherishing Men from Afar* (1995); 2004, Fellowship, Institute for the Arts and Humanities, University of North Carolina Chapel Hill

---

**28. Kiku Hibino**, Japanese Bibliographic Assistant

**Year Appointed:** 2004

**Tenure Status:** N/A

**Department(s):** The University of Chicago Library

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Media Art and Technology, UC Santa Barbara 2003

**Language(s):** Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** Media art and technology

**Select Courses:** Modern Japanese

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**29. Kojiro Hirose, Visiting Scholar**

**Year Appointed:** 2013 **Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., History, Kyoto University 2000

**Language(s):** Japanese: Native

**Field Experience:** Japan

---

**30. Dwight Hopkins, Professor**

**Year Appointed:** 1996

**Tenure Status:** Tenured

**Department(s):** Divinity School, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 25%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 19

**Education:** Ph.D., Union Theological Seminary, New York; Ph.D., University of Cape Town, South Africa

**Language(s):** Chinese: Beginning

**Field Experience:** China

**Research/Teaching:** Areas of contemporary models of theology, various forms of liberation theologies (especially black and other third-world manifestations), and East-West cross-cultural comparisons

**Select Courses:** Contemporary Models of Theology; Theologies from the Underside of History

**Recent Publications:**

- "Foreword: Dancing with the Spirit", in *Sounding The Trumpet: How Churches Can Answer God's Call to Justice* (Boiling Springs, N.C.: A Pair of Docs Publishing, 2013), eds. J. Alfred Smith, Sr. and Brooks Berndt
- "Resisting Imperial Peace: Theological Reflections" in *The Reemergence of Liberation Theologies: Models for the Twenty-First Century* (New York: Palgrave Macmillan, 2013), ed. Thia Cooper.
- "Confucian Culture and Christian Culture: Peace, Prosperity, and Harmony" translated into Chinese in *The Journal of Literature, History, and Philosophy*, Shandong University (China), 2011

**Distinctions:** Principal, "Human Culture, Transcendent Meaning: Conversations Between USA and China" grant from the Marty Martin Center of the University of Chicago Divinity School; Principal, Conference on "The Academic Study of Spiritualities and Cultures and Their Relevance for the USA and China" grant from the University of Chicago Beijing Center for a conference at the Center in Beijing, China; One Year Special Exchange Professor of Theology at Yonsei University, Seoul, Korea

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**31. Christopher Hsee**, Theodore O. Yntema Professor

**Year Appointed:** 1993

**Tenure Status:** Tenured

**Department(s):** Booth School of Business

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 38

**Education:** Ph.D., Psychology, Yale University, 1993

**Language(s):** Chinese: Native

**Field Experience:** China, Taiwan

**Research/Teaching:** Marketing and consumer behavior, happiness, judgment and decision-making, behavioral economics, cultural psychology, and applications of psychological principles to policymaking

**Select Courses:** Managerial Decision Making

**Recent Publications:**

- Hsee, C. K., Zhang, J., Lu, Y. & Xu, F. (2013). "Unit-asking: A method to boost donations and beyond." *Psychological Science*, 24(9), 1801-1808
- Hsee, C. K., Zhang, J., Wang, L. & Zhang, S. (2013). "Magnitude, time and risk differ similarly between joint and single evaluations." *Journal of Consumer Research*, 40(1), 172-184
- Dai, X. C. & Hsee, C. K. (2013). "Wish versus worry: Ownership effects on motivated judgment." *Journal of Marketing Research*, 50(2), 207-215

**Distinctions:** McKinsey Award for Excellence in Teaching, 2008

---

**32. Chang-tai Hsieh**, Professor

**Year Appointed:** 2012

**Tenure Status:** Tenured

**Department(s):** Booth School of Business

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 26

**Education:** Ph.D., Economics, University of California, Berkeley, 1998

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Economic growth and development

**Select Courses:** The Wealth of Nations

**Recent Publications:**

- "The Price of Political Opposition: Evidence from Venezuela's Maisanta," *American Economic Journal: Applied Economics*, April 2011 (with Edward Miguel, Francisco Rodriguez, and Daniel Ortega)
- "Did Japan's Shopping Coupon Program Increase Spending?" *Journal of Public Economics*, August 2010 (with Satoshi Shimizutani and Masahiro Hori)
- "Development Accounting," *American Economic Journal: Macroeconomics*, January 2010 (with Peter Klenow)

**Distinctions:** Academician, Academia Sinica (Elected in 2012); Sun Yefang Prize, Chinese Academy of Social Sciences (2009, with Chong-en Bai and Yingyi Qian); Alfred P. Sloan Foundation Research Fellow (2004-2007)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**33. Paola Iovene**, Associate Professor

**Year Appointed:** 2007

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations, Cinema and Media Studies

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 2

**Education:** Ph.D., East Asian Literature, Cornell University, 2007

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Twentieth-century Chinese literature, cinema, and criticism; literary and critical theory; intersections of cultural production and social action; translation; documentary film

**Select Courses:** Contemporary Chinese Literature and the 'Nobel Complex'; Chinese Independent Documentary Film; Communities, Media and Selves in Modern Chinese Literature

**Recent Publications:**

- Tales of Futures Past: Anticipation and the Ends of Literature in Contemporary China (Stanford: Stanford University Press, 2014)
- "A Madwoman in the Art Gallery? Gender, Mediation, and the Merging of Art and Life in Post-1989 Chinese Independent Film." *Journal of Chinese Cinemas*, forthcoming 2014
- "Ge Fei," in *Dictionary of Literary Biography. Chinese Fiction Writers, 1950–2000*, edited by Thomas Moran and Ye Xu, 81-87. (Detroit: Gale, Cengage Learning, 2013)

**Distinctions:** 2012-13, AAUW Postdoctoral American Fellowship; 2012-13, Faculty Fellowship, the Franke Institute for the Humanities, University of Chicago

---

**34. Reginald Jackson**, Assistant Professor

**Year Appointed:** 2009

**Tenure Status:** Tenure track

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 2

**Education:** Ph.D., East Asian Studies, Princeton University, 2007

**Language(s):** Chinese: Advanced; Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Pre-modern Japanese narrative and performance; art history; critical theory; performance studies; comparative poetics and drama; African American literature and performance; gender studies; translation

**Select Courses:** Introduction to Classical Japanese; Mediating Japanese Gesture

**Recent Publications:**

- Textures of Mourning: Calligraphy, Mortality, and the Ethics of Reading in The Tale of Genji Illustrated Scrolls (in progress)
- "Dying in Two Dimensions: Genji emaki and the Wages of Depth Perception," *Mechademia: Lines of Sight* (Autumn 2012)
- "Suspensions: Some Thoughts on Yasuko Yokoshi's Recent Work" *Movement Research: Performance Journal* (March 2013)

**Distinctions:** 2013-2014, 2008-2009, 2006-2007, Japan Foundation Long-term Research Fellowship

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**35. Qiong Jiang**, Associate Director

**Year Appointed:** 2010

**Tenure Status:** N/A

**Department(s):** Confucius Institute at the University of Chicago

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Journalism, University of Oregon, 2006

**Language(s):** Chinese: Native

**Field Experience:** China

---

**36. Andrew Junker**, Collegiate Assistant Professor

**Year Appointed:** 2012

**Tenure Status:** N/A

**Department(s):** Social Sciences

**Percentage of time dedicated to East Asian Studies:** 25%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 0

**Education:** Ph.D., Sociology, Yale University, 2012

**Language(s):** Chinese: Fluent; Japanese: Intermediate

**Field Experience:** China, Japan

**Research/Teaching:** Religion, culture, and transnational social movements in East Asia

**Select Courses:** Self, Culture and Society

**Recent Publications:**

- "Agency, Charisma, and Collective Action in Falun Gong" [Conditional acceptance at Sociology of Religion: A Quarterly Review]
- In Press. "The Transnational Flow of Tactical Dispositions: The Chinese Theory; Social Movements; Political Sociology; Culture; China; Globalization"
- "Optimism and Caution Regarding New Tools for Analyzing Qualitative Data." Sociological Methodology 42(1):85-87

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**37. Phil Kaffen, Lecturer**

**Year Appointed:** 2012

**Tenure Status:** Visiting

**Department(s):** Cinema and Media Studies

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., East Asian Studies, New York University, 2011

**Language(s):** Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Japanese film studies

**Select Courses:** Theory, Media and the Moving Image in Japan; Making Sense of a Moving World: Japanese Cinema

**Recent Publications:**

- Zoom/Tilt/Pan: Disorienting Distance in Tanaka Noboru's Confidential Report: Sex Market," Place and Space in Japanese Cinema: From Inside to Outside the Frame, University of Tokyo Center of Philosophy, Booklet 23, pp. 7-28
- "Olympic Body of Memory," in Olympic Japan: Ideals and Realities of (Inter)nationalism. Andreas Nieuhaus and Max Seinsch, eds. (Wruzburg, Germany: Ergon Verlag, 2007)
- "Crisis in Contemporary Aesthetic and Film Theory" (Nakai Masazaku; "Approaching Imamura Taihei and the Originality of his Film Theory" (Irie Yoshiro). Review of Japanese Culture and Society. December 2010.

**Distinctions:** Japan Foundation fellowship, 2008-09

---

**38. Matthew Kapstein, Numata Visiting Professor and Directeur d'études, Vème Section, École Pratique des Hautes Études, Paris**

**Year Appointed:** 2002

**Tenure Status:** Tenured

**Department(s):** Divinity School

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 18

**Education:** Ph.D., Philosophy, Brown University, 1987

**Language(s):** Chinese: Intermediate

**Field Experience:** Tibet, China, India

**Research/Teaching:** Buddhist traditions of Tibet

**Select Courses:** Yacacara in the Indian Philosophical Tradition

**Recent Publications:**

- Soundings in Tibetan Civilization. Edited by Barbara N. Aziz and Matthew Kapstein. (New Delhi: Manohar, 1985. Reprinted, Kathmandu: Vajra Books, 2009)
- Mahāmudrā and the Kagyü Tradition. Eds. Matthew T. Kapstein and Roger Jackson. (Andiast, Switzerland: International Institute for Tibetan and Buddhist Studies GmbH. 2011)
- Sources of Tibetan Tradition. Eds. Matthew T. Kapstein, Kurtis Schaeffer, and Gray Tuttle. (New York: Columbia University Press, 2013)

**Distinctions:** 2006, NEH Fellowship Award: "Visions, Dreams, and Apocrypha in a Tibetan Buddhist Tradition"; 2000-2003, Associate Director of Department of Education Title VI project based at the University of Virginia, "Tibetan Language Digital Resources"; 1998, CSCC Grant for research in Tibet; 1994-97 National Endowment for the Humanities multi-year grant: "A Historical Sourcebook of Tibetan Thought"

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**39. Anil Kashyap**, Edward Eagle Brown Professor

**Year Appointed:** 1991

**Tenure Status:** Tenured

**Department(s):** Booth School

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 35

**Education:** Ph.D., Economics, Massachusetts Institute of Technology, 1986

**Language(s):** Japanese: Intermediate

**Field Experience:** Japan

**Research/Teaching:** Banking, business cycles, corporate finance, price setting, and monetary policy, the Japanese economy

**Select Courses:** The Analytics of Financial Crises; Understanding the Japanese Big Bang; Developing Business Strategy for the Japanese Market

**Recent Publications:**

- What Stopped Japan's Economic Growth? Prescriptions for the Revival (in Japanese with Takeo Hoshi) (Tokyo: Nikkei, 2013)
- Japan's Bubble, Deflation and Long-term Stagnation, (jointly edited with Koichi Hamada and David E. Weinstein), Cambridge, Massachusetts: MIT Press, 2011)
- "An Integrated Framework for Analyzing Multiple Financial Regulations" (with Charles Goodhart, Dimitrios P. Tsomocos, and Alexandros P. Vardoulakis). International Journal of Central Banking, 2013, vol. 9(S1), pp. 109-143

**Distinctions:** Advisor, Cabinet Office of the Government of Japan for its research project on "Japan's Bubble, Deflation and Long-term Stagnation", 2007 – 2011; External Advisor, 2012

---

**40. Yoko Katagiri**, Lecturer

**Year Appointed:** 2006

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Japanese Pedagogy, San Francisco State University, 2000

**Language(s):** Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** The Japanese language

**Select Courses:** Elementary Modern Japanese; Intermediate Modern Japanese

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**41. James Ketelaar, Professor**

**Year Appointed:** 1996

**Tenure Status:** Tenured

**Department(s):** History, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 12

**Education:** Ph.D., History, University of Chicago, 1987

**Language(s):** Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Religious and intellectual history of Japan, especially during the Tokugawa and Meiji periods

**Select Courses:** Japanese History; History of Japanese Philosophy; Objects of Japanese History

**Recent Publications:**

- Jakyô/Junkyô no Meiji: Haibutsu kishaku to kindai bukkyô (Heresy/Martyrdom in the Meiji: The Anti-Buddhist Movement and Modern Buddhism) (Tokyo: Pelikan Press, 2006. [translation of Heretics and Martyrs with extended additional commentary, new introduction and corrections]
- "The Non-modern Confronts the Modern: Dating the Buddha in Japan," in History and Theory: Studies in the Philosophy of History, Theme Issue 45: Religion and History, no. 4 (2006)

---

**42. Jieun Kim, Lecturer**

**Year Appointed:** 2010

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Korean Linguistics, UCLA, 2010

**Language(s):** Chinese: Beginning; Japanese: Beginning; Korean: Native

**Field Experience:** Korea

**Research/Teaching:** The Korean language

**Select Courses:** Intermediate Korean; Advanced Korean

**Recent Publications:**

- Jieun Kim & Mary Kim, "Word Association Patterns of Korean Native Speakers vs. Korean Learners" In Teaching and Learning Korean as a Foreign Language, eds. by Andrew S. Byon and Danielle O. Pyun. Columbus, Ohio: Ohio State University NEALRC Press, 2013) pp. 9-23
- 2012 Jieun Kim & Sung-Ock Sohn, "Repair Initiation by Advanced Non-heritage Korean Learners" American Association of Teachers of Korean (2012), pp. 151-165

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**43. Hi-Sun Kim, Senior Lecturer**

**Year Appointed:** 2004

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Korean Language & Linguistics, University of Hawaii at Manoa, 2005

**Language(s):** Korean: Native

**Field Experience:** Korea

**Research/Teaching:** Teaching Intermediate and Advanced Korean; Korean linguistics, theory and issues in second language acquisition and pedagogy; socio-and psycholinguistics of heritage language learners of Korean

**Select Courses:** Introduction to Korean Language; East Asian Languages, Acquisition and Pedagogy

**Recent Publications:**

- "Globalization and process of transformation in language of Korean students in America," In S. Sohn, S. Cho, & S-H. You (Eds). Studies in Korean Linguistics and Language Pedagogy: Festschrift for Ho-min Sohn. KLEAR-RILI Studies in Korean Language and Linguistics (Seoul: Korea University Press, 2013)
- "Identifying the source of stabilization in Korean heritage learners: A comparative data analysis of HL learners and bilingual children." A. Byon & D. Pyun (Eds.). In Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies. Columbus: The Ohio State University Foreign Language Publications.
- "Enhancing sociolinguistic competency through Korean on-line TV: Advanced level KFL curriculum." Korean Language in America, Volume 15

**Distinctions:** 2011-2013, Member of the Executive Board, American Association of Teachers of Korean

---

**44. Randall Kroszner, Norman R. Bobins Professor**

**Year Appointed:** 2009

**Tenure Status:** Tenured

**Department(s):** Booth School of Business

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 33

**Education:** Ph.D., Economics, Harvard University, 1990

**Field Experience:** China

**Research/Teaching:** Regulation of financial institutions, international financial crises, the Great Depression, monetary economics, corporate governance, debt restructuring and bankruptcy, and political economy

**Select Courses:** Money and Banking; Workshop in Macro and International Economics

**Recent Publications:**

- "Banking Crises, Financial Dependence, and Growth," Journal of Financial Economics, April 2007, 84(1),187-228, with Luc Laeven and Daniela Klingebiel
- The Economic Nature of the Firm: A Reader, third edition (New York: Cambridge University Press, 2009), co-edited with Louis Putterman. (First edition 1986. Spanish edition, 1994. Chinese edition, 2001.)
- "Banking Crises, Financial Dependence, and Growth," Journal of Financial Economics, April 2007, 84(1),187-228, with Luc Laeven and Daniela Klingebiel

**Distinctions:** Member, World Economic Forum, Global Agenda Council on Systematic Risk, 2010 to present; Editor Journal of Law and Economics, 2000-01; 2003-2006

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**45. Cheol-Sung Lee, Associate Professor**

**Year Appointed:** 2008

**Tenure Status:** Tenured

**Department(s):** Sociology

**Percentage of time dedicated to East Asian Studies:** 75%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 17

**Education:** Ph.D., Sociology, University of North Carolina at Chapel Hill, 2005

**Language(s):** Korean: Native

**Field Experience:** Korea

**Research/Teaching:** The sociology of the welfare state and civil society

**Select Courses:** Sociology of Civil Society; Welfare States, Poverty and Inequality; Social Change ( team taught with Dingxin Zhao)

**Recent Publications:**

- Akchurin, Mary and Cheol-Sung Lee, "Pathways to Women's Empowerment: Repertoires of Women's Activism and Gender Earnings Equality in Comparative Perspective." *American Sociological Review* 78 (2013), pp. 679-701
- "Welfare States and Social Trust." *Comparative Political Studies* 46 (2013), pp. 603-630
- "Associational Networks and Welfare States in Argentina, Brazil, South Korea, and Taiwan." *World Politics* 64 (2012), pp. 507-554

**Distinctions:** National Science Foundation research grant for project "Identity, Networks and the Origins of Participatory Democracy in Argentina, Brazil, South Korea and Taiwan," 2011-12

---

**46. Ka Yee Lee, Professor**

**Year Appointed:** 1998

**Tenure Status:** Tenured

**Department(s):** Chemistry

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 5

**Education:** Ph.D., Applied physics, Harvard University, 1992

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** The elucidation of the interactions between specific proteins and lipids, and the ability to examine and manipulate biomembranes that mimic real life systems

**Select Courses:** Chemistry

**Recent Publications:**

- Ordered Nanoclusters in Lipid/Cholesterol Membranes. Maria K Ratajczak, Shelli L. Frey, Eva Y. Chi, Jaroslaw Majewski, Kristian Kjaer, and Ka Yee C. Lee, *Phys. Rev. Lett.*, in press (2009)
- "Stress and Fold Localization in Thin Elastic Membranes." Luka Pociavsek, Robert Dellsy, Andy Kern, Sebastian Johnson, Binhua Lin, Ka Yee C. Lee and Enrique Cerda, *Science* 320 (2008) 912-916.
- "Collapse Mechanisms of Langmuir Monolayers." Ka Yee C. Lee, *Annual Review of Physical Chemistry* 59 (2008) 771-791

**Distinctions:** David and Lucille Foundation Faculty fellow, 1999-2004; Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching, The University of Chicago, 2007

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**47. Yung-ti Li**, Associate Professor

**Year Appointed:** 2013

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 0

**Education:** Ph.D., Anthropology, Harvard University, 2003

**Language(s):** Chinese: Native

**Field Experience:** China, Taiwan

**Research/Teaching:** The archaeology of Bronze Age China; craft specialization and production, with a focus on bronze casting technology; the rise of social complexity, regional interaction, and state formation in ancient China

**Select Courses:** Inter-regional Interaction in Early Bronze Age China; Anyang: Archaeology and History of Research of the Last Shang Dynasty Capital; Craft Production in Early China

**Recent Publications:**

- Gems of YinXu: Catalogue of Selected Artifacts from Anyang in the Institute of History and Philology (In Chinese) (Taipei: Academia Sinica, 2009)

**Distinctions:** Henry Luce Foundation/American Council of Learned Societies Grant to Individuals in East and Southeast Asian Archeology and Early History, 2009

---

**48. Wenxiu Liu**, Deputy Director

**Year Appointed:** 2010

**Tenure Status:** N/A

**Department(s):** Confucius Institute

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Law & International Relations, Remin University of China, 2007

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** The European Union

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**49. Hoyt Long, Assistant Professor**

**Year Appointed:** 2011

**Tenure Status:** Tenure track

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 0

**Education:** Ph.D., Japanese Literature, University of Michigan, 2007

**Language(s):** Chinese: Intermediate; Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Modern Japan, with particular interests in regional literature, publishing history, media and communication, and environmental history

**Select Courses:** The Modern Japanese Novel; Media, History, East Asia; Network Analysis, Literary Criticism and the Digital Humanities

**Recent Publications:**

- "(Il)legibility and Handwriting in Meiji Letters: A Media History," forthcoming in *Positions: Asia Media Critique* (Fall 2014)
- "Network Analysis and the Sociology of Modernism," in *Boundary 2* (Summer, 2013). Co-authored with Richard Jean So
- *On Uneven Ground: Miyazawa Kenji and the Making of Place in Modern Japan* (Stanford: Stanford University Press, 2012)

**Distinctions:** Neubauer Family Collegium for Culture and Society grant to support two-year collaborative project on global literary networks, 2013-15

---

**50. Harumi Lory, Lecturer**

**Year Appointed:** 2008

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** B.A., History, Sophia University, Tokyo, 1979; Japanese Language Training Certificate, Asahi Cultural Center, Tokyo, 1981

**Language(s):** Chinese: Beginning; Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** The Japanese language

**Select Courses:** Elementary Modern Japanese; Intermediate Modern Japanese; Intermediate Japanese through Japanimation

**Recent Publications:**

- *New Express Japanese* (Tokyo, Hakuuisha, 2008) (co-author)
- *Intermediate Japanese for University Students: Teacher's Guide* (Tokyo, Taishukanshoten, 1996) (co-author).
- *Express Japanese* (Tokyo, Hakuuisha, 1987, 15th edition) (co-author)

**Distinctions:** First place, George Bernard Walsh Award from the Humanities Division of the University of Chicago, 2003, for *Kanji alive*

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**51. Misa Miyachi, Lecturer**

**Year Appointed:** 2003

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.S., Linguistics, Georgetown University, 1996

**Language(s):** Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** The Japanese language

**Select Courses:** Elementary Modern Japanese; Intermediate Modern Japanese; Intermediate Japanese through Japanimation

**Recent Publications:**

- "On the Temporal Interpretation of Japanese Temporal Clauses" (with Stefan Kaufmann), In Journal of East Asian Linguistics 20:33-76 (2011)

---

**52. Ivy Morgan, Research Project Assistant**

**Year Appointed:** 2008

**Tenure Status:** N/A

**Department(s):** Wuhan University Medical Education Reform Project

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** B.A., English Literature, Central University for Nationalities, Beijing

**Language(s):** Chinese: Native

**Field Experience:** China

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**53. Hiroyoshi Noto, Senior Lecturer**

**Year Appointed:** 1984

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Japanese Literature, Waseda University, Tokyo, 1979

**Language(s):** Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** The Japanese language; Japanese literature (Edo Period)

**Select Courses:** Pre-Modern Japanese/Kindai Bungo; 4th Year Modern Japanese

**Recent Publications:**

- Intermediate Japanese for University Students (Tokyo: Taishukanshoten, 1996)
- Intermediate Japanese for University Students: Teacher's Guide (Tokyo, Taishukanshoten, 1996) (co-author)

---

**54. Eizaburo Okuizumi (Deceased), Japanese Studies Librarian**

**Year Appointed:** 1989

**Tenure Status:** N/A

**Department(s):** The University of Chicago Library

**Percentage of time dedicated to East Asian Studies:** NA

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** MLS, Keio University, 1973

**Language(s):** Japanese: Native

**Field Experience:** Japan

**Recent Publications:**

- "Annotated Bibliography and Contents of Educational Journals in Occupied Japan, 1945-1949: a collection of the McKeldin Library, University of Maryland" in Research Bulletin of Educational History of the Postwar Japan (pt. 12, 2001)
- "Form and Substance: How Japanese and American academic librarians have shaped a relationship." (Co-authored: Theodore F. Welch) in the Role of American Libraries in International Programs, 1992.
- The History of Repaying Virtue Society, 1901-1935 (Tokyo: Bunsei Shoin, 2001)

**Distinctions:** The Toyota Foundation, grant for research relating to publications during the US occupation of Japan (1988); Northeast Asia Council, Association for Asian Studies, Research Travel Grant (1988); Campus Library Award for Meritorious Work Performance, University of Maryland (1982)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**55. Olufunmilayo Olopade**, Walter L. Palmer Distinguished Service Professor

**Year Appointed:**

**Tenure Status:** Tenured

**Department(s):** Human Genetics

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 7

**Education:** M.D., University of Ibadan

**Field Experience:** China

**Research/Teaching:** Treatment of breast cancer, especially in young or pregnant women; familial cancers; molecular genetics of cancer; cancer risk assessment and chemoprevention; breast cancer and minority populations and disparities in health outcomes.

**Recent Publications:**

- MicroRNA-30c inhibits human breast tumour chemotherapy resistance by regulating TWF1 and IL-11. Bockhorn J, Dalton R, Nwachukwu C, Huang S, Prat A, Yee K, Chang YF, Huo D, Wen Y, Swanson KE, Qiu T, Lu J, Park SY, Dolan ME, Perou CM, Olopade OI, Clarke MF, Greene GL, Liu H (2013)
- Hormone replacement therapy and breast cancer: heterogeneous risks by race, weight, and breast density. Hou N, Hong S, Wang W, Olopade OI, Dignam JJ, Huo D (2013 Sep) J Natl Cancer Inst. 2013 Sep 18;105(18):1365-72. doi: 10.1093/jnci/djt207. Epub 2013 Sep 3. 24003037.
- Fine mapping of breast cancer genome-wide association studies loci in women of African ancestry identifies novel susceptibility markers. Zheng Y, Ogundiran TO, Falusi AG, Nathanson KL, John EM, Hennis AJ, Ambs S, Domchek SM, Rebbeck TR, Simon MS, Nemesure B, Wu SY, Leske MC, Odetunde A, Niu Q, Zhang J, Afolabi C, Gamazon ER, Cox NJ, Olopade CO, Olopade OI, Huo D (2013 Jul) Carcinogenesis. 2013 Jul;34(7):1520-8. doi: 10.1093/carcin/bgt090. Epub 2013 Mar 8.

**Distinctions:** Komen Honoring the Promise Distinction Award, 2013, Fellow of the American Association for Cancer Research Academy, 2013,

---

**56. Robert Pape**, Professor of Political Science

**Year Appointed:** 1999

**Tenure Status:** Tenured

**Department(s):** Political Science

**Percentage of time dedicated to East Asian Studies:** 10%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 29

**Education:** Ph.D., Political Science, Chicago, 1988

**Field Experience:** China

**Research/Teaching:** International Relations Theory; National Security Affairs; Causes of Suicide Terrorism; Politics of Unipolarity

**Select Courses:** Strategy; Asian Security; Seminar on International Relations Theory

**Recent Publications:**

- "When Duty Calls: A Pragmatic Standard for Humanitarian Intervention," International Security 37, No. 1 (Summer 2012): 41-80
- Cutting the Fuse: The Explosion of Global Suicide Terrorism and How to Stop it (Chicago: University of Chicago Press, 2010)
- Dying to Win: The Strategic Logic of Suicide Terrorism (New York: Random House, 2005)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**57. Jee-Young Park, Korean Studies Librarian**

**Year Appointed:** 2011

**Tenure Status:** N/A

**Department(s):** The University of Chicago Library

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** MLIS, San Jose State University, 2006

**Language(s):** Japanese: Advanced; Korean: Native

**Field Experience:** Korea, China

**Recent Publications:**

- "Mansueto Library, innovative robotic book storage and its retrieval system." 2012 Overseas Koreanology Librarian Workshop. (Seoul: The National Library of Korea, 2012) pp. 223-233.
- "Korean Collection and Korean Studies Program at The University of Chicago." Ch'ulpan Journal, Ch'ulpan Journal Press, 2012. pp. 56-63.
- "Working in the academic libraries in the U.S.", The First Kyungganggak Workshop for Korean Studies Librarians from Overseas (Seoul: Korea Kyongin Press, 2009) pp. 253-278.

---

**58. Kenneth Pomeranz, University Professor**

**Year Appointed:** 2012

**Tenure Status:** Tenured

**Department(s):** Department of History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 11

**Education:** Ph.D., History, Yale University, 1988

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Reciprocal influences of state, society and economy in late Imperial and twentieth-century China; the origins of a world economy as the outcome of mutual influences among various regions; comparative studies of labor, family organization, and economic change in Europe and East Asia

**Select Courses:** Family, State and Community in China, 1750-Present; Chinese Social History: 18th-21st Century

**Recent Publications:**

- Co-editor (with Laura J. Mitchell and James B. Given), *Worlds Together, Worlds Apart: A Companion Reader*. (New York: W.W. Norton, 2011)
- "Three Old Boxes: Lessons From Research Gone (Partly) Awry," *AHA Perspectives*, 51:5 (May, 2013).
- "Getting Right With Mr. Epstein," *AHA Perspectives*, 51:4 (April, 2013)

**Distinctions:** President, American Historical Association, 2013 (one year term, preceded by one year as President-elect and followed by one year as immediate past President); Board of Directors, National History Center, 2012 – present; International Advisory Committee, *revue d'histoire moderne & contemporaine*, 2012 – present; Editorial board, *Journal of Economic History* 2010-present; Application review, Institute for Advanced Studies, 2013-present; Application Review, John Simon Guggenheim Fellowships, 2010-present; Founding Co-Editor, University of California Press *World History Series*, 1999-present

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**59. Johanna Ransmeier**, Assistant Professor

**Year Appointed:** 2013

**Tenure Status:** Tenure track

**Department(s):** History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., History, Yale University, 2008

**Language(s):** Chinese: Fluent; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Local practices revealed in police and judicial records and the intersection of law and family life in modern China

**Select Courses:** 20th-Century China through Great Trials; Republican China

**Recent Publications:**

- "Body Price: Ambiguities in the sale of women at the end of the Qing Dynasty" in *Sexuality and Slavery: The Carnal Dynamics of Enslavement* edited by Elizabeth Elbourne and Gwyn Campbell (Athens, Ohio University Press, 2013)
- "'Slavery as Practiced by the Chinese': Observations of Western Missionaries, 1849-1946" in *Culture, Law, and Order in China*. (Macau: Ricci Institute, 2007) pp. 277-292.
- "Milk Mother or Breast Whore? Conflicts over the Inclusion of Wet-nurses in Republican Beijing Households" Revising in response to suggestions from reviewers for the *Journal of Social History*

**Distinctions:** FQRSC-ANR Collaborative Grant between McGill and Paris-based researchers exploring issues of comparative slavery and debt bondage 2012-2015; SSRHC Arts Faculty Research Grant 2012-2013; FQRSC Établissement de nouveaux professeurs-chercheurs 2011-2013; ACLS-Mellon Early Career Fellowship for Recent Doctorates 2009-2010

---

**60. Haun Saussy**, University Professor

**Year Appointed:** 2011

**Tenure Status:** Tenured

**Department(s):** Comparative Literature, Committee on Social Thought, East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 9

**Education:** Ph.D. , Comparative Literature, Yale University, 1990

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Poetry and poetics; the interpretation of the Chinese Classics, especially less-well-known schools of thought; Honglou meng; bohemian and renegade figures from the late imperial period; comparative and methodological questions

**Select Courses:** Zhaungzi: Lit, Phil or something Else

**Recent Publications:**

- *The Problem of a Chinese Aesthetic*. Stanford, California: Stanford University Press, 1993. Chinese translation with added chapters: *Zhon'uo meixue wenti*, tr. Bian Dongbo. Nanjing: Jiangsu renmin chubanshe, 2010
- "The Seven Layered Shell," in *Wu Jian'an, Seven Layered Shell* Beijing and New York: Chambers Fine Art, 2012.
- "Scrolling the River." Volume 4 of *Bingyi zuopin*, ed. Wei Xing. Beijing: Tang Contemporary Art, 2008

**Distinctions:** 2009 Member, American Academy of Arts and Sciences

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**61. Paul Sereno, Professor**

**Year Appointed:** 1987

**Tenure Status:** Tenured

**Department(s):** Department of Organismal Biology & Anatomy, Committee on Evolutionary Biology

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 15

**Education:** Ph.D. Geological Sciences, Columbia University, 1987

**Field Experience:** China, Mongolia

**Research/Teaching:** Paleontological fieldwork in China

**Select Courses:** Micro- & Macroevolution; Reconstructing the Past; Topics in Systematics & Biogeography; Paleobiogeography; Vertebrate Paleontology

**Recent Publications:**

- Sereno, P. C., X. Zhao, and L. Tan. "A New Psittacosaur from Inner Mongolia and the Parrot-like Structure and Function of the Psittacosaur Skull." *Proceedings of the Royal Society of London, Biological Sciences* 277:199-209.
- "Comparative Cladistics," *Cladistics* 25:1-34.
- Sereno, P. C. (editor). Basal Sauropodomorphs and the Vertebrate Fossil Record of the Ischigualasto Formation (Late Triassic: Carnian-Norian) of Argentina. *Journal of Vertebrate Paleontology, Memoir* 12 32:1-181

**Distinctions:** 1997-2012, Co-founder & President, Project Exploration, a nonprofit science education organization encouraging science and science career pathways for girls and urban youth; Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (Project Exploration), 2011; Explorer-in-Residence, National Geographic Society, 2000-present

---

**62. Edward Shaughnessy, Lorraine J. and Herrlee G. Creel Distinguished Service Professor**

**Year Appointed:** 1984

**Tenure Status:** Tenured

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., Asian Languages, Stanford University, 1983

**Language(s):** Chinese: Fluent; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Cultural and literary history of the Zhou period particularly archaeologically recovered textual materials including oracle-bone and bronze inscriptions; literary tradition of the Zhou period especially Zhou Yi, Shang shu and Shi jing

**Select Courses:** Western Zhou Bronze Inscriptions; The Shi Jing: Classic of Poetry; The Chinese Classics

**Recent Publications:**

- Unearthing the "Changes": Recently Discovered Manuscripts of and Relating to the Yi Jing (New York: Columbia University Press, 2014)
- "A Special Use of the Character 'Xiang', 'Township' in Oracle-Bone Inscriptions and Its Significance for the Meaning of Early Chinese Divination: With Comments on the First Line of the Yi Jing." In Institute of Chinese Studies Visiting Professor Lecture Series (III). *Journal of Chinese Studies Special Issue*. Hong Kong, 2013. Pp. 163-77.
- Arousals and Images: Essays on Ancient Chinese Cultural History (In Chinese) (Shanghai: Shanghai Guji shubanshe, 2012)

**Distinctions:** 2013, College de France Visiting Professor; 2013, Institute of Chinese Studies, Chinese University of Hong Kong Distinguished Visiting Professor; 2008, École Pratique des Hautes Études, Paris Visiting Professor; 2007-08, National Endowment for the Humanities Research Award

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**63. Renslow Sherer, Professor**

**Year Appointed:** 2003

**Tenure Status:** Tenured

**Department(s):** Pritzker School of Medicine

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 7

**Education:** M.D., Rush University, 1977

**Language(s):** Chinese: Beginning

**Field Experience:** China

**Research/Teaching:** HIV prevention and care; HIV infection in adults and adolescents; health policy. AIDS in China

**Recent Publications:**

- Sherer R, Agins B, and Teter C. "Post-Exposure Prophylaxis," in A Guide to the Primary Care of People with HIV/AIDS, Ed. Bartlett J, Cheever L, Johnson M, and Pauw D, Health Resources and Services Administration, 2004 Edition. CD-ROM available at [www.hab.hrsa.gov](http://www.hab.hrsa.gov).
- "Adherence, Toxicity, and New Options in Protease Inhibitor Therapy." JAIDS, Vol 35 (Suppl 1), April 15 2004

**Distinctions:** Chime Bell Award from Hubei Province, 2011; Albert Ebert award presented by the National Pharmacist Honor Society

---

**64. Bernard Silberman, Professor**

**Year Appointed:** 1975

**Tenure Status:** Tenured

**Department(s):** Political Science

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 8

**Education:** Ph.D., Political Science, University of Michigan, 1956

**Language(s):** Japanese: Fluent

**Field Experience:** Japan

**Research/Teaching:** Japanese Politics, especially bureaucracies and Organizational Politics

**Select Courses:** Japanese Politics; Attentat! Modern Theories of Political Violence

**Recent Publications:**

- Cages of Reason: The rise of the Rational State in France, Japan, the United States and Great Britain (Chicago: University of Chicago Press, 1993)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**65. Laura Skosey, Lecturer**

**Year Appointed:** 1999

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations, Law School

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., East Asian Languages and Civilizations, University of Chicago, 1996

**Language(s):** Chinese: Fluent

**Field Experience:** China, Taiwan

**Research/Teaching:** Early Chinese legal history and culture; classical Chinese; early Chinese culture history

**Select Courses:** Elementary Literary Chinese

**Recent Publications:**

- "Shang Law," The Oxford Encyclopedia of Legal History, Oxford University Press. Forthcoming.
- "Western Zhou Law," The Oxford Encyclopedia of Legal History, Oxford University Press. Forthcoming
- "Law in Springs and Autumns Period China," The Oxford Encyclopedia of Legal History, Oxford University Press. Forthcoming

---

**66. Richard Jean So, Assistant Professor**

**Year Appointed:** 2010

**Tenure Status:** Tenure track

**Department(s):** English Language and Literature

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 13

**Education:** Ph.D., English & Comparative Literature, Columbia University, 2009

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Modern American literature in a transnational context

**Select Courses:** America's Asia; Transnational American Literature

**Recent Publications:**

- Republic of Mind: The Rise and Fall of a U.S.-China Literary and Communications Network, 1929-1955. In Progress.
- 2013 "Literary Information Warfare: Eileen Chang and Cold War Media Aesthetics." American Literature. Special issue on "New Media." Forthcoming 2013
- 2010 "Fictions of Natural Democracy: Pearl Buck, The Good Earth, and the Asian American Subject." Representations, Fall 2010, Volume 112, pp. 87-111

**Distinctions:** Neubauer Collegium grant for "Global Literary Networks", University of Chicago, 2013-16; Faculty Fellowship American Council of Learned Societies, 2012

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**67. Zheng Michael Song**, Associate Professor

**Year Appointed:** 2011

**Tenure Status:** Tenured

**Department(s):** Booth School of Business

**Percentage of time dedicated to East Asian Studies:** 75%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 6

**Education:** Ph.D., Economics, Stockholm University, 2005

**Language:** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Chinese economy; macroeconomics; political economy

**Select Courses:** Chinese Economy

**Recent Publications:**

- "Growing like China" (with Kjetil Storesletten and Fabrizio Zilibotti), in *American Economic Review*, 2011 101(1), pp. 196-233
- "The Dynamics of Inequality and Social Security in General Equilibrium," in *Review of Economic Dynamics*, 2011, 14(4), pp. 613-35
- "Persistent Ideology and the Determination of Public Policies over Time," in *International Economic Review*, 2012, 53(1), pp. 175-202

**Distinctions:** Sun Yefang Prize in Economics (China's highest award for economists), 2013; Business and Public Policy Faculty Scholar, Booth School of Business, 2013; Initiative on Global Markets Research Grant, 2012

---

**68. Josef Stern**, William H. Colvin Professor

**Year Appointed:** 1981

**Tenure Status:** Tenured

**Department(s):** Philosophy, Divinity School, Chicago Center for Jewish Studies

**Percentage of time dedicated to East Asian Studies:** 5%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 12

**Education:** Ph.D., Philosophy, Columbia University, 1979

**Field Experience:** China

**Research/Teaching:** Philosophy of Language, Jewish Medieval Philosophy

**Select Courses:** Philosophy of Language: Quotations, Pictures Words; Maimonides and Hume on Religion

**Recent Publications:**

- *The Matter and Form of Maimonides' Guide* (Cambridge, MA, Harvard University Press, 2013).
- "Metaphor and Minimalism," *Philosophical Studies* (February 2011)
- "Maimonides on War and their Justification," *Journal of Military Ethics* 11:3 (2012): 245-263

**Distinctions:** President (honorary), Association for the Philosophy of Judaism (2013-2014); Fellow, American Council of Learned Societies (2007-08)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**69. Nobuko Toyosawa, Visiting Scholar**

**Year Appointed:** 2013

**Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D. East Asian Languages and Cultures, University of Illinois, Urbana-Champaign, 2008

**Language(s):** Chinese: Advanced; Japanese: Native

**Field Experience:** Japan

**Research/Teaching:** The geographic imagination of the modern nation, the history of proto-national and national identity from the 17th through the 20th centuries, and the relationship between nationalism and aesthetics

**Select Courses:** Undergraduate: Introduction to Asian American Literature; American Novel Between the Wars, 1919-1945; Reading Cultures

**Recent Publications:**

- "An Imperial Visions: Nihon fukeiron (On the Landscape of Japan, 1894) and Naturalized Nature," *Studies on Asia* (Special Issue for March 2013).
- "Mobilizing Spatial Imaginations: Kaibara Ekiken Narrates the History of Early Modern Japan," Colin Divall, ed., *Cultrual Histories of Sociability, Spaces, and Mobility* (Studies for the International Society for Cultural History, Pickering and Chatto Press). Forthcoming
- Philip J. Ethington and Nobuko Toyosawa, "Inscribing the Past: Depth as Narrative in Historical Spacetime." In David Bodenhamer and John Corrigan, eds., *Deep Maps and Spatial Narratives* (Indiana University Press). Forthcoming

---

**70. Ruey Tsay, Professor**

**Year Appointed:** 1987

**Tenure Status:** Tenured

**Department(s):** Booth School of Business

**Percentage of time dedicated to East Asian Studies:** 50%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 2

**Education:** Ph.D., Statistics, University of Wisconsin-Madison, 1982

**Language(s):** Chinese: Native

**Field Experience:** Taiwan

**Research/Teaching:** Econometric modeling, Extreme value theory, Financial econometrics, High-frequency data analysis, Linear and nonlinear time series models, Markov chain Monte Carlo methods, Risk management, and Forecasting

**Select Courses:** Analysis of Financial Time Series; Multivariate Time Series Analysis

**Recent Publications:**

- *Multivariate Time Series Analysis with R and Financial Applications* (New York: John Wiley & Sons, 2014)
- *An Introduction to Analysis of Financial Data with R* (New York: John Wiley & Sons, 2013. Chinese translation (simplified) published in 2013)
- *Analysis of Financial Time Series, 2nd Edition*, New York: John Wiley & Sons, 2005. Chinese translation (simplified) published in 2010

**Distinctions:** Distinguished Achievement Award, International Chinese Statistical Association, August, 2011; Elected Member, International Statistical Institute, 2011; Honorary Chair Professor, Department of International Business, National Taiwan University, 2008

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**71. Grace Tsiang, Senior Lecturer**

**Year Appointed:** 1993

**Tenure Status:** N/A

**Department(s):** Economics

**Percentage of time dedicated to East Asian Studies:** 25%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Economics, University of Chicago, 1991

**Language(s):** Chinese: Native

**Field Experience:** China, Taiwan

**Research/Teaching:** Labor economics; economics of developing countries; human capital and spatial wage distributions

**Select Courses:** Elements of Economic Analysis

**Recent Publications:**

- "Spillovers from Local Market Human Capital and the Spatial Distribution of Productivity in Malaysia." Timothy G. Conley, Fredrick Flyer and Grace Tsiang; *Advances in Economic Analysis and Policy*, 2003, 3(1), pp. 1-45.  
<http://www.bepress.com/bejeap/advances/vol3/iss1/art5>.
- "Human Capital Creation and Utilization in Taiwan," Grace Tsiang, in E. Thorbecke and H. Wan, Jr.: *Taiwan's Development Experience: Lessons on Roles of Government and Market*. Boston; Dordrecht and London: Kluwer Academic, 1999, pp. 249-67

---

**72. Katherine Tsiang, Associate Director**

**Year Appointed:** 1996

**Tenure Status:** N/A

**Department(s):** Art History

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Art History, University of Chicago, 1996

**Language(s):** Chinese: Fluent; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Fields of Chinese Buddhist art, Chinese ceramics and material culture, and cultural interactions and political rhetoric in the production of art in medieval China

**Recent Publications:**

- "Recontextualizing an Extraordinary Sixth-Century Chinese Bodhisattva," in Katherine R. Tsiang and Martin J. Powers ed., *Looking at Asian Art* (Chicago: Center for the Art of East Asia, University of Chicago, and Art Media Resources, 2012)
- *Looking at Asian Art* (Chicago: Center for the Art of East Asia, University of Chicago and Art Media Resources, 2012) [co-edited with Martin J. Powers]
- *Echoes of the Past: The Buddhist Cave Temples of Xiangtangshan* (Chicago: David and Alfred Smart Museum of Art, and Washington DC: Freer Gallery of Art and Arthur M. Sackler Gallery, 2010 [Exhibition catalog with contributions by Richard Born, Jinhua Chen, Albert Dien, Lec Maj, Jason Salavon, Nancy Steinhardt, Yiyong Wang, and J. Keith Wilson])

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**73. Youqin Wang, Senior Lecturer**

**Year Appointed:** 1999

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Chinese Literature, Chinese Academy of Social Sciences, Beijing, 1988

**Language(s):** Chinese: Native; Japanese: Beginning

**Field Experience:** China

**Research/Teaching:** Teaching Intermediate and Advanced Chinese Language; using computer technology for language learning; cultural comparison and the history of the Chinese Cultural Revolution

**Select Courses:** 4th Year Modern Chinese; 5th Year Modern Chinese

**Recent Publications:**

- "Finding a Place for the Victims: The Problem in Writing the History of the Cultural Revolution" translated into Chinese, *Leaders*, pp. 118-126, Hong Kong & Beijing, No.44, February 2012.
- "Struggle Sessions during the Cultural Revolution 2-1," *Leaders*, pp. 118-126, Hong Kong & Beijing, No. 53, November 2013
- *Victims of the Cultural Revolution -- An Investigative Account of Persecution, Imprisonment and Murder.* (Hong Kong: Kaifang Press, 2004)

---

**74. Hung Wu, Harrie A. Vanderstappen Distinguished Service Professor**

**Year Appointed:** 1994

**Tenure Status:** Tenured

**Department(s):** Art History, East Asian Languages and Civilizations, The college; Consulting Curator, Smart Museum of Art

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 14

**Education:** Ph.D., Art History and Anthropology, Harvard University, 1987

**Language(s):** Chinese: Native; Japanese: Intermediate

**Field Experience:** China

**Research/Teaching:** Early Chinese art and relationships between visual forms; ritual, social memory, and political discourses

**Select Courses:** Research on Dunhuang Caves; Art of the East: China; Feminine Space in Chinese Art

**Recent Publications:**

- Co-author (with Li Qingquan), *Two Liso tombs at Baoshan: Evidence and interpretation* (in Chinese) (Shanghai: Shanghai shuhua chubanshe, 2013).
- "Two Royal Tombs from the Early Liao: Architecture, Pictorial Program, authorship, Subjectivity," in Wu Hung, ed., *Tenth--Century China and Beyond* (Chicago: Center for the Art of East Asia, 2013), pp. 100-25
- Editor, *Knowledge Production in Contemporary Art: 2011 Bali Conversations* (Guangzhou: Lingnan meishu chubanshe, 2012), in English and Chinese

**Distinctions:** 2012, Elected member, the American Philosophical Society; 2012, ACLS/SSRC/NEH International & Area Studies Fellowship; 2011, *Art of the Yellow Springs* won the National Cultural Heritage Award as one of the ten best books on art and archaeology; 2007, Elected member, American Academy of Art and Science; 2007, *Chinese Sculpture* won 2007 Outstanding Book Award, Association of American University Presses (AAUP); 1990, *The Wu Liang Shrine: The Ideology of Early Chinese Pictorial Art* wins the Joseph Levenson Prize for the best book in Chinese studies (traditional), Association for Asian Studies

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**75. Jiaxun Benjamin Wu**, Chinese Studies Librarian

**Year Appointed:** 2011

**Tenure Status:** N/A

**Department(s):** The University of Chicago Library

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** MLS, Library & Information Science/ Academic Library, San Jose State University, 2007

**Language(s):** Chinese: Native

**Field Experience:** China

---

**76. Ming Xiang**, Assistant Professor

**Year Appointed:** 2010

**Tenure Status:** Tenure track

**Department(s):** Linguistics

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., Linguistics, Michigan State University, 2005

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Experimental syntax, experimental semantics and pragmatics, and psycholinguistics. Utilizing methodologies such as self-paced reading, eyetracking and ERP (Event-related-potential) recordings, and web-based studies

**Select Courses:** Experimental Methods

**Recent Publications:**

- Xiang, Julian Grove and Anastasia Giannakidou, "Dependency dependent interference: NPI interference, agreement attraction, and global pragmatic inferences." *Front. Psychol.* 4:708.doi: 10.3389/fpsyg.2013.00708. (2013)
- SanPietro, Ming Xiang & Jason Merchant, "Accounting for voice mismatch in ellipsis." In Nathan Arnett, and Ryan Bennett (eds) *Proceedings of the 30th West Coast Conference on Formal Linguistics*, 32-42. Somerville, Mass.: Cascadilla Press, 2012
- Xiang, Ming; Boris Harizanov, Maria Polinsky and Ekaterina Kravtchenko, "Processing morphological ambiguity: An experimental investigation of Russian numerical phrases." *Lingua*, 121, 3, (2011), pp. 548-560

**Distinctions:** National Science Foundation grant "Meaning in Context"; Editorial Board, *Lingua*, 2013-present

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**77. Kazuo Yamaguchi**, Ralph Lewis Professor

**Year Appointed:** 1991

**Tenure Status:** Tenured

**Department(s):** Sociology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 7

**Education:** Ph.D., Sociology, University of Chicago, 1979

**Language(s):** Japanese: Native; Korean: Beginning

**Field Experience:** Japan

**Research/Teaching:** Statistical models for social data and mathematical models for social phenomena, life course, rational choice, exchange networks, stratification and mobility, demography of family and employment, process of drug use progression, and Japanese society

**Select Courses:** Event History Analysis; Japanese Society: Functional/Cultural Explanations

**Recent Publications:**

- "Mathematical Sociology and Empirical Social Research." In *Sociological Theory and Methods* 20 (2005) pp. 137-156
- "The declining fertility rate at the below-replacement level: determinants and countermeasures - the roles of husbands, workplaces, the government, and society," *Japanese Journal of Household Economics*, 2005
- "Accelerated Failure-Time Mover-Stayer Regression Models for the Analysis of Last-Episode Date," *Sociological Methodology*, 2003

**Distinctions:** Abe Fellowship, SSRC, 2001-2002; John Simon Guggenheim Memorial Foundation Fellowship, 2001 recipient

---

**78. Dali Yang**, Professor

**Year Appointed:** 2004

**Tenure Status:**

**Department(s):** Department of Political Science

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 15

**Education:** Ph.D., Politics, Princeton University

**Language(s):** Chinese: Native

**Field Experience:** China

**Select Courses:** Risk and governance in China; rethinking the reach of the Chinese state; development of a major dataset leading to significant new analyses on China's environmental performance and enforcement; intergovernmental relations and stability maintenance in rural China

**Recent Publications:**

- Dali Yang, Huayu Xu, Ran Tao, "A Tragedy of the Nomenklatura? Career Incentives, Political Loyalty, and Political Radicalism during China's Great Leap Forward." *Journal of Contemporary China*, in press, forthcoming in 2014.
- Dali Yang and Litao Zhao, eds., *China's Reforms at 30: Challenges and Prospects* (Hackensack, N.J., London and Singapore: World Scientific, 2009)
- *Remaking the Chinese Leviathan: Market Transition and the Politics of Governance in China* (Stanford: Stanford University Press, 2004)

**Distinctions:** Distinguished expert, Center for China & Globalization, China, 2013-present; Principal Investigator, grant for the Project "Academic Connections for the Next Generation of China Scholars," the Ford Foundation, 2012-2015; Principal Investigator, grant for the establishment of an American Cultural Center between the University of Chicago and Shandong University, 2011-2013; Principal Investigator, Ford Foundation grant to support a collaborative symposium between the General Social Survey (GSS-NORC) and the Chinese GSS, 2011; Distinguished Fellow, Research Center on Western Development, Chinese Academy of Social Sciences; Consultant, Project on Public Services in China, The World Bank, 2006

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**79. Jun Yang, Senior Lecturer**

**Year Appointed:** 2002

**Tenure Status:** N/A

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Second Language Acquisition and Teaching, University of Arizona, 2002

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Chinese linguistics; second language acquisition; discourse analysis; Chinese language pedagogy; foreign language evaluation

**Select Courses:** Modern Chinese of all levels; Reading Chinese Newspapers; First year Chinese for bilingual speakers; Independent study for upper-level undergraduate students

---

**80. Alice Yao, Assistant Professor**

**Year Appointed:** 2012

**Tenure Status:** Tenure track

**Department(s):** Department of Anthropology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 3

**Education:** Ph.D., Anthropology, University of Michigan, 2008

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** Archaeology of southwestern China and highland Southeast Asia; Temporality; Microhistory; History of science and technology; Imperialism and coloniality; Writing and literacy; Politics of indigeneity; Tropicality; and Quantitative methods

**Select Courses:** Archaeological Data Sets; Death, the Body, and the Ends of Life; East Asia before Confucius; Self, Culture and Society II; Style

**Recent Publications:**

- Yao, A. Investigations into the elemental composition of Iron Age and Contact period earthenware vessels from the Guthe Philippine Collection using Neutron Activation Analysis. *Asian Perspectives* 52(1): 12-27. 2014.
- Yao, A. and Jiang Zhilong. Discovering the elusive Bronze Age settlements of the 'Dian' kingdom, China. *Antiquity* 86: 353-363, 2012.
- Yao, A. Sarmatian Mirrors and Han Ingots (100 bc - ad 100): How the Foreign became Local and Vice Versa. *Cambridge Archaeological Journal* 2: 57-70, 2012.

**Distinctions:** Senior Research Grant, National Science Foundation, 2014-present; Standard Research Grant, Social Science Humanities Research Council (Canada), 2010-2012; High Risk Research in Anthropology Grant, National Science Foundation (USA), 2008-2009; Luce Postdoctoral Fellowship for East and Southeast Asian Archaeology, 2008-2009

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**81. Hehui Yin, Visiting Lecturer**

**Year Appointed:** 2010

**Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations, Confucius Institute

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Art, Peking University, 2007

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Chinese semantics and grammar, Chinese pedagogy

**Select Courses:** Intermediate Modern Chinese; 4th Year Modern Chinese

---

**82. Fenghua You, Visiting Lecturer**

**Year Appointed:** 2012

**Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** M.A., Teaching Chinese as a Foreign Language, Beijing Language and Culture University, 1998

**Language(s):** Chinese: Native

**Field Experience:** China

**Select Courses:** Advanced Modern Chinese; Accelerated Chinese for Bilingual Speakers

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**83. Kun Yu, Lecturer**

**Year Appointed:** 2011

**Tenure Status:** Visiting

**Department(s):** East Asian Languages and Civilizations

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** MA, Chinese Linguistics and Literature, Northeast Normal University, 2002

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Modern and contemporary Chinese literature

**Select Courses:** Elementary Modern Chinese

---

**84. Alan Yu, Associate Professor**

**Year Appointed:** 2004

**Tenure Status:** Tenured

**Department(s):** Linguistics

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 5

**Education:** Ph.D., Linguistics, University of California, Berkeley, 2003

**Language(s):** Chinese: Fluent

**Field Experience:** China

**Research/Teaching:** The so-called actuation problem: what causes the inception of language change, if the linguistic conditions favoring particular changes are always present?

**Select Courses:** Sociophonetics; Linguistics Proseminar

**Recent Publications:**

- A natural history of infixation (Oxford: The Oxford University Press, 2007)
- Alan C. L. Yu, Carissa Abrego-Collier, and Morgan Sonderegger, "Phonetic imitation from an individual-difference perspective: Subjective attitude, personality, and 'autistic' traits." PLOS ONE 8(9): e74746. doi:10.1371/journal.pone.0074746 (2013)
- Fang Liu, Yi Xu, Santitham Pom-on, and Alan C. L. Yu., "Morpheme-like prosodic functions: Evidence from acoustic analysis and computational modeling," Journal of Speech Sciences 3 (2013), pp. 85-140

**Distinctions:** 2007-2008, Franke Institute of the Humanities Residential Faculty Fellowship, University of Chicago

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**85. Chun-Su Yuan**, Cyrus Tang Professor; Director Tang Center for Herbal Medicine Research  
**Year Appointed:** 1996 **Tenure Status:** Tenured  
**Department(s):** Biology: Anesthesia and Critical Care  
**Percentage of time dedicated to East Asian Studies:** 25%  
**Number of Dissertations/Theses Supervised in Past 5 Years:** 3  
**Education:** Ph.D., Physiology, University of Arizona, 1986  
**Language(s):** Chinese: Native  
**Field Experience:** China  
**Research/Teaching:** Traditional Chinese herbal medicine  
**Recent Publications:**

- B. Xu and C. S. Yuan, *Clinical Handbook of Chinese Medicine* (Hackensack, NJ, World Scientific, 2014)
- C. S. Yuan, E. J. Bieber and B. A. Bauer, eds., *Traditional Chinese Medicine* (New York: Informa Healthcare, 2011)

**Distinctions:** Editor-in-chief, *American Journal of Chinese Medicine*

---

**86. Judith Zeitlin**, William R. Kenan, Jr. Professor  
**Year Appointed:** 1994 **Tenure Status:** Tenured  
**Department(s):** East Asian Languages and Civilizations  
**Percentage of time dedicated to East Asian Studies:** 100%  
**Number of Dissertations/Theses Supervised in Past 5 Years:** 8  
**Education:** Ph.D., East Asian Languages and Civilizations, Harvard University, 1988  
**Language(s):** Chinese: Fluent; Japanese: Intermediate  
**Field Experience:** China  
**Research/Teaching:** Ming-Qing literary and cultural history, with specialties in the classical tale and drama  
**Select Courses:** Visual Culture of Opera in Late Imperial China; Martial Arts Tradition in Chinese Cinema  
**Recent Publications:**

- *Performing Images: Opera in Chinese Visual Culture* (Exhibition catalog co edited with Yuhang Li)
- *The Phantom Heroine: Ghosts and Gender in Seventeenth-Century Chinese Literature* (University of Hawaii Press, 2007)
- *Chinese Opera Film* (Co-edited with Paola Iovene). Special double issue of *Th*, vol 26, nos. 3-4 (Spring-Summer, 2010) *Opera Quarterly*

**Distinctions:** Simon R. Gugenheim Foundation fellowship, 2011-12, deferred to 2013; American Council of Learned Societies fellowship, 2011-12, deferred until 2013

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**87. Dingxin Zhao**, Professor

**Year Appointed:** 1996

**Tenure Status:** Tenured

**Department(s):** Department of Sociology

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 11

**Education:** Ph.D., Sociology, McGill University, 1995; Ph.D., Entomology, McGill University, 1990

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** Social movements, nationalism, comparative historical sociology, social change, economic development; Methods and Models; Sociology of Transnational Processes; Prodocracy Movement in China; Student nationalism; US-China relations

**Select Courses:** Sociology of China; Revolutions and Rebellions in Twentieth- Century China; War and State Formation in Early China

**Recent Publications:**

- Zhao, Dingxin. 2013. *The Rise of the Confucian-Legalist State and Its Historical Legacies*. New York: Oxford University Press (Contracted).
- Zhao, Dingxin. 2012. *The Limit of Democracy*. (In Chinese) Beijing: Caixin Publishing House
- 2012. "On the Controversies surrounding Mr. Han Han", 21ccom.net, February 25, see [http://www.21ccom.net/articles/dlpl/szpl/2012/0225/article\\_54396.html](http://www.21ccom.net/articles/dlpl/szpl/2012/0225/article_54396.html) (This article has been circulated by hundreds of Internet Company media outlets, blogs and micro-blogs and read by millions of Chinese.)

**Distinctions:** 2009-2010, Fellowship from the Center for Advanced Studies at Stanford; 2006-2007, Fellowship from Chiang Ching-Kuo Foundation for International Scholarly Exchange; 2003, The Starr Collaborative Research Grant from the International Research & Exchanges Board

---

**88. Yuan Zhou**, Curator, East Asian Collection

**Year Appointed:** 1998

**Tenure Status:** N/A

**Department(s):** The University of Chicago Library

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A

**Education:** Ph.D., Library & Information Science, University of Illinois, Urbana-Champaign, 1994

**Language(s):** Chinese: Native

**Field Experience:** China

**Research/Teaching:** China's Cultural Revolution

**Recent Publications:**

- *The Chinese Great Leap Forward and Great Famine Database 1958- 1962* (in Chinese), Co-editor and Co- compiler (Cambridge, MA: The Fairbank Center for China Studies, Harvard University and Hong Kong: The Universities Service Center for China Studies, the Chinese University of Hong Kong Press, 2013).
- "Berthold Laufer, the Newberry Library, and the University of Chicago's East Asian Library," Chapter 11 in *Oriental Learning: East Asian Libraries in North America, 1868- 2008*. Beijing, China Higher Education Press, 2012. pp. 171-188. (In Chinese, translated from English)
- "Tongli Yuan and the ALA's 'Books for China' Programs during the World War II," in *Yuan Tongli Jinian Wenji* (Yuan Tongli Festschrift). Beijing: the National Library of China Press, 2012; pp. 201-212. (In Chinese)

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**89. Brook Ziporyn, Professor**

**Year Appointed:** 2012

**Tenure Status:** Tenured

**Department(s):** Divinity School

**Percentage of time dedicated to East Asian Studies:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 4

**Education:** Ph.D., Chinese/Philosophy, University of Michigan, 1996

**Language(s):** Chinese: Fluent; Japanese: Intermediate; Korean: Beginning

**Field Experience:** China

**Research/Teaching:** Ancient and medieval Chinese religion and philosophy

**Select Courses:** Readings in Chinese Buddhism; Readings in Tiantai: Zhanran's "Diamond Scalpel" and the Buddha-Nature of Insentient Beings; Readings in Daoist Texts; Readings in Daoism: Zhuangzi and Zhuangzi Commentary; Pantheism and Atheism in Philosophy: Spinoza, Schelling, Hegel, Schopenhauer; Readings in Tiantai: Zhanran's "Diamond Scalpel" and the Buddha-Nature of Insentient Beings; Readings in Daoist Texts; Readings in Daoist Texts

**Recent Publications:**

- Beyond Oneness and Difference: Li and Coherence in Chinese Buddhist thought and its Antecedents. (Albany: State University of New York Press, 2013).
- "The Use of the Li Hexagram in Chan Buddhism and its Third worldly Implications," in Shengyanyanjiu, Volume 3, May 2012, pp. 83-124
- "On Sort of Knowing: The Daoist Unhewn," Common Knowledge: A Symposium on the Cobsequence of Blur, Part 4: Volume 19, Issue 1, Winter 2013

**F. Appendix 3: Performance Measure Forms**

**Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures**

Goal 1: Increase the number of students graduating from UC with Intermediate and advanced coursework in East Asia									
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the number of students completing advanced (3rd year and above) Chinese, Japanese, and Korean language classes	<p><i>Activity 1.A.1.</i>            Offer FLAS-eligible summer courses in 2nd year (intermediate) Chinese, Japanese, and Korean</p> <p><i>Activity 1.A.2.</i> Offer advanced levels of language classes in Chinese, Japanese, and Korean</p>								
B) Increase the number of new students who enroll in intermediate & advanced EA courses	<p><i>Activity 1.B.1.</i>            Create new cross-listed language and area studies courses with a focus on interdisciplinary EA media</p> <p><i>Activity 1.B.2</i>            Attract and retain student enrollment by strengthening EA media resources &amp; opportunities</p>								

**Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures**

Goal 2: Increase the number of East Asia teachers and graduate students trained or certified in language pedagogy									
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase opportunities for EA language pedagogy training and certification for UC graduate students	<p><i>Activity 2.A.1.</i> Develop 2 new courses per year in EA language pedagogy (over 4 Project Years)</p> <p><i>Activity 2.A.2.</i> Develop and offer pedagogy certification to EA graduate students (with CLC, CTE)</p>								
B) Increase number of Chinese, Japanese, and Korean language instructors with ACTFL Training or certification	<p><i>Activity 2.B.1.</i> Partner with CLC to offer an annual ACTFL training workshop starting in Sept. 2015</p> <p><i>Activity 2.B.2</i> Provide financial support to teachers of CJ K languages who want to attend training workshops</p>								

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**G. Appendix 4: Budget**

Federal Funds for National Resource Center Budget, 2014-2017										
<i>(AP)=Absolute Priority; (CP-1)=Competitive Priority 1; (CP-2)=Competitive Priority 2</i>										
Category and Explanation	% paid with federal funds				Rate	Year 1	Year 2	Year 3	Year 4	References
	yr1	yr2	yr3	yr4		2014-15	2015-16	2016-17	2017-18	
<b>A. Salaries</b>										
1. Administrative										
CEAS Associate Director, Sarah Arehart	40%	35%	30%	25%	60,135	24,054	21,573	18,954	16,190	\$6.B.1
<i>Administration Subtotal</i>						24,054	21,573	18,954	16,190	
2. Language Instruction										
a. Korean Program Director, Hi-Sun Kim	35%	35%	35%	35%	67,247	23,536	24,125	24,728	25,346	\$4.A.2; \$8.A
b. Korean Lecturer, Jieun Kim	35%	35%	35%	35%	48,948	17,132	17,560	17,999	18,449	\$4.A.2; \$8.A
c. Graduate instructor, 4th level Korean	100%	100%	100%	100%	15,000	15,000	15,000	15,000	15,000	\$4.A.2; \$8.A
d. Lecturer, 2nd level Korean SLI	100%	100%	100%	0%	13,000	13,000	13,000	13,000	-	\$4.A.2; \$8.A
<i>Language Instruction Subtotal</i>						68,668	69,685	70,727	58,795	
3. Outreach & Teacher Training										
Outreach & Teacher Training Coordinator	40%	35%	30%	25%	28,000	11,200	10,045	8,825	7,538	\$6.B.2
<i>Outreach Subtotal</i>						11,200	10,045	8,825	7,538	
4. Library Personnel										
EA Collection electronic media specialist for cataloging	30%	25%	20%	15%	50,000	15,000	12,813	10,506	8,077	\$8.A.3
<i>Library Personnel Subtotal</i>						15,000	12,813	10,506	8,077	
<i>Salaries Subtotal</i>						\$ 118,922	\$ 114,116	\$ 109,012	\$ 90,600	
<b>B. Fringe Benefits</b>										
1. Administrative Salaries	40%	35%	30%	25%	26.6%	6,398	5,739	5,042	4,306	
2. Language Lecturer Salaries	35%	35%	35%	35%	26.6%	10,818	11,088	11,365	11,650	
3. Language Instructor Salary (SLI only)	100%	100%	100%	0%	7.5%	975	975	975	-	
4. Outreach Coordinator Salary	40%	35%	30%	25%	26.6%	2,979	2,672	2,348	2,005	
5. Library Personnel Salary	30%	25%	20%	15%	26.6%	3,990	3,408	2,795	2,148	
<i>Fringe Benefits Subtotal</i>						\$ 25,160	\$ 23,882	\$ 22,524	\$ 20,110	
<b>C. Supplies</b>										
1. Course Development Supplies (AP) (6 courses @\$2,000 each)						12,000	12,000	12,000	12,000	\$8.A
2. Library Acquisitions (AP)						30,000	30,000	30,000	30,000	\$5.A.2
3. Film Library Acquisitions (AP)						5,000	5,000	5,000	5,000	\$4.D.2
<i>Supplies Subtotal</i>						\$ 47,000	\$ 47,000	\$ 47,000	\$ 47,000	

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

<b>D. Other</b>										
<b>1. Curriculum Development and Certification (AP)</b>										
a. Media course development (Language) (2 courses per year)					3,000	3,000	3,000	3,000	3,000	\$8.A.3
b. Media course development (Non-language) (2 courses per year)					3,000	3,000	3,000	3,000	3,000	\$8.A.3
c. EA media/subtitling course development (2 courses per year)					4,000	4,000	4,000	4,000	4,000	\$8.A.3
d. EA pedagogy course development (CP-2) (2 courses per year)					3,000	3,000	3,000	3,000	3,000	\$4.A.2; \$8.A.1
e. Pedagogy certificate development (CP-2)					2,500	2,000	1,500	1,000	1,000	\$4.A.2; \$8.A.1
f. ACTFL OPI Workshop (CP-2)					2,000	2,000	2,000	2,000	2,000	\$4.A.2; \$8.A.1
					17,500	17,000	16,500	16,000	16,000	
<i>Curriculum Development Subtotal</i>										
<b>2. Outreach and Teacher Training (AP)</b>										
a. Summer Teacher Institute					1,500	1,500	1,500	1,500	1,500	\$8.A.2
b. Library travel allowances (CP-2) (5 @ \$500)					2,500	2,500	2,500	2,500	2,500	\$8.A.2
c. CCC/MSI collaboration (CP-1)					5,000	5,000	5,000	5,000	5,000	\$8.A.2
d. Interdisciplinary media outreach events										\$8.A.3
i. Film Series					3,000	3,000	3,000	3,000	3,000	
ii. Workshop					1,500	1,500	1,500	1,500	1,500	
iii. Conference					7,500	7,500	7,500	7,500	7,500	
e. EA media resources website					10,000	10,000	10,000	10,000	10,000	\$8.A.3
f. CAS workshops					2,000	2,000	2,000	2,000	2,000	\$2.A.4
					33,000	33,000	33,000	33,000	33,000	
<i>Outreach Subtotal</i>										
<b>3. Center Evaluation</b>										
a. Collaborative evaluation with CEMSE					5,000	5,000	5,000	5,000	5,000	\$9.C.1
b. Evaluation of courses developed					2,500	2,500	2,500	2,500	2,500	\$9.C.1
					5,000	7,500	10,000	10,000	10,000	
<i>Evaluation Subtotal</i>										
<i>Other Subtotal</i>										
					\$ 55,500	\$ 57,500	\$ 59,500	\$ 59,500	\$ 59,000	
<b>E. Total Direct Costs</b>					<b>\$ 246,583</b>	<b>\$ 242,498</b>	<b>\$ 238,037</b>	<b>\$ 216,709</b>	<b>\$ 216,709</b>	
<b>F. Indirect Charges</b>					8%	8%	8%	8%	8%	
<b>G. Training Stipends (FLAS - 9 AY; 7 summer)</b>					<b>\$ 349,500</b>	<b>\$9.F.1; \$10.A.2</b>				
<b>Total Charges</b>					<b>\$ 615,809</b>	<b>\$ 611,397</b>	<b>\$ 606,580</b>	<b>\$ 583,546</b>	<b>\$ 583,546</b>	

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

Federal Funds for FLAS Fellowships Budget, 2014-2017						
Category and Explanation	Rate	Title VI Funds			2017-18	References
		2014-15	2015-16	2016-17		
<b>Academic Year Awards</b>						
Subsistence Allowance	9 grad students @ \$15,000	\$135,000	\$135,000	\$135,000	\$135,000	\$9.F.1; §10.A.2
Institutional Payment	9 grad students @ \$18,000	162,000	162,000	162,000	162,000	
<i>Academic Year Fellowships Subtotal</i>		297,000	297,000	297,000	297,000	
<b>Summer Awards</b>						
Subsistence Allowance	7 students @ \$2,500	17,500	17,500	17,500	17,500	\$9.F.1; §10.A.2
Institutional Payment	7 students @ \$5,000	35,000	35,000	35,000	35,000	
<i>Summer Fellowships Subtotal</i>		52,500	52,500	52,500	52,500	
<b>Total proposed FLAS budget</b>		<b>\$349,500</b>	<b>\$349,500</b>	<b>\$349,500</b>	<b>\$349,500</b>	

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**Budget Justification: ED-524 Section C**

The budget demonstrates the University of Chicago's commitment to engage in the priority activities requested by the US Department of Education under the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) programs. The University's commitment encompasses the Absolute Priority for teacher training as well as the NRC and FLAS Competitive Preference Priorities and all NRC Invitational Priorities.

National Resource Center Program

- A) **Salaries:** Salaries are projected to increase by 2.5% each year.
- 1) Administrative
    - a) **Associate Director, Sarah Archart.** Funds are requested for a decreasing amount of salary recovery each project year (40%-35%-30%-25%). All of the time paid by USED is for administration of the grant, coordinating teacher training, managing evaluation, preparing progress reports, and overseeing FLAS fellowships.
  - 2) Language Instruction
    - a) **EALC Korean Language Program Director Hi-Sun Kim.** Funds are requested for 35% salary recovery to develop advanced levels of Korean language courses.
    - b) **Korean Language Lecturer Jieun Kim.** Funds are requested for 35% salary recovery to support advanced levels of Korean language courses.
    - c) **Graduate instructor, 4<sup>th</sup> level (advanced) Korean.** Funds are requested for 100% salary recovery to support advanced levels of Korean language courses.
    - d) **Lecturer, 2<sup>nd</sup> level (intermediate) Korean, summer.** Funds are requested for 100% salary recovery for summer language instruction in intermediate Korean.
  - 3) Outreach and Teacher Training
    - a) **Outreach Coordinator, TBD.** Funds are requested for a decreasing amount of salary recovery each project year for a half-time outreach coordinator (40%-35%-30%-25%). All of the time paid by USED is for coordinating outreach events, including teacher training.
  - 4) Library Personnel
    - a) **Electronic Media Specialist, TBD.** Funds are requested for a decreasing amount of salary recovery each year (30%-25%-20%-15%) for a new position in the University's East Asia library. All USED funds would go towards integrating the East Asia film library with the university's system in order to improve access to media resources.
- B) **Fringe Benefits:** Fringe benefits are calculated at 26.6% for benefits-eligible and 7.5% for ineligible employees.
- C) **Supplies:**
- 1) **Course Development Supplies (AP: teacher training).** Funds are requested to support the development of 6 new courses in EA interdisciplinary media per year with \$2,000 in supplies per course to be used for items such as software, research materials, subtitling, media acquisition, photocopies, printing, etc.
  - 2) **Library Acquisitions (AP: language & area studies).** Acquisition of books, journals, microfilm, newspapers, electronic/media resources for the East Asia region.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

- 3) **Film Library Acquisitions** (*AP: teacher training, language, & area studies*). Targeted collections purchases of Japanese, Korean, and Chinese film and TV dramas to be used in subtitling course development, teacher training, film screenings, and workshops. (100 DVDs at \$50 each)

**D) Other:**

- 1) **Curriculum Development and Certification** (*AP: teacher training, language and & studies*)

- a) East Asia language media course development (*AP: teacher training & language*). Each project year, CEAS will coordinate the development of two new courses that focus on learning East Asian language through interdisciplinary media.
- b) East Asia non-language media course development (*AP: teacher training & area studies*). Each project year, CEAS will coordinate the development of two new courses that focus on interdisciplinary media to explore issues in the region of East Asia.
- c) East Asia subtitling media course development (*AP: teacher training & language*). Each project year, CEAS will coordinate the development of two new East Asian media courses using in-house English subtitled Chinese, Japanese, or Korean films.
- d) East Asia pedagogy course development (*AP: teacher training & language*). Each project year, CEAS will coordinate the development of two new courses focusing on the pedagogical issues and needs of East Asian languages.
- e) Pedagogy certificate development (*AP: teacher training, CP-2*). CEAS will partner with the Center for Teaching Excellence and the Chicago Language Center to develop curricula, workshops, and skills assessment that will result in a graduate certificate in language pedagogy.
- f) ACTFL OPI Workshop *AP: teacher training, CP-2*). CEAS will partner with the Chicago Language Center and other area studies centers to host at least one ACTFL training workshop per year to increase access to proficiency guidelines for language instructors on and off campus.

- 2) **Outreach and Teacher Training**

- a) Summer Teacher Institute (*AP: teacher training & area studies*). Each project year CEAS will bring an East Asia-focused speaker to participate in this annual teaching institute, organized in partnership with other area centers and local museums.
- b) Library Travel Grants (*CP-2*). CEAS will offer 5 travel grants of \$500 each to researchers from outside the Chicago area who want to use the University of Chicago library.
- c) CCC/MSI Collaboration (*AP: teacher training & area studies, CP-1*). CEAS will partner with the City Colleges of Chicago and other minority serving institutions to implement a range of global curricular resources to teachers and students, to be developed in collaboration over the course of the grant.
- d) Interdisciplinary media outreach events (*AP: teacher training & area studies*). Each project year, CEAS will host a series of events focused on a different theme relating to East Asia media. The themes for the first three years are: Film (year 1), Text (year 2), and Music (year 3). The final year will be an interdisciplinary forum on all three media areas. Each year, activities will include a film series, graduate workshop, and a major conference with an invited speaker from East Asia. All events will be free and open to the public.

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

- (i) Film Series (\$3,000)
- (ii) Workshop (\$1,500)
- (iii) Conference (\$7,500)
- e) East Asian Media resources website (\$10,000). (*AP: teacher training & area studies*)  
To address the growing demand for access to the University's information and resources on East Asian media, CEAS will develop a media resources website that will act as a clearinghouse for all East Asian media-related activities and resources on the University's campus.
- f) CAS workshops (\$2,000). (*AP: area studies*) CEAS is requesting funds for East Asia-focused graduate workshops to engage in outreach activities.

**3) Center Evaluation**

- a) Collaborative evaluation with Outlier: CEAS will partner with Outlier and the other area studies centers to conduct evaluations of our activities and programming in order to ensure progress is being made towards stated goals.
- b) Evaluation of courses developed: CEAS will evaluate the courses developed in E.1 to assess effectiveness and impact. Funds are only requested for years 2-4 because courses will still be under development in year 1.

**E) Total Direct Costs**

**F) Indirect costs**

**G) Training Stipends (FLAS)**

- 1) Academic Year FLAS fellowships for 9 graduate students at \$33,000 per award = \$297,000
- 2) Summer FLAS fellowships for 7 graduate students at \$7,500 per award = \$52,500



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

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

Name of Institution/Organization  
University of Chicago

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	118,922	114,116	109,012	90,600		432,650
2. Fringe Benefits	25,160	23,882	22,524	20,110		91,676
3. Travel						
4. Equipment						
5. Supplies	47,000	47,000	47,000	47,000		188,000
6. Contractual						
7. Construction						
8. Other	55,500	57,500	59,500	59,000		231,500
9. Total Direct Costs (lines 1-8)	246,582	242,498	238,036	216,710		943,826
10. Indirect Costs*	19,727	19,400	19,043	17,337		75,507
11. Training Stipends	349,500	349,500	349,500	349,500		1,389,000
12. Total Costs (lines 9-11)	615,809	611,398	606,579	583,547		2,417,333

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)  
 Approving Federal agency: ED  Other (please specify): DHHS The Indirect Cost Rate is 58 %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
     Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

University of Chicago Center for East Asian Studies  
NRC and FLAS Proposal, 2014-2017

**H. Appendix 5: Letters of Support**

This appendix includes letters of support from:

- 1.) Jonathan Keiser, Executive Director of Academic Development, City Colleges of Chicago
- 2.) Catherine C. Baumann, Senior Lecturer in Germanic Languages and Director, Chicago Language Center



9 June 2014

U.S. Department of Education  
International and Foreign Language Education  
National Resource Centers  
1990 K Street, N.W., Suite 6083  
Washington, DC 20006

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the City Colleges of Chicago (CCC) to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS); the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The City Colleges of Chicago represents the largest community college district in Illinois. Included in our district are one Hispanic Serving Institution (Wilbur Wright College) and three Predominantly Black Institutions (Malcolm X, Kennedy-King, and Olive-Harvey Colleges), as recognized by the U.S. Department of Education. Our faculty and staff work with an exceptionally diverse population of students to give them access to resources which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to partnering with the area centers at the University of Chicago to develop a schedule of activities, to take place over the next four years, which will bring international content and cultural understanding to our faculty and students. The collaborative programming, which will be planned and developed with input from our administrators, humanities faculty, and world language instructors, may include professional development activities to assist our faculty in adding international content to their courses; train them in best practices in teaching foreign languages and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understanding of the student populations we serve.

The City Colleges of Chicago looks forward to this collaboration and the robust programming and resources that the area centers at The University of Chicago can provide to our faculty and students.

Sincerely,

Jonathan Keiser, Ph.D.  
Executive Director of Academic Development  
City Colleges of Chicago



U.S. Department of Education  
International and Foreign Language Education  
National Resource Centers/Foreign Language and Area Studies Fellowships  
1990 K Street, NW, Suite 6083  
Washington, DC 20006

June 19, 2014

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the Chicago Language Center (CLC) at the University of Chicago to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The Chicago Language Center has been restructured and many of our new initiatives are closely in line with goals of the National Resource Center and FLAS programs. We plan to work closely with the area centers on campus on the following projects, which are already in the strategic plan of the CLC and which will be enhanced by support and cooperation from the area centers:

- Advanced Proficiency Testing for graduate students, leading to a certificate of advanced proficiency and an annotation on the student's transcript;
- A Language Pedagogy Certificate, the curriculum and requirements for which are modeled after the Teaching Certificate awarded by our Center for Teaching;
- Shared Curricula, enabling students on other CIC partner campuses to enroll in some of our Less Commonly Taught Languages (currently being piloted for Georgian and Armenian);
- ACTFL OPI Proficiency Workshops;
- Shared expenses for the new Summer Language Institute; and
- Summer Language Institute Professional Development Workshops for instructors of languages (University of Chicago instructors, graduate students, instructors from other local universities and colleges, and K-12 language teachers).

The CLC looks forward to this collaboration with the area centers at the University of Chicago during the next four years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Catherine C. Baumann'.

Catherine C. Baumann  
Senior Lecturer in Germanic Languages and Director, Chicago Language Center