

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 # P015A140162 P015B140162

Univ of Washington

University of Washington, Seattle
Comprehensive NRC: East Asia
CFDA numbers 84.015 A & B



University of Washington
OFFICE OF SPONSORED PROGRAMS

*Office of Research
Office of Sponsored Programs*

June 25, 2014

Cheryl Gibbs
US Department of Education (DOEd)
Application Control Center
Attn: (CFDA numbers 84.015A & B)
LBJ Basement Level 1
400 Maryland Avenue SW
Washington, DC 20202-4260
USA

Dear Cheryl Gibbs:

The University of Washington is pleased to submit this letter in support of the application entitled "Comprehensive National Resource Center and Foreign Language Area Studies Fellowship Programs." This application was prepared by Professor William R. Lavelly, from the department of Int Studies.

We present this application for your review and request support in the amount of \$2,504,988 for the period August 15, 2014 through August 14, 2018.

The University of Washington reserves the right to negotiate the Terms and Conditions of the award should this application be funded.

Thank you for your consideration.

Sincerely,

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Please reference our **#A95311** on all correspondence concerning this application.

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- Preapplication
 Application
 Changed/Corrected Application

*** 2. Type of Application:**

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

A95311

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-6001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

Office of Sponsored Programs

Street2:

4333 Brooklyn Avenue NE

* City:

Seattle

County/Parish:

King

* State:

WA

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195

e. Organizational Unit:

Department Name:

Henry M. Jackson School of International Studies

Division Name:

East Asia Center

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

Prefix:

* First Name:

Lynette

Middle Name:

* Last Name:

Arias

Suffix:

Title:

Director, Office of Sponsored Programs

Organizational Affiliation:

University of Washington

* Telephone Number:

246-543-4043

Fax Number:

246-685-1732

* Email:

osp@uw.edu

Application for Federal Assistance SF-424

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

H Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers & Foreign Language & Studies Fellowships Program

*** 12. Funding Opportunity Number:**

NRC: 053014-001 FLAS: 053014-002

* Title:

National Resource Centers Program and Foreign Languages & Area Studies Program

13. Competition Identification Number:

FR Doc: 2014-125581

Title:

National Resource Centers Program and Foreign Language & Area Studies Program for East Asia

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

N/A

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers Program and Foreign Language & Area Studies Program for East Asia

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="626,418"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="626,418"/>

*** 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:

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	William		Lavelly	

Address:

Street1:	Box 353650
Street2:	University of Washington
City:	Seattle
County:	King
State:	WA
Zip Code:	98195-3650
Country:	USA: UNITED STATES

Phone Number (give area code)

206-543-6938

Fax Number (give area code)

206-685-0668

Email Address:

lavelly@uw.edu

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 Not applicable to this program

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) #:

No Provide Assurance #, 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.

Add Attachment

Delete Attachment

View Attachment

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington, East Asia Center FY 2014-2017

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	74,929	108,679	135,500	132,693		451,801
2. Fringe Benefits	17,354	25,351	31,489	30,907		105,099
3. Travel	15,000	11,000	13,000	13,000		52,000
4. Equipment	0	0	0	0		0
5. Supplies	20,000	20,000	20,000	20,000		80,000
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	131,900	93,500	59,200	62,600		347,200
9. Total Direct Costs (lines 1-8)	259,183	258,530	259,189	259,200		1,036,100
10. Indirect Costs*	20,735	20,682	20,735	20,736		82,888
11. Training Stipends	346,500	346,500	346,500	346,500		1,386,000
12. Total Costs (lines 9-11)	626,418	625,712	626,424	626,436		2,504,988

***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: 3/5/2013 To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8 %.

(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 %.

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*

Diverse Perspectives in Funded Activities Statement

The mission of the University of Washington East Asia Center is to advance knowledge of China, Japan, and Korea through undergraduate and graduate instructional programs, faculty research, and outreach programs for the larger community. To fulfill this mission, we offer an array of courses, speakers and opportunities where different view points are represented. The EAC and the UW offer numerous comparative courses and employ multiple approaches to analyzing and understanding the EA region and its related issues. We encourage students to think critically and to use sources in their research that reflect a diversity of view points. We widely and extensively consult with people representing a range of perspectives. The EAC includes faculty, staff, and students from underrepresented minority groups and underserved communities. Women make up almost half of the Center's faculty and more than half of our faculty are of Asian descent. Seattle and Washington State are home to a wide range of Asian American communities of various political persuasions, and students from these communities populate EAC courses. EAC courses and programs speak to diverse audiences.

Center faculty regularly consult with members of the armed forces, policy-makers, community leaders, members of the business community, government leaders, members of non-profit organizations and NGOs, and with artists, writers, and performers. Our work with

government leaders from the US and from East Asian countries brings together people of widely varying viewpoints and we regularly provide public platforms for these encounters.

The EAC's outreach programming is committed to presenting diverse perspectives on issues pertaining to East Asia, including areas of contention such as Taiwan, Tibet, Xinjiang and the South China Sea. Our "Global Asia" program is designed to consider cross-national phenomena. In the coming grant cycle, our programs will continue to provide a forum for discussion on issues such as intra-Asian conflict, security, maritime Asia and Asian exceptionalism.

- 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.

Areas of National Need

To encourage government service in areas of national need and areas of need in the education, business and nonprofit sectors, the UW:

- Offers advanced language instruction in Chinese, Japanese, Korean, Uygur and Uzbek and intermediate Kazakh, all of which have been designated as priority languages by the Secretary of Education, and which have been specifically designated as priorities by the following Federal departments: the US Department of Agriculture (Chinese, Japanese, Korean), Commerce (Mandarin, Japanese, Korean), Defense (Chinese, Japanese, Korean), Energy (Chinese, Japanese, Korean), Health & Human Services (Chinese, Japanese, Korean), Homeland Security (Chinese, Japanese, Korean), Justice (Chinese, Uzbek), Housing & Urban Development (Chinese, Japanese, Korean), Interior (Chinese, Japanese, Korean), Labor (Chinese), State (Chinese, Korean, Kazakh, Uzbek), Transportation (Chinese), and Treasury (Chinese), Veterans Affairs (Chinese, Japanese, Korean).
- Hosts 15 large-scale annual career events that include Federal agency participation. These events range from the *Business Career Fair* to the *Government Career Fair* and are attended by 250 to 4,500 persons per event.

- Conducts 20-25 government related workshops for graduate students such as *Navigating the Federal Jobs Application Process* and *Career Opportunities in Federal Service Outside of Washington D.C.*. These events are attended by 30-35 people each.
- Hosts over 20 information sessions annually from federal agencies such as the State Department, EPA, CIA, NSA, Peace Corps and GAO. Attendance ranges from 30-75 people per event.
- Business School hosts Alumni panels focusing on *Careers in International Business* and *Careers in Internationally-focused Government*.
- Political Science Department hosts sessions for Legislative internship opportunities and coordinates information sessions and campus applications for Washington, DC internship.
- Jackson School of International Studies career office shares information with students about additional opportunities with a variety of organizations including: Catholic Relief Services International Fellows Program, UNICEF New and Emerging Talent Initiative, Asia Development Bank, and The Japan Foundation.
- JSIS Alumni Relations office coordinates events and facilitates connections between current students and alumni, many of which hold positions in the Federal government. Events like the annual JSIS Networking Night and Washington, DC alumni event series connect students and alumni face-to-face, while social media tools like LinkedIn and Facebook connect them virtually.
- EAC proposes the Professional Development Initiative: Training East Asia Students for Government service. This initiative will promote government service by educating current students on practical skills needed in government services jobs, such as memo writing.
- JSIS career services is part of a campus-wide Steering Committee and Student Ambassadors group to implement the Call to Serve Grant awarded by the Partnership for Public Service to five universities annually. The goal of the grant is to raise awareness among UW students about career opportunities with the federal government.
- JSIS career service hosted Presidential Management Fellowship workshops with over 110 graduate students in attendance, resulting in a 400% increase in applications.
- JSIS courses, including capstone Taskforce, bring in present and former government employees to train students. For example, retired foreign service officers and ambassadors regularly work with students on real-time policy issues and scenarios, and evaluate their work using State Department standards.

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: University of Washington, East Asia Center

Name/Title of Authorized Representative (Printed):

Title:

Telephone: 206-543-4043

Signature:



E-mail: osp@uw.edu

Date: 6/26/2014

Laurie Salehi
Grant & Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p>  <p>Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Washington</p>	<p>DATE SUBMITTED</p> <p>6/26/14</p>

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	
University of Washington	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lynette"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Arias"/> Suffix: <input type="text"/>	* Title: <input type="text" value="Director, OSP"/>
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

Laurie Salehi

6/26/14

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: University of Washington

* Street 1: 4333 Brooklyn Avenue NE Street 2: _____

* City: Seattle State: WA Zip: 98115

Congressional District, if known: WA-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

N/A

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: National Resource Centers & Foreign Language & Area Studies Fellowship Program CFDA Number, if applicable: 84.015A & B
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: N/A Middle Name _____

* Last Name _____ Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

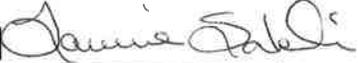
Prefix _____ * First Name: N/A Middle Name _____

* Last Name _____ Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Completed on submission to Grants.gov  Laurie Salehi
 Grant and Contract Administrator
 Authorized Signing Official
 Office of Sponsored Programs

* Name: Prefix _____ * First Name: Lynette Middle Name _____
 * Last Name: Arias Suffix _____

Title: Director, Office of Sponsored Programs Telephone No.: 206-543-4043 Date: Completed on submission to Grants.gov 6/26/14

Plan for Ensuring Equity of Access and Participation in Grant Activities
(Section 427 of GEPA)

“At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all.”

-President Michael Young

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The UW is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

The following statement appears on all East Asia Center publicity:

“The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation, contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu.”

All campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW’s Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts around 50 disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT website (<http://www.washington.edu/doi>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic accommodation strategies for students with disabilities, rights and responsibilities of students and faculty with disabilities, and other resources.

As a condition of being a federal contractor, the UW maintains an affirmative action program and has an Office of Equal Opportunity and Affirmative Action. Annually, deans and department chairs are provided an “Affirmative Action Update,” which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets campus-wide goals

for persons age 40 and over, persons with disabilities, disabled veterans, and Vietnam era veterans; special efforts are made to recruit and hire from these groups in goal areas. On an annual basis, deans review with department chairs the status of each department in meeting affirmative action goals. This information is to be shared with search committees as well.

UW puts much effort into the recruiting of minority, economically disadvantaged, or other underrepresented groups.

The UW's Office of Minority Affairs and Diversity mission is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all.

In 2013, the UW instituted a new diversity graduation requirement for Undergraduate students. The diversity graduation requirement will include three credits of coursework that focus on the sociocultural, political and economic diversity of human experience at local, regional or global scales. As stated in the legislation, "The requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies."

Last year, UW faculty voted a code change to consider accomplishments related to enriching diversity in teaching, research and service in faculty appointments and promotions decisions.

UW is at the forefront of a new collaborative effort to help institutions recruit diverse faculty and staff and assist dual-career couples seeking employment throughout the state. The UW, along with the Bill and Melinda Gates Foundation and the Fred Hutchinson Cancer Research Center, launched the Greater Washington State Higher Education Recruitment Consortium (GWS HERC) in October 2013. The GWS HERC provides resources to employers seeking talented and diverse employees and assists jobseekers looking for work, including couples seeking employment in similar locations. The UW Office for Faculty Advancement manages the consortium.

The Office of the Provost for Faculty Advancement has allocated funds for the 2013-2014 Faculty Recruitment Initiative. Funds will be dedicated to recruitment of junior and senior faculty in all three campuses whose research, teaching, practice, and community service agendas address historical, methodological and applied concerns/issues relating to underrepresented and/or underserved communities.

The UW's Center for Teaching and Learning proposes strategies for employing inclusive teaching and provides resources, examples, and perspectives from students and faculty to help members of the UW teaching community teach more inclusively.

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

The College of Arts and Sciences has a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations.

The University of Washington's Institute for the Study of Ethnicity, Race and Sexuality, is an interdisciplinary research center dedicated to bringing the tools of contemporary social science inquiry to the careful examination of issues of social, economic, and political exclusion and disadvantage of marginalized minority populations in the United States, and their potential solutions. The core services offered are:

Help establish the University of Washington as a recognized center of excellence for minority-related research and graduate training in the social sciences, by:

Creating an institute that facilitates minority focused research through grant-seeking, intellectual exchange, and on-campus activities;

Raising the profile on-campus of questions and issues related to minority life in the United States;

Creating connections to the wider community;

Providing an enlarging research community to faculty and graduate students working on questions of disadvantage; and

Assisting the College and Departments in attracting and retaining faculty and graduate students from diverse backgrounds or whose work addresses questions in inequality or difference.

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

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

APPLICATION TYPE

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

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	Y
Japanese	Y
Korean	Y

**University of Washington, Seattle
Comprehensive NRC East Asia Center Proposal
2014-2017**

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**Proposal for a Title VI National Resource Center
in East Asian Studies at the University of Washington, 2014-2017**

Abstract

The mission of the University of Washington East Asia Center is to advance knowledge of China, Japan, and Korea through undergraduate and graduate instructional programs, faculty research, and outreach programs. The resources needed to fulfill this mission have been accumulated over nearly a century. The UW libraries now have over 650,000 volumes in East Asian languages. BA, MA, and PhD programs on East Asia are in place in many departments, and the Law, Business, and Engineering schools have special tracks and certificate programs in East Asia Studies. Nineteen departments or schools have a total of 65 faculty who teach and do research on East Asia. We offer around 400 East Asia related courses a year including a full sequence of language courses in Chinese, Japanese, and Korean, with a high proportion of students achieving fourth year or higher levels of proficiency, and extensive course offerings on East Asia in the humanities, social sciences, and professional fields. These offerings respond to strong demand for instruction on East Asia. Over 4,000 students each year study an East Asian language at UW, more than 600 major in an East Asian field, and enrollments in East Asia related courses total almost 7,000.

We are seeking additional funds from the US Department of Education to strengthen our programs and enhance our contribution to East Asia studies locally and nationally. To deepen our curriculum, we would add instruction in Chinese language and Chinese history. To maintain our distinguished tradition in Inner Asian languages, we request funding for a Uygur lecturer to allow us to continue to offer advanced training in Uygur, as well as two other minority languages of China, Kazakh and Uzbek. To keep our programs at the forefront of the field, we wish to hold evaluations of our East Asia studies, language and outreach programs. To address absolute and competitive priorities and better serve minority serving institutions (MSIs) and community colleges, we plan to work with Highline Community College on a four-year plan to infuse East Asia content into its curriculum; offer an annual fellowship to faculty from MSIs and HBCUs around the country to study East Asia in residence at the UW; and host an annual Community College Master Teacher Institute. To address absolute and competitive priorities and better serve in-service teachers, we will work with the UW-Bothell and UW-Tacoma's Education Program to create classes and modules that include East Asian content and with UW-Seattle's College of Education to offer Japanese and Chinese linguistics courses, which will count towards the College of Education's endorsement in Chinese and Japanese and offer advanced pedagogical training for current Chinese and Japanese language teachers. To enhance our outreach to K-12 and post-secondary teachers and the general public in our region and beyond, we plan to organize teacher workshops, annual daylong seminars, and special lecture series and conferences on East Asian topics.

These programs will have long-term impact by adding permanent tenure-track positions in Chinese language and imperial Chinese history; adding courses in Japanese language and in EA studies; infusing EA studies into courses and curriculum at Community Colleges, MSIs and the UW COE at Seattle, Bothell and Tacoma; providing pedagogy workshops and ACTFL training and certification for EA language instructors; educating K-16 educators on EA studies and assisting them with developing curriculum for their classrooms; building the EA library collections; and holding program evaluations.

Guide to Acronyms

ACTFL—American Council for Teaching Foreign Languages	MOODLE—Modular Object-Oriented Dynamic Learning Environment
ALC—Asian Law Center	NCTA—National Consortium for Teaching about Asia
AL&L—Department of Asian Languages and Literature	NIE—Newspapers in Education
AP—Advanced Placement	NRC—National Research Center
AP—Absolute Priority	OEA—Office of Educational Assessment
APSIA—Association of Professional Schools of International Studies	OGA—Office of Global Affairs
AY—Academic year	OMADCS—Office of Minority Affairs and Diversity Counseling Services
CI—Confucius Institute	OSPI—WA State Office of Superintendent of Public Instruction
CESSI—Central Eurasian Studies Summer Institute	OWN—OneWorld Now!
COE—College of Education	PMF—Performance Measurement Form
CC—Community College	PPIA—Public Policy and International Affairs Program
CP1—Competitive Preference Priority 1	RA—Research Assistant
CP2—Competitive Preference Priority 2	REECAS—Russian, Eastern European and Central Asian Studies
CTL—Center for Teaching and Learning	SAR—Student Aid Report
DOD—Department of Defense	TA—Teaching Assistant
DO-IT—Disabilities, Opportunities, Internetworking, and Technology	UG—Undergraduate
EA—East Asia	US—United States
EAC—East Asia Center	US/ED—United States Department of Education
EAL—East Asia Library	UW—University of Washington
EALD—East Asia Law Department	UW CIBER—UW Global Business Center
EARC—East Asia Resource Center	WA—Washington
EAS—East Asia Studies	WAC—World Affairs Council
FLAS—Foreign Language and Area Studies Fellowship	WSCSS—WA State Council for Social Studies
FC—Foreign Language and Area Studies Fellowship Coordinator	
GEPA—General Educations Provisions Act	
GAO—Government Accountability Office	
GWS HERC—Greater Washington State Higher Education Recruitment Consortium	
GRPA—Government Performance and Results Act	
IS—International Studies	
JSIS—Jackson School of International Studies	
LCTL—Less Commonly Taught Languages	
MELL—Mapping and Enhancing Language Learning	
MSI—Minority Serving Institution	

**Proposal for a Title VI National Resource Center
in East Asian Studies at the University of Washington**

This proposal for a Title VI National Resource Center at the University of Washington (UW) requests support to enhance the excellence of its programs in East Asian Studies (EAS) by developing new academic and outreach activities; increasing collaborations with the College of Education (COE); strengthening curriculum, particularly in Chinese History, and in Chinese and Uygur language instruction; and creating sustainable ties to community colleges (CCs) and Minority Serving Institutions (MSIs) as well as to business community and the wider public.

1. Commitment to Subject Area

A. Institutional Support: The UW is a national and international leader in EAS, and has been a pioneer in the field since 1909 when the Department of Oriental Subjects was established at UW with a focus on East Asia (EA). Today, with its distinguished faculty, outstanding library resources, large enrollments at the undergraduate (UG) and graduate levels, and excellent

Table 1.1 Key Facts About UW East Asian Studies, 2012-2013	
Number of faculty	65
Number of EA books	660,087
Courses offered	305
Total enrollments	8,836
University support	\$10,028,374

outreach program, it is among the most comprehensive programs on China, Japan, and Korea in the United States. Over the next four years, with new commitments from UW, the East Asia Center (EAC) intends to hire an Imperial China historian; a tenure-track Chinese Language Coordinator to develop new programs in K-12 Chinese teacher training and certification and to coordinate

between the UW and K-14 institutions; support a Uygur language lecturer; and organize numerous activities related to curriculum building, program evaluation, and outreach.

The commitment of UW to EAS, to be described in detail below, is evident in the scale of the EA faculty, EA Library, curriculum and enrollments, and in expenditures on EA, over \$10 million annually in recent years (Table 1.1). Financial support for EA is described by category in Table 1.2. These figures include only the most direct support for EA programs and do not

Table 1.2 UW Direct Support (dollars) for East Asia Studies, 2012-2013	
Faculty compensation	6,696, 969
Outreach staff salary	972,499
Library	1,518,692
Graduate student support	1,443,496
Total	10,028,374

include the cost of such essential infrastructure as general libraries, museums, physical plant and administration. The UW's continuing commitment to EAS is also apparent through the recent hiring of six new faculty members in China, Japan and Korea Studies (Section 3D), hiring plans in Japanese Law, Japanese

Art History, Chinese History and Chinese language and ongoing support of 70% of the EAC Associate Director salary, 100% of the Foreign Language and Area Studies (FLAS) coordinator salary and \$40,000 allocated for evaluation/assessment.

UW President Michael Young, himself an EA specialist, has stated: "With our longstanding commitment to global research and citizenship, the University of Washington considers the Title VI programs of the U.S. Department of Education (US/ED) to be an indispensable element of our strategic approach, particularly with respect to our ability to serve students and citizens across the nation while also building deep area studies and language expertise in the next generation of U.S. scholars, business professionals and government officials."

To support the UW's global mission, the UW created the Office of Global Affairs (OGA) to oversee all international initiatives. The OGA works closely with the Jackson School of International Studies (JSIS) to maximize the effects of Title VI funding across all of UW's 16 schools and colleges and three campuses. Vice Provost for Global Affairs Jeff Reidinger, hired in 2013, is considered one of the top university global affairs administrators in the country.

The UW annually provides \$6.5 million to support 65 EA faculty members. The EAC at UW is administered through JSIS, but Center faculty come from departments and colleges across campus, including the professional schools of Law, Built Environment, and Engineering. Language instruction in Chinese, Japanese, and Korean is the responsibility of the Department of Asian Languages and Literature (AL&L).

BA, MA, and PhD programs with an emphasis on EA are offered by many departments, with

the largest numbers of students in the departments of AL&L; JSIS, through the China, Japan and Korea Studies Programs; History; Political Science; Anthropology; Business; and Law.

The East Asia Library (EAL) holds over 660,000 books in EA languages, putting it among the 12 largest collections in the United States. UW support for the EA libraries amounted to over \$1.5 million in 2012-13. Of this amount, acquisitions accounted for \$374,700 and over \$1 million went to salaries for library staff.

The UW has over 45 linkages to institutions throughout EA. Some examples include Sichuan University, Peking University, Taiwan National University, Seoul National University and Waseda University. In 2012-13, over 183 students spent at least a quarter abroad on exchange programs with various EA institutions. The OGA funds the UW Beijing Center located in the Haidian District of Beijing. The Beijing Center facilitates UW research collaborations, provides outreach to Chinese institutions, works with UW alumni in China and provides UW visitors with information, meeting rooms, and video conferencing.

EA has a high profile on the UW campus, due in considerable part to the EAC. The Center sponsors numerous academic symposia on EA subjects, promotes knowledge of EA beyond the campus through its nationally recognized K-12 teacher training and public programs, and acts as a catalyst within UW for the development of EA programs.

The East Asia Resource Center (EARC) is the K-12 outreach arm of the EAC and a leading national resource for those who teach about EA in K-12 schools. For over 40 years, the EARC has provided professional development programs, courses and study abroad programs to EA for educators. In the past four-years, the EARC has raised over \$1.5 million to support outreach. In addition, JSIS provides \$20,000 for JSIS joint outreach activities and the China, Japan, Korea and Asia Law programs all fund annual colloquium series. UW support for EA outreach staff totals \$972,499.

B. Student Support: UW offers one of the lowest tuition rates of any major US institution at \$12,397 per year. In the fall of 2013, Kiplinger's Personal Finance placed the UW in the top 16 nationally as one of the best values in education among schools identified as offering academic

excellence at affordable prices. Each year 60% of UW UG students receive approximately \$400 million in financial aid. In 2012-2013 UW UGs received approximately \$20 million in scholarships and \$200 million in Pell grants and grants from other sources. The Husky Promise program, which covered 8,500 students in 2012, guarantees that full tuition and standard fees will be covered by grant or scholarship support for eligible Washington (WA) State students. There are a number of fellowship opportunities for UGs at JSIS. From 2010-13, 18 EA UG students received fellowships from the China, Japan and Korea program, six of which were for study abroad. The UW also offers the “Go” and “Fritz” scholarships to fund UG study abroad. In 2012-13 these two fellowships funded 115 students \$280,000. The Chang scholarship for UGs studying abroad in Taiwan or China provides \$10,000 to four students annually.

Graduate students in EAS are supported from a variety of UW sources, including fellowships, teaching assistantships (TA), research assistantships (RA), and tuition waivers. This support came to almost \$1.2 million in 2012-13 (Table 1.2). Many students receive funding directly from their own departments, including both fellowships and TA positions. AL&L has the largest number of EA TA positions, around 25 per year. Usually there are also 25-30 EA students supported as TAs in other departments such as JSIS, History, Political Science, Economics, and Geography. The China, Japan and Korea Studies Programs also offer between 25-30 fellowships per year. These fellowships support both MA and PhD students. Students in PhD programs generally receive five or more years of support, through a combination of fellowships, TAs, and RAs. The graduate support described is all awarded to students in fields related to our teaching program. With the requested FLAS fellowships, we would be able to support more students on fellowships rather than on TAs. This allows them more time to master EA languages and to finish their degrees more expeditiously, enabling them to enter the workforce and contribute to the field earlier.

2. Quality of Curriculum Design

A. UG Curriculum: UW offers a wide array of interdisciplinary UG degree programs focusing on EA. UG students whose primary interest is language or literature major in AL&L. All AL&L

majors (125 students in 2012-13; Table 2.1) must take four years of the language (Chinese, Japanese or Korean) plus another 30 credits in a combination of literature, linguistics, and humanities or social science courses on the country of concentration (Table 2.2). Another UG

Table 2.1 UG Enrollments, 2012-2013	
AL&L majors with an East Asia focus	125
Asian Studies majors in JSIS with EA focus	125
China, Japan and Korea Studies majors	55
IS majors in JSIS on the East Asia Track	10
East Asia minor in JSIS or AL&L	49
International Business East Asia Track	54
Total	418

option is the Asian Studies major in JSIS with separate concentrations in EA (125 in 2012-13), China, Japan, or Korea Studies (55 students in 2012-13). Students in these programs take two or more years of a relevant EA language, an introductory course (“Rise of Asia”), two concentration Asian civilization

courses, one cross-regional course, and a minimum of 30 upper division credits, including 10 credits on one region or country from a list of approved courses. A third option is the EA track within the International Studies (IS) major in JSIS (10 students in 2012-13), specifically designed for students interested in international trade, law, or politics. Students take an integrated set of courses in IS on economics, cultural interaction, modern global systems and international political economy, plus two years of language and three or four upper-division courses on EA. Students are also required take an intensive Task Force class which asks them to take real world situations and offer solutions to experts.

UGs with strong interests in EA who are committed to a discipline such as political science, art history, economics, or history can major in those departments and complete a 30 credit minor focusing on China, Japan, or Korea, either through AL&L or JSIS. In 2012-13, 49 students took an EA minor in one of these programs. UGs in professional schools also have opportunities to gain expertise on EA. The School of Business Administration has one of the largest degree programs in the country in international business. Its tracks for students concentrating on EA last year attracted 54 UGs. Business students may also take an Asian Studies or AL&L minor. Of all UW students who received bachelor degrees in 2012-13 who took at least 15 credits of EA coursework, 34 were from Business and 19 from Engineering.

The UW-Sichuan program, now in its fourteenth year, is an innovative UG degree program that combines studies of Chinese language and culture with research project-oriented learning in such fields as engineering, environment, biology and anthropology. Students enter the program in their freshman or sophomore year and take at least one year of Chinese while taking part in research groups. In their junior or senior year, students go to Sichuan for two or three quarters to

Degree	Language Requirement	Course Requirement
Chinese	4 th year competency	50-80 credits depending on language ability on entering program
Japanese	4 th year competency	70 credits
Korean	4 th year competency	75 credits
Asian Studies-China	30 credits	Min. 50 credits
Asian Studies-Japan	30 credits	Min. 50 credits
Asian Studies-Korea	30 credits	Min. 50 credits
IS-East Asia	2 nd year competency	70 credits, including Task Force
Asian Studies-China (minor)	2 nd year competency + 5 credits	25 credits
Asian Studies-Japan (minor)	2 nd year competency + 5 credits	25 credits
Asian Studies-Korea (minor)	2 nd year competency + 5 credits	25 credits
Chinese (minor)	3 rd year competency	30 credits
Japanese (minor)	3 rd year competency	30 credits
Korean (minor)	3 rd year competency	30 credits

participate in research projects with UW and Sichuan University faculty and students.

In 2013-2014, JSIS, the College of A&S, the College of the Environment, and the School of Oceanography established an interdisciplinary minor in Arctic Studies at the UW. This minor gives undergraduates an opportunity to gain skills relevant to major science

and policy issues in the Arctic. The Arctic minor requires a minimum of 28 credits. EA faculty members Don Hellmann and Gary Hamilton are teaching classes for the minor, considering the geopolitical importance of the Arctic Ocean and recognizing that the imminent opening of the Arctic to ocean shipping will quickly alter patterns of global trade.

Graduate Curriculum: As a large comprehensive university, UW offers graduate programs in most regular arts and sciences fields as well as professional and technical fields such as law,

medicine, business, architecture, urban planning, engineering, forestry, information science, nursing, oceanography, and public health. Instruction on EA, including instruction in the languages of the region, is available to students in all of these programs.

Professional school students may pursue a concurrent MA in IS, selecting EA as their region of concentration. This option requires two years of language study and 18 credits of area-related coursework. We currently have a formal joint degree between our Japan and Korea Studies programs and UW Business School and concurrent degrees can be pursued with many of the professional schools including Public Health, College of Built Environments, Evans School of Public Affairs, the Information School and the College of the Environment. The EA Law program, the largest of the professional programs, offers the options of concurrent degrees, an EA concentration within the regular JD degree and an LLM and PhD in EA Law. In 2012-13, 42 students were enrolled in these programs (Table 2.3).

The College of Engineering's Technical Japanese Program offers an MA, which had nine candidates in 2012-13. Another 11 students pursued a minor or certificate program for professionals in Technical Japanese. These programs are open to non-engineering students.

UW offers 35 graduate certificates in the College of Arts and Sciences and professional schools that may be

obtained along with an EA MA. Certificate programs include: Global Trade, Transportation and Logistics Studies, Global Health, and International Development and Policy Management.

Within the College of Arts and Sciences, the programs with the largest numbers of graduate students in EAS are in JSIS, AL&L, History, Political Science, Anthropology, and Art History. It is possible to do a dissertation on EA in many other departments as well, ranging from Economics to Women Studies. The MA programs in China, Japan, and Korea Studies in JSIS require language through the third year, about 30 credits of approved courses, including two core

East Asian Law	42
Technical Japanese	20
MA in AL&L, JSIS, History & Art History pursuing East Asia	80
Political Science PhDs	8
AL&L PhDs	27
History PhDs	10
Anthropology Graduate Students	11
Art History PhDs	3
JSIS PhDs	3
Total	204

seminars, plus an oral examination. In 2012-13, 40 students were enrolled in these programs. The PhD in AL&L requires two Asian languages and success in a general examination in four fields such as Tang poetry, modern Japanese literature, Chinese phonology, Korean fiction, etc. All literature students are required to present one field in linguistics or language pedagogy. In 2012-13, this program had 27 EA students enrolled. The PhD in History, with 10 EA students in 2012-13, tailors the language requirement to the individual student's research interests. The PhD in JSIS introduces a new approach to international studies by combining four unique foundational fields with expertise in area studies. The degree requires approval of 28 transfer credits corresponding to previous graduate level work; completion of 45 JSIS PhD program credits including the course Introduction to International and Area Studies course, research tutorial, two field seminars, two specialization courses, two methods courses, and completion of 27 Dissertation Credits. In 2012-13, three of the eight PhD students were focusing on EA.

Starting in August 2014, the Jackson School of International Studies will add a Masters of Arts in Applied International Studies to its existing Masters of Arts in International Studies. This is a 10-month long 43-credit program for midcareer professionals. Throughout the 10-month program, students will also engage with a multidisciplinary group of business, government, non-profit, and foundation leaders tackling pressing global challenges from diverse perspectives. Coursework will allow students to polish their skills in critical data analysis, policy and business writing, briefing, negotiation, and public speaking.

We constantly monitor the quality of our courses and programs through the assessment tools described in Section 9, but the best measure of the quality of training our students receive is their success in the job market. As discussed in Section 9, UW students with EA expertise are in high demand for government, law, business, and university positions.

B. Academic and Career Advising for Students: Academic and career advising are offered at every level of UW. Every department and school has academic advisors, including both faculty and full-time professional advisors, who help students design their course of study. UGs in Asian Studies with a concentration in China, Japan, Korea or the EA track in IS are advised by the

JSIS Student Services Office, the UW Career Advising Services, Office of Minority Affairs and Diversity Counseling Services and International Programs and Exchanges staff for information on study abroad. EA MA students in the China, Japan and Korea Programs are advised by the respective chair or faculty advisor of their program, EAC/EAS staff, JSIS Graduate Program Assistant Paula Milligan, and by the members of the students' MA thesis committees. The Director of Career Services/Alumni Relations, John Charlton, provides extensive support to JSIS students and alumni in all aspects of their career development via in-person advising appointments, career-related programming, networking opportunities with program alumni, working with employers in publicizing current job and internship announcements via listservs and websites and coordinating departmental internships and scholarships. JSIS also administers four scholarships for students pursuing internationally-related local, national and international internships, and since 2011 has awarded \$69,500 to 50 students to pursue these internships. Career advising for PhD students is the joint responsibility of their faculty advisors and their departments' placement committees.

Research/Study Abroad: According to the Institute for International Education, the UW ranks 11th in long-term study abroad (a full Academic Year (AY) and 7th in mid-length study abroad (one quarter or semester). In 2012-13, 183 UW students studied in EA. Since its founding in 2000, over 130 students have studied in China under the UW-Sichuan program, described above in 2A. Many EA faculty lead UW Exploration Seminars, intensive courses and practicums conducted abroad. These seminars are 5-6 credit, 3-4 week programs. This summer, students can attend "Korean Culture, Immigration and Health," led by Eunjung Kim of the School of Nursing, "iSchool China: Web Product Design in Beijing" led by Robert Boiko, "Chinese Corridors: Ancient History & Contemporary Media" led by Yomi Braester and Weishi Gao, "Language & Culture: Making the Connection" led by Liping Yu, and "Urban Design & Planning China: China Village Studio" led by Daniel Abramson of the College of Urban Design and Planning. The UW-Sichuan University Summer Intensive Language Exchange offers students advanced language training overseas. Students receive approximately 160 hours of classroom language

instruction, earning UW credit equivalent to a full year of Chinese language coursework. In 2012-13, 13 UG and graduate students spent eight weeks studying intensive Chinese.

Nearly all graduate students doing PhDs in EAS go abroad to do research, many with fellowships supporting research abroad, such as Fulbright and Japan Foundation fellowships. Our students have received more Blakemore Fellowships for advanced study in EA (67 grants) than students from any other university.

Access to Other Programs Abroad: The UW maintains exchange agreements with academic institutions throughout EA, with 18 institutions in China, three in Taiwan, 19 in Japan and five in Korea. These institutions include Peking University, Sichuan University, University of Hong Kong, National Taiwan University, Waseda University, Kobe University School of Business, Osaka University, Seoul National University, Yonsei University and many others. We have long been among the main sponsors of the Inter-University Centers in Yokohama and Beijing and regularly send students there. The EAC is part of the Central Eurasian Studies Summer Institute (CESSI) and annually send students to the University of Wisconsin, Madison for Uygur.

3. Non-Language Instructional Programs

A. Course Offerings, Including Professional Schools: UW offers approximately 400 courses on EA at the BA, MA, and PhD levels. In all but a tiny number of cases, these courses are

	UG	G	UG/G	Total	Enrollment
EA	19	20	4	43	446
China	43	19	2	64	1352
Japan	30	14	5	49	847
Korea	12	6	0	18	246
Total	104	59	11	174	2,891

available to students in all colleges, including the professional schools. In 2012-13, Center faculty offered 174 non-language courses (see Appendix B). Total enrollment in these courses was 2,891. These courses were well distributed by country (Table 3.1). UW offered over 24

classes via professional schools in 2012-13 that are focused on EA or include EA content (Appendix B).

B. Depth of Offerings: The specialized depth of EA course offerings is demonstrated by the distribution of courses by department, level, and frequency with which they are offered. In 2012-

13, there were 104 non-language UG courses (200-499-level) and 59 graduate courses (500+-level) offered. Eleven courses were cross listed as a 400/500 level course, thus available to both graduate and UG students. More than half of the non-language

UG courses are 400 level and thus available to graduate students, and 27% of all EA courses were 500-level or above. Many more courses are available over a 3-year period (Table 3.2). By department, JSIS, AL&L, History, and Political Science have the most offerings, but 11 departments offered one to ten courses (Table 3.2). The strength of our EA Law program is notable. It is one of the largest in the country in terms of faculty, students, and courses, and is widely recognized one of the top places to receive training on East Asian law.

Department	2012-15	2012-13
Anthropology	14	4
Art History	31	11
Asian L&L	79	32
Comp Lit	6	2
Comp Religion	26	9
Geography	8	2
History	33	13
Int'l Business	21	9
Law	31	11
Political Science	24	9
JSIS	157	59
Other	41	13
Total	471	174

C. Interdisciplinary Courses: Well over half of our non-language offerings are interdisciplinary, in part because so many of our faculty conduct interdisciplinary research and in part because the area studies programs in JSIS, including the Asian Studies BA and the MA programs in China, Japan and Korean Studies are designed to prioritize interdisciplinarity as the key to a successful international education. Another reason we offer a rich array of interdisciplinary courses is that many EA faculty teach both in the IS program, where all the courses are interdisciplinary, and in the EA program. For example, Japan Studies Professor Saadia Pekkanen teaches *Law and Politics of International Trade, Environment and Health in the WTO* and *Japanese Trade Politics*. Professor Marie Anghodoguy teaches *Tech Policy in East Asia*, Professor Gary Hamilton teaches *Industry and State* (examining the effects of industry and industrial structure on political outcomes), and Clark Sorensen teaches *Social Transformation of Modern East Asia*.

The core MA sequence in the China, Japan and Korea programs are team-taught by faculty

from a variety of departments in the social sciences and humanities to expose our students to interdisciplinary approaches. EA faculty and students also actively participate in a number of interdisciplinary programs at the UW: the Simpson Center for the Humanities, Program on the Environment, Center for Law, Societies and Justice, Center for Demography and Ecology and the Center for Human Rights.

D. Non-Language Faculty, Teaching Assistants, and Pedagogy Training: We have 65 “core faculty,” defined as those who conduct research in an EA language and devote half or more of

Table 3.3 East Asia Faculty by Department and Country of Specialization			
	China	Japan	Korea
AL&L	10	9	3
Anthropology	3	1	0
Architecture	0	1	0
Art/ Art History	2	0	0
Comparative Lit.	2	0	0
Economics	1	0	0
Geography	2	0	0
History	4	1	1
JSIS	2	4	3
Law	1	1	1
Landscape Arch.	1	0	0
Linguistics	0	1	0
NELC	1	0	0
Political Science	1	1	0
School of Nursing	0	0	1
Sociology	2	0	0
Engineering	0	2	0
Urban Planning	2	0	0
Women’s Studies	1	0	0
Total	35	21	9

their time to EA teaching and research (see Appendix C). There are, of course, many other UW faculty who conduct research on EA without being specialists in the area (i.e. faculty in Public Health, Atmospheric Sciences, and Psychology), but what we consider most impressive about our program is the number of true specialists. Table 3.3 provides a breakdown of these by department and country, underscoring our disciplinary depth and diversity.

Over the past decade the size of the EA faculty has remained at around 60, allowing us to offer over 200 non-language courses a

year. Over the past four years, we have hired six faculty with specializations in such fields as Korean literature, Classical Chinese, Japanese literature, landscape architecture, geography of China and Korean language. Over the next four years, UW is committed to hiring a Japan law specialist, an art historian focusing on Japan, an Imperial China historian and a Chinese language coordinator.

The great majority of non-language courses are taught by regular faculty rather than by TAs, adjuncts, or visitors. The primary role of TAs is to lead discussion sections for our three largest UG lecture classes: “Asian Civilizations: Traditions,” “The Making of the 21st Century,” and “Rise of Asia.” Both American and foreign TAs are encouraged to continue improving their teaching skills by seeking out the assistance of the UW Center for Teaching & Learning (CTL). CTL’s highly skilled staff evaluate classes and effectively work with faculty and TAs to improve teaching quality. CLT further provides several training opportunities: First Fridays for Graduate Students provides professional development opportunities and workshops for graduate students on specific teaching topics. The International Teaching Assistant Program provides assistance and support to newly appointed TAs who are not native English speakers. There is also an annual “TA/RA Conference on Teaching, Learning, and Research” designed to help graduate students prepare for their roles and responsibilities as TAs and RAs at UW.

The Jackson School also offers a specific course, Teaching International Studies, taught by Joel Migdal, as another opportunity for TAs and prospective TAs to learn concepts, techniques, and methods for teaching international studies.

4. Language Instruction

A. & B. Course Offerings and Enrollments: UW offers a comprehensive program of instruction in the three main EA languages: Chinese, Japanese, and Korean. Table 4.1 shows the enrollments in AL&L. Note that these are course enrollments, not the number of students. Under the quarter system, a student must enroll in three consecutive quarters to pass one year of language study. Three or more years of instruction are offered in all three languages. The Chinese program offers four years of modern Chinese, two of classical, at least one quarter of Business Chinese every other year, and advanced readings courses in both literature and scholarly prose. The program also offers four years of a separate heritage student track. Korean offers three years of regular instruction, a fourth year reading course, and three quarters of advanced reading on social science, literature, or humanities topics. Korean also has a track for heritage students and classical Korean is offered on a tutorial basis. Four years of modern

Japanese are offered, plus additional fourth-year reading courses in academic and professional texts and modern and classical literature. Classical Japanese and Kambun are also offered. The College of Engineering hosts a program in Technical Japanese that had 71 language class

Level	Chinese	Japanese	Korean
1 st year	679	930	534
2 nd year	193	773	102
3 rd year	106	485	61
4 th and above	67	96	10
Total	1,045	2,284	707

enrollments in 2012-13, not included in Table 4.1. UW has a distinguished tradition of teaching Inner Asian languages spoken by Chinese minorities. Three years of Uygur, Uzbek and Kazakh are currently offered. UW is one of the few places in the country where graduate students can pursue topics that require the study of

Chinese along with one of these Inner Asian languages.

Apart from our regular AY course offerings, we facilitate language proficiency among our students in many other ways. First, we offer intensive summer courses. In summer 2013 our

Language	Chinese	Japanese	Korean
No. of Courses	3	14	1
Enrollment	30	238	4

offerings included first-, second- and third-year Japanese, first- and second-year Chinese, and first-year Korean. Our students also attend summer language institutes at other US institutions. We encourage students to improve their language skills through study abroad. In

2012-13, over 183 students spent at least a quarter abroad on exchange programs with various EA institutions. Content-based courses in EA languages are also offered, including Chinese History in Chinese and popular courses on social science readings in Japanese. There were 18 content-based courses offered in 2012-13, with 272 total enrollments (Table 4.2). Advanced tutorials are also offered to qualified students in Chinese, Japanese, and Korean.

C. Language Faculty and Training: Twenty-three faculty members devote all or most of their time to teaching Chinese, Japanese, and Korean language, including assistant, associate, and full professors, plus full-time lecturers and teaching associates. Each program is coordinated by or

has the close involvement of specialists with doctorates in linguistics or language pedagogy. The lecturers, teaching associates, and TAs in the program bring to their work an impressive combination of experience and training. For example, second-year Korean is taught by a lecturer who holds a PhD in linguistics (Soohee Kim). The Japanese program is coordinated by a senior lecturer with an MA in Japanese pedagogy (Itsuko Nishikawa) and first-year Japanese is supervised by a senior lecturer with a PhD in linguistics (Kaoru Ohta); Senior Lecturer Nyan-ping Bi (MA in Linguistics and Pedagogy) supervises first-year Chinese and Senior Lecturer Liping Yu (MA in Linguistics) supervises second-year.

TAs who assist in first-, second-, and third-year classes are selected through a rigorous review process, with preference for those who have pursued studies in second-language pedagogy. AL&L language instructors utilize performance-based instructional techniques and emphasize communicative competency in all their classes. Many of our language faculty and TAs have participated in professional development programs and apply what they have learned in classes. For example Nyan-ping Bi incorporated the features of Canvas Learning Management System and offered a hybrid course teaching Chinese documentaries about Chinese cuisines and ingredients. Nine of our language instructors are trained or certified by the American Council for Teaching Foreign Languages (ACTFL). All instructors are familiar with ACTFL Proficiency guidelines and the National Standards for Foreign Language Education. Next fall, two more language instructors will become certified in ACTFL (Budget Item 35). We also consider the training of TAs (most of whom are in literature or linguistics degree programs) as part of our mission, since most of them will pursue careers that involve language teaching.

D. Quality of Language Program: The effectiveness of language instruction can be measured in many ways. All courses involve frequent proficiency tests, providing objective measures of student achievement at each level. Program policies in all three languages, such as emphasis on the four skills of speaking, listening, reading, and writing also ensure effectiveness. Proficiency testing is fundamental to the teaching of all the languages and is required for placement.

Performance-based instruction methods are fully in place in all three languages. In performance-

based classes, communicative goals are set at the beginning of the quarter, and progress is marked by self-evaluation as well as formal testing. Nine instructors have received training as Oral Proficiency Interview testers.

A student of Chinese, Japanese or Korean will achieve competency in speaking, listening, reading and writing. For the Chinese, Japanese and Korean major specific skills include: the ability to manage a variety of spoken communicative tasks, including discussion or topics of common interest, description and narration, expression of personal viewpoints, and presentation and support of an argument; the ability to understand the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face situations to radio and TV broadcasting; the ability to understand the main idea and important details of written texts in a range of styles and registers and covering a variety of general topics; the ability to write routine social correspondence using the appropriate conventions, and to write connected essays of several paragraphs in length in an appropriate linguistic register.

Technical support and other teaching resources at the UW are excellent. Our instructors are creating and using new materials for performance- and task-based instruction, thanks to assistance from UW's Language Learning Center (LLC), a state-of-the-art facility providing digital multimedia for language and culture study. Portable digital video recording equipment allows instructors to make field recordings. A professional-grade audio recording studio is equipped to make digital audio recordings, and a video recording area has been created.

The LLC enables the creation of multimedia, web-based instructional and testing materials. Language faculty use Computer Assisted Language Learning, Canvas and MOODLE (Modular Object-Oriented Dynamic Learning Environment) to assist with teaching. MOODLE only requires an Internet connection for access to textual, graphic, audio and visual learning materials. MOODLE courses have been developed for all three EA languages and Uygur. MOODLE also facilitates web-based assessment: e.g. students can make web-based recordings that instructors can evaluate. All language instructors work closely with the EA library.

First year Chinese, Japanese and Korean students are placed by a pen-and-paper placement test. Second- to Fourth-year students are placed through a tailored test and face-to-face interview. For assessment instructors administer daily vocabulary and grammar comprehension tests, bi-weekly written exams that include listening comprehension, two oral interviews and a comprehensive final each quarter. In addition a course project may involve research, interview, discussion, writing, and presentation. Students are also given communicative tasks for evaluations. Language forms, language functions, language skills and modes of communication (interpretive, interpersonal and presentational) are all taken into consideration when designing those tasks. All materials are given in meaningful linguistic and cultural contexts.

5. Strength of Library

A. Holdings: The East Asia Library (EAL), founded in 1937, holds approximately 662,000 items in EA languages, including books, serials, electronic databases, and audiovisual materials, putting it among the 12 largest collections in the US. Table 5.1 enumerates the printed volumes in the UW libraries. Including the Law Library's EA collection, EAL printed holdings include

Chinese	306,653
Japanese	188,571
Korean	114,943
Western (estimated)	37,903
Tibetan	9,124
Other Asian languages	1,203
Total	658,397

over 300,000 volumes in Chinese, almost 190,000 in Japanese, and about 115,000 in Korean (Table 5.1). The EAL also subscribes to 1,919 printed journals and many full-text databases of EA e-journals and serials collections, classical texts, newspapers, statistics and census tabulations in the East Asian languages.

The EAL has outstanding geographic and subject coverage. The Chinese collection is strong in every field in the humanities and social sciences, with particular strength in history, art, archaeology, political economy, classical literature, minorities of Southwest China, religion, philosophy, local gazetteers, and local census materials. EAL holds the largest print collection of periodicals published during the Chinese Republican period (1911-1949) in North America. The Japanese collection is particularly strong in religion, language pedagogy, political economy, and the history and literature of the Tokugawa, Meiji,

and modern periods. The Korean-language collection, notable for its history, contemporary society, and poetry holdings, is the second largest affiliated with a US university. A recent gift of more than 18,000 Korean graphic novels makes UW EAL one of the two largest holding libraries of such materials.

UW libraries contain a number of specialized EA collections. The EAL has over 9,124 volumes in Tibetan, one of the major collections of Tibetan Buddhist scriptures and historical and literary works in the US. The UW’s Gallagher Law Library EA Law Department (EALD), with 31,242 volumes in Japanese, 12,503 in Chinese, and 3,971 in Korean, is one of only four staffed academic EA law libraries in the US, with the other three being at the Library of Congress, Harvard, and Columbia universities. The School of Art has developed an in-house digital database for its faculty and students to use, which currently has 13,741 East Asian images. There are many more images available through ARTstor (over one million digital images in the fields of the arts, architecture, humanities, and sciences) subscribed by UW Libraries and the UW Libraries' Image Bank.

In addition to the EAL and the EALD, the main and branch libraries, including Art, Architecture and Urban Planning, UG, Business, and Map Collection, also have substantial holdings of English-language EA materials.

Support for Acquisitions and Staff: UW support for its EA collections is strong for a state university. Total direct support for the EAL and EALD amounted to over \$1.5 million in 2012-13. Of this amount, acquisitions accounted for \$374,700; over \$1 million went to salaries for library staff (Table 5.2). These sums do not include the cost of acquisitions by the main or branch libraries. The EAL has a staff of 7 librarians, 6.5 support staff, and 4.5 full time equivalent student assistants. EAL librarians all have professional credentials, specializing in China, Japan and

Table 5.2. Direct Support for the EAL and EA Law Library, 2012-2013	
Acquisitions	\$374,700
Salaries	\$1,143,992
Total	\$1,518,692

Korea Studies, library technical services, serials cataloguing, Chinese, Japanese and Korean cataloguing, and library circulation and user services. The EALD is managed by a specialist in

Japanese legal materials. Approximately 10% of the Law Library budget is devoted to EA acquisitions and staffing. Although UW support for EA collections is considerable, acquisition budgets have stagnated in recent years, even as the cost of books and electronic resources from EA has increased, especially those from China. Additional funds are needed to build our collection in new areas of research, particularly those pursued by new faculty such as Qing Shen in Urban Design and Planning or Luke Bergmann in Geography. For this reason we are seeking Title VI funds to supplement our acquisition budget (Budget Item 14).

B. Accessibility: Interlibrary loan services make holdings of other libraries available to UW faculty and students, and also make UW holdings available to other institutions. UW ranks first among the Association of Research Libraries in total number of items borrowed from other libraries and second in total number of items lent to other libraries. The EA collection is accessible worldwide through the UW online catalogue (<http://www.lib.washington.edu>). Because UW Libraries also serve as the WA State Library, there are no restrictions on entry. With the implementation of WorldCat Local, requests for UW Libraries materials by users at other Orbis Cascade Alliance libraries increased in one year by 248%, from 7,151 in 2006-07 to 25,368 in 2007-08. For interlibrary loan and borrowing activity overall, UW Libraries are among the most dynamic participants in the US. EA collections are in particular demand. In 2012-13 the EAL circulated over 90,000 items, making it the fourth most circulated collection among the 20 libraries on campus. Many members of the local and regional community, as well as post-secondary educators at other local and regional institutions, use the EAL.

UW also provides access to numerous EA-related electronic resources from any on-campus workstation, and off-campus to the UW community via the EAL website and LibGuides. EA language e-resources include search databases, indexes, and bibliographies such as *Duxiu* for searching Chinese books and articles (full-text searchable for over 2 million books, and index to 3 million books, journals and other documents), *Zasshi Kiji Sakuin* Database (index to 14 million Japanese articles); full-text article databases such as the Chinese Academic Journals Database (containing 43.8 million articles in 9,800 academic journals), Nikkei Telecom 21

(full-text business and news database includes Asahi Shimbun, Nihon Keizai Shimbun, NHK news, business wires and more), Korean scholarly article database DBpia (nearly 2,000 journal titles with over 1.7 million articles), and Korean Studies Information Services System (nearly 1,800 journal titles with over 1.2 million articles); and reference databases such as Japan Knowledge (full-text collection of Japanese reference materials including encyclopedias, dictionaries, who's who, maps, and classics collections) just to mention a few.

As a major resource center for EA Studies, the UW EA Library plays a leading role regionally, nationally, and internationally in developing, preserving, and disseminating research information about East Asia. EAL is a founding member of the Korean Collection Consortium of North America, sponsored by the Korea Foundation, made up of 12 Korean collections in North America that have divided responsibility for collecting materials covering certain subject and geographical areas. EAL actively participates in discussions and initiatives of the cooperative collection development program, thus has secured \$20,000-\$30,000 each year to acquire Korean languages materials for the past ten years. We are also a founding member of the Pacific Rim Digital Library Alliance, consisting of 28 libraries in North America, Asia and Australia. The Alliance was established in 1998 to support digitization, interlibrary loan, and a variety of cooperative projects. The EA Library proactively seeks opportunities to collaborate with other institutions to obtain materials from Asia and share resources. In collaboration with the Asian Library of the University of British Columbia (UBC) Libraries in Canada, our EAL has been awarded a grant of \$183,600 from Council on Library Information Resources for an 18-month cataloguing project to provide access to hidden collections of Chinese classic books and publications of early 20th century China. This grant-sponsored program will make valuable Chinese research materials at both UBC and UW available to scholars worldwide.

EAL also actively reaches out to the local Chinese, Japanese, and Korean community, hosting cultural and scholarly events and activities to enrich the diverse cultural experience locally. Its excellent work has also attracted generous funding contributions from donors. Recently, EAL has completed a 4.5-year cataloguing project fully funded by the Tateuchi Foundation. This

project cataloged over 5,000 old and rare Japanese books, artworks, and maps, making these hidden treasures accessible to scholars worldwide.

6. Quality of Staff Resources

A. Qualifications: The productivity of our EA faculty and staff is evidence of their energy and dedication. In 2012-13 alone, EA faculty and staff published 16 books and 86 articles (see Appendix C). Many of our faculty and staff members have received top honors in their fields. For example, in 2014, Patricia Ebrey was given the Award for Scholarly Distinction from the American Historical Association for her contributions as "the premier historian of Chinese women during the millennium-plus of the early and middle empire." Ebrey has also received fellowships from the National Endowment for the Humanities, the John Simon Guggenheim Memorial Foundation, the Woodrow Wilson Foundation, and the Chiang Ching-kuo Foundation. In 2011, Kenneth Pyle received the Thomas S. Foley Award from the Japan America Society of the State of Washington for his life-long service to furthering better understanding between Japan and the United States. Pyle has also received the Japanese Imperial Decoration: Third Order of the Rising Sun, and the Japan Foundation Award for Japanese Studies. David Knechtges has been inducted into the American Academy of Arts and Sciences and Mary Bernson received the World Educator award from the World Affairs Council (WAC) and the Distinguished Service Award from the WA State Council for Social Studies (WSCSS).

EA faculty have been successful in attracting funding for research projects. These projects both shape American knowledge of EA and contribute to graduate student training, since most employ students as RAs. Recent examples include Susan Whiting's \$34,960 research grant from Chiang Ching-Kuo Foundation for her research on "Diverse Property Regimes in China's Rural Land"; Pat Ebrey received \$29,000 from the Institute for Advanced Study in Princeton for a semester's stay to work on her project "China as a Unified Empire, 550-1250;" and Sasha Welland received a \$25,000 from the American Council for Learned Societies for the "New Geographies of Feminist Art: China, Asia and the World" conference. The EA library staff is

also successful in raising outside funding. In the past four-years they have raised \$620,580 for library projects.

Our faculty also has a remarkable record in raising outside funds for EA-related institutional development. In the past twelve years, Clark Sorensen and his colleagues have raised \$6.5 million for Korean Studies, supporting faculty hires, visiting professorships, *The Journal of Korean Studies* and fellowships; Pat Ebrey has raised almost \$2.5 million from the Freeman Foundation UG Initiative Grant, which established two EA faculty positions and expanded our UG and graduate course offerings; Don Hellmann has raised more than \$1.2 million for the Hellmann Endowment for policy-oriented activities; and since 1997, Outreach Director Mary Bernson has raised over \$10.5 million for outreach activities.

Our faculty who work on contemporary politics, law and economics frequently serve as consultants for government agencies and public policy organizations. In recent years, Kam Wing Chan has served as a consultant for the United Nations Population Division, World Bank, and McKinsey & Co. on a number of policy projects on China. Susan Whiting has consulted for the World Bank and is currently co-chair on the US-China working group for briefing Congressman Rick Larsen and the National Committee on US-China Relations. Donald Hellmann has consulted for the National Security Council, and the Department of State Committee on Economic Development. William Lavelly has served as a consultant to various UN programs.

Special note should be taken of the contribution UW EA faculty make to the editorial work essential to the intellectual health of their fields. The Korea Studies program sponsors one of the oldest and most active book series in the U.S., with fourteen books published in the series, and twelve still in print. A second series, *Publications of UW Center for Korean Studies* has produced four books since 2010. UW hosts two important journals in EAS: the *Journal of Japanese Studies* (now in its 40th year) and *The Journal of Korean Studies*, founded at UW in 1979. Faculty at the Asian Law Center (ALC) provide editorial support to the *Pacific Rim Law and Policy Journal*, and the electronic *Asian Law Abstracts*. The ALC also supports the UW Press *Asian Law Series*. In addition, many of our faculty and staff have served on editorial

boards of academic journals, including *Journal of Visual Culture* and *Cultural Anthropology: Journal of the Society for Cultural Anthropology*.

Professional Development Opportunities: So that faculty are able to maintain their professional skills and advance their research, UW supports various forms of professional leave through sabbatical and course relief. Faculty may apply to the Royalty Research Fund, and the Center for the Humanities for course reductions in order to devote more time to research. We consider experience abroad—for research, conferences, exchanges, and language learning—the best way for faculty and staff to maintain their area expertise. We are requesting funds for foreign travel to expand the opportunities, funded by the China, Japan, and Korea Studies programs (Item 11). We also request funds for domestic travel for use by faculty and staff to attend national conferences and workshops to stay abreast of the latest developments in the scholarship of our region (Item 12).

The CTL is a key resource for faculty, providing training and development workshops for Web-enhanced courses, as well as workshops on preparing to teach, engaging students in learning, and assessing and improving teaching. CTL also offers ongoing guidance on class evaluations and issues regarding teaching. Staff supervisors are offered strategic leadership workshops and regular grant-writing and management courses. The UW computer lab regularly offers free classes in the use of software such as Canvas, PowerPoint and Excel for classroom and other professional purposes.

Teaching, Supervision, and Advising of Students: EA faculty are not only researchers, they are teachers and mentors. The EAC strives to create an atmosphere of intensive interaction among faculty, staff and both UG and graduate students. All EA faculty regularly teach both UG and graduate courses, from large lectures to small seminars. Our faculty also lead UG and graduate students in practicums and field work in Asia such as Stevan Harrell's program of ecological research in the Liangshan Yi Autonomous Prefecture. In 2012, Professor Harrell received the Undergraduate Research Mentor award and in 2014 he was runner-up for the Graduate Mentor Award. EA faculty also mentor UG students through the IS capstone Task

Force projects. Recent Task Forces have been led by Gary Hamilton and Clark Sorensen, and Donald Hellmann will be leading a Task Force in the winter of 2015. EA faculty individually mentor graduate students in guided reading and research, and engage students in research collaborations leading to co-authored articles. The China, Japan and Korea Programs in JSIS each have a faculty member that serves as the graduate program advisor who meets with all entering graduate students to discuss a course of study. The program advisor meets regularly with current graduate students. For advanced MA students, members of the thesis committee serve as primary advisors. China, Japan and Korea program staff and EAC staff are also available for academic or professional advising (including assistance with résumé cover letter and interview preparation) as needed. For more information on advising of students, please see Section 2B, Academic and Career Advising.

B. Center Oversight: The director of the EAC, William Lavelly, reports to the director of JSIS. He is assisted by Outreach Director Mary Bernson, who leads our K-12 outreach programs, and Associate Director Kristi Roundtree, who directs EAC operations. EA faculty are involved in the oversight of the EAC in two ways. The EAC has an advisory board consisting of three elected faculty members, the chairs of the China, Japan, and Korea Studies programs, and the EA library director. Election criteria require the board to include faculty representatives from the humanities, social sciences, and professional schools. The directors, board, and associate director meet annually to discuss proposed projects, plan long-term initiatives, plan evaluations of current projects, and assess the state of EAS on campus. Additionally, the faculty of the China, Japan and Korea Studies programs meet at least three times a year, and their chairs meet regularly with the EAC director to deal with issues of mutual concern, such as funding of public programming, discussion of hiring priorities, and support for graduate students.

Center Staffing: EAC Outreach Director Mary Bernson has directed K-12 outreach since 1982. Her standing in the field is attested to by her many honors, her leadership roles in professional and civic organizations, and her record of success in obtaining outside funding for outreach. Kristi Roundtree, Associate Director of EAC, runs all administrative aspects of the EAC and

devotes part of her time to post-secondary, general public, business, and media outreach. Roundtree holds an MA in international education from Columbia University. The East Asia Resource Center is currently in the process of hiring a new Assistant Director.

Because all of UW’s Title VI Centers are housed in Thomson Hall, they have long shared staff who handle grant administration, including FLAS fellowships and assessment data (Item 2). Curtis Reed is our full-time assistant who handles scheduling of speakers, announcements of programs, and course-related responsibilities for EAC and the China program. Reed also maintains the EAC website, trains EA faculty and staff on computing issues and provides direct assistance to all EA faculty on computing (Item 10).

C. Non-Discriminatory Practices: UW and the EAC are an equal opportunity, non-discriminatory employer and strongly encourage applications from females, minorities, persons with disabilities, disabled veterans, and Vietnam-era veterans for all positions. Since 1997, the

number of tenured and tenure track faculty of color at all three UW campuses has doubled. 43% of the EA faculty is female, and 55% is of Asian descent. Since 1995, 45% of appointments have been of women and 63% Asian (Table 6.1). Because WA State law bans the use of race, gender, or ethnicity in hiring decisions, UW has

	Total	Hired Since 1995
Male	39	24
Female	26	20
White	29	16
Asian	36	28

redoubled efforts to expand the pool of qualified applicants from underrepresented groups. The Provost for Faculty Advancement, whose mission is to ensure that the UW recruits, promotes and retains an excellent and diverse faculty, the office of the Vice President for Minority Affairs and Vice Provost for Diversity, and the Graduate School, specifically GO-MAP, have been critical in the UW’s efforts to diversify.

The University of Washington is at the forefront of a new collaborative effort to help institutions recruit diverse faculty and staff and assist dual-career couples seeking employment throughout the state. The UW, along with the Bill and Melinda Gates Foundation and the Fred Hutchinson Cancer Research Center, launched the Greater Washington State Higher Education

Recruitment Consortium (GWS HERC) in October 2013. The GWS HERC provides resources to employers seeking talented and diverse employees and assists job-seekers including couples seeking employment in similar locations. The UW Office for Faculty Advancement manages the consortium. The EAC works on all levels to insure equal opportunity in employment, admissions, education and use of facilities.

7. Outreach Activities

The EAC serves as a major source of information about EA for K-12 teachers, post-secondary educators, business, media, government, and the public, in the Northwest and nationally. In 2012-13, we hosted 111 professional development programs, conferences, symposia and events attended by a total of more than 4,178 people. All of our events and professional development activities are led by EA faculty or staff that specialize in these fields.

Elementary and Secondary Schools: The EARC is the K-12 outreach arm of the EAC and a leading national resource for those who teach about EA in K-12 schools. For over 40 years, the EARC has provided professional development programs, EA curricula, teaching strategies, and resources. Weekend workshops, weeknight programs, and presentations at conferences are scheduled year-round; we are unusual in that we put on several in-depth, multi-day institutes each year. We develop and publish quality curriculum materials on EA and serve as leaders of local and national organizations related to Asia and education. Activities for K-12 teachers are funded primarily by grants from the Freeman Foundation, with additional support from other foundations, the US Department of Education and registration fees.

The EARC is one of five organizations that co-founded the National Consortium for Teaching about Asia (NCTA) in 1998 and one of seven that now co-direct it. NCTA offers 30-hour seminars about EA history and literature across the country and has over 17,000 alumni in 49 states. Of this total, the EARC has 2,293 alumni in the region it serves (Washington, Alaska, northern California, Idaho, Montana, and Oregon) and provides NCTA seminars for 100 to 150 teachers per year.

The EARC offers two week-long summer institutes annually for teachers nationwide. These courses, led by EA faculty from the social sciences and professional schools, pair specific subject matter about EA with sessions addressing pedagogy and resources. We are requesting funds to expand this model (Item 20). The EARC has taken 462 teachers to EA on a total of 28 study tours designed and led by EARC staff, including a 2012 Fulbright-Hays Group Project Abroad. Alumni of all these programs work with UW to share their knowledge through curriculum development, school leadership, and presentations at conferences. The EARC is now offering short seminars and book discussions online to expand access for teachers in remote areas.

We produce educational materials designed to educate teachers and the public at large. We have developed articles about EA written by EA faculty in the social sciences and the professional schools for the national non-profit organization Newspapers in Education (NIE). These articles appear regularly in large circulation dailies such as the *Seattle Times*. We supplement the articles with curriculum units distributed to teachers who subscribe to NIE, as well as offer teacher workshops focusing on the series. NIE serves over 46,554 students and nearly 1,100 educators in over a 150 districts in WA State. Our NIE curriculum from 2010-13 has been downloaded 484 times. We have requested funds to continue this project (Item 18).

In an effort to better serve minority and low-income high-school students, the EAC works with OneWorld Now! (OWN), an after-school global leadership program that has served over 1,500 youth, most of whom are low-income and youth of color from every high school in the Seattle Public School District. In addition, OWN in 2010 expanded its full program to James Campbell High School, the largest public high school in Hawai'i. OWN alumni and current UW student Philmon Haile, a senior majoring in international studies with an Asia focus at the Jackson School, was quoted by First Lady Michelle Obama on her recent trip to Beijing on the importance of studying abroad. Haile has a summer FLAS and has received a Rangel Fellowship for next year. We have requested funds to expand this project (Item 21).

Postsecondary Institutions: We serve educators at the community college and four-year college level through a variety of activities. The China, Japan, and Korea Studies programs all run

regular seminar series to which scholars from other institutions in the Puget Sound region are invited. The JSIS calendar is emailed to 1,250 scholars and citizens around the region; in addition, the EAC and the regional studies programs each have specialized lists to keep educators informed of colloquia and other events. To reach faculty outside the greater Seattle area, we offer day-long or half-day events.

We also host symposia, special events and regional and national conferences. In fall of 2012 we held two major conferences. The first, “New Geographies of Feminist Art: China, Asia, and the World” was co-organized by Sasha Welland. The conference brought together scholars, curators, and artists from around the world to discuss the practice, circulation, and cross-cultural significance of feminist art in Asia. The conference also spawned a UG course, “Feminist Art and Visual Culture in a Global Perspective.” The second, “Spaces of Possibility: Korea and Japan, In, Between and Beyond the Nation” organized by Andrea Arai and Clark Sorensen was a working conference on contemporary Korea and Japan that closely considered new kinds of cultural and social spaces that have begun to appear in the wake of the Asian economic crisis of the late 1990s. This conference brought in faculty from the social sciences from across the nation and Canada, and included faculty from the Department of Architecture. This conference has resulted in a course “Spaces of Possibility: Korea and Japan” that will be offered in fall of 2014 (Item 9) and a published volume that is forthcoming.

This past year, the EAC has worked with the ALC to offer the Asian Law Lecture Series. This series is dedicated to creating a forum for academics around the Puget Sound region to share their thoughts and research on the latest Asian legal topics. The series featured faculty from the ALC, JSIS, and visiting law faculty at the UW speaking on such topics as “How the Conservatives Still Rule Japan: The 2012 Election” and “Territorial and Maritime Disputes Between Japan and China”. We will continue to work with the ALC on the Asian Law Lecture Series and propose to work with the Law School on Global Mondays, a weekly forum examining the intersection of law, policy and the role of legal professionals in our increasingly complex and interconnected world (Item 30).

In order to strengthen language teaching at the high school and community college levels, the EAC worked with the language faculty in AL&L to provide pedagogy workshops for EA language teachers. In 2012-13, we hosted a one-day pedagogy workshop for Japanese language teachers focusing on introducing teachers to the ACTFL Proficiency Guidelines—Writing. Teachers explored a variety of writing tasks across levels of proficiency and designed appropriate writing activities. The Advanced Placement (AP) Chinese exam is quickly becoming one of the most popular AP exams. In response to demand, we put on one-day language pedagogy programs on the AP Chinese exam for high school teachers in 2011, 2012 and 2013. Average attendance has been over 70 for each event with instructors coming from across the Northwest. Additional workshops held for language teachers in 2012-13 included “Standard-Based Instructions for Chinese Language and Culture: From Theory to Application” a workshop focused on the standards for foreign language education, and “Don’t Just Stand There: Engage Students in Active Language Learning,” a workshop that improved language instructors professional competence by increasing familiarity with classroom activities. We plan to continue providing language pedagogy workshops in the next grant cycle (Items 22 and 32).

Business, Media, Government and the General Public: Our outreach to business, media and the general public is also extensive, as may be seen in an abbreviated list of public programs for 2012-2013 (Table 7.1). The EAC collaborates regularly on events with such organizations as the Seattle Art Museum, the World Affairs Council, the Japan-America Society, and the Washington State China Relations Council.

We conduct outreach to the business community by collaborating with the UW Global Business Center (UW CIBER) at the Business School. In 2012-13, we held lectures by China economist Nick Lardy and political scientist David Shambaugh. We also co-sponsored the event “Social Media for your Business,” which looked at social media strategies of US and Japanese companies. We propose to continue to work with UW CIBER to further develop our business-related programming (Item 26 and 42).

In collaboration with three JSIS National Resource Centers (NRCs), the EAC launched the

project "Mapping and Enhancing Language Learning" (MELL) in WA to identify which languages are taught at what levels in K-12 and CC across the state. MELL generates data and analysis briefings for business, government and media. Most importantly, NRC funds catalyzed the state's creation of a new coordinator and database for world languages at WA State Office of Superintendent of Public Instruction (OPSI) as a result of MELL's efforts. We are requesting funds to continue to collect data and produce analysis briefings (Item 37).

Our faculty work regularly with the media to provide up-to-date and accurate information on EA. A few examples from 2012-13 include Kam Wing Chan's interviews with *The New York Times*, *Wall Street Journal*, *China Daily*, *BBC*, *Al Jazeera*, and many other publications on migrant worker issues and the *hukou* system in China; David Bachman's remarks on the Chen Guangcheng case, China's new leadership, and Bo Xilai in the *Seattle Times* and *Context China*; and Saadia Pekkanen explanation of Japan's use of Micro-Satellites to expand their interests in the Arctic in *Bloomberg*.

The EAC provides regional expertise to state and city government officials and professionals.

Activity	Attendees
China Goes Global: the Partial Power	70
Ai Weiwei Film Series	179
Road to U.S.-Korea Global Partnership	92
New Geographies of Feminist Art: China, Asia, and the World	307
Japan: Challenges & Opportunities, Ichiro Fujisaki, Ambassador of Japan	97
Global-Local Practice: Pre and Post 3.11	300
Paper Bullets: Frances Blakemore's War Propaganda Leaflets, 1944	61
3/11 Disaster and Change in Japan	52
A Structure of Deceit: The Japanese Nuclear Energy Program	57
Madam Annette Lu Hsui-lien	300
Is there a China Model of Capitalism?	130
Kim Jong-il Remembered	275
Social Media: For Your Business?	79
Total	1,999

In October 2012, we partnered with King County, UW CIBER and UW College of Built

Environments (Urban Planning and Landscape Architecture) to host the “US-China Sustainable Development Conference,” a unique four-day event which brought together US and Chinese leaders and professionals in municipal government and in planning, development and design for an intensive exchange. US professionals interested in expanding into China attended special lectures by China Studies faculty on the politics, social structures, law, and economics of urbanization in China. We propose to offer a similar program focused on *The Social-Ecological Resilience of Urbanizing Deltas* in this grant (Item 42).

In 2013, for the general public, we hosted a film series featuring the rarely seen works of Chinese artist Ai Weiwei. Each film was followed by a talk and Q&A session given by a UW EA faculty member, including faculty from Law and Urban Planning. The EAC and the Asia Law Center hosted Madam Annette Lu Hsiu-lien, the former Vice President of Taiwan, who attracted 300 people to her lecture “A New Perspective on the Asia Pacific,” and the EAC and the EA Library hosted the noted Taiwan author Pai Hsien-Yung, who spoke before an audience of 700 people.

8. Program Planning and Budget

A. Proposed Use of Federal Funds: Our proposed NRC activities are focused on key strategic priorities: training teachers; increasing advanced proficiency in Less Commonly Taught

Category	\$ Amount	%
Instruction	303,902	33
Outreach	297,200	32
Administration	105,179	11
Libraries	80,000	9
Travel	52,000	5.5
Evaluation	50,000	5
Technology training	42,720	4.5
Total	\$931,001	100

Languages (LCTLs) and area studies knowledge at UW and other institutions of higher education; collaborating with MSIs, CCs, and the UW COE; and expanding our outreach efforts.

Most of the activities we propose receive the bulk of their funding from other sources. For example, our success in raising external funds to support our K-12 outreach allows us to concentrate our Title VI-funded outreach efforts on expanding post-

secondary, MSI, CC, and community outreach. In the case of items such as visiting instructors,

library acquisitions, and faculty travel, we seek Title VI funding to allow us to expand the scope of our activities. Because our budget consists mainly of shared or seed-money projects, Title VI funds will have a high rate of return on investment. The budget items described below reflect careful consideration of the areas where federal funds will have the greatest impact.

Upgrading our instructional programs is a high priority. Our budget targets strategic areas for expansion and deepening of our curriculum so that its quality will be even higher in four years. Inner Asian languages have a distinguished tradition in China Studies at UW, and our China faculty remains deeply engaged in Western and Southwestern China. Title VI funding for a Uygur lecturer (Item 3) will enable us to continue to offer advanced training in Uygur, as well as two other minority languages of China, Kazakh and Uzbek. The key nature of this position is reflected in the collaboration on this request between the EAC, Russian, Eastern European, and Central Asian Studies (REECAS), and the College of Arts and Sciences.

We propose to strengthen our Chinese language program by hiring a tenure-track Chinese language program coordinator (Item 4). The coordinator will be responsible for improving curriculum design and ensuring that proper articulation exists between all levels of our four-year Chinese curriculum, as well as between the UW curriculum and the curricula at other K-14 institutions in the region. The Chinese language coordinator will also work with the COE, OPSI and the Confucius Institute (CI) to help develop new programs in K-12 Chinese teacher training and certification at UW in collaboration with other institutions of higher education around the state. We request seed funding for two years to support this position. UW will take over funding this position at the end of the grant period.

Additional requested language instruction projects include an accelerated 100-and 200-level Japanese course. This course will serve both UG and graduate students with a background in Asian languages such as Chinese and Korean by providing an opportunity to develop their skills at a faster pace (Item 5). We have budgeted to develop Uygur through the consortium for a CESSI (Item 33) and to support the development of Uygur language materials (Item 34). We will fund ACTFL certification for our language instructors (Item 35), and produce two textbooks on

learning to read oracle bone inscriptions to assist Chinese language learners with learning Chinese script (Item 36). In an effort to increase language proficiency in UG business students in the Certificate of International Studies in Business program, we plan to work with the UW-CIBER to offer Business Chinese, Japanese and Korean language case competitions (Item 26). UG Business students will work in teams to deliver case analyses in the target language. The presentations will be judged by native language speakers from the UW faculty and the business community. To meet competitive priority 2, we propose to offer a Chinese and a Japanese course on linguistics for language teachers. These courses will be cross-listed with the COE and will streamline the process for teachers getting an endorsement in Chinese and Japanese. These courses will be offered during summer term, so language teachers in the community may take them for professional development and UW credit (Item 6 and 7). Finally, we propose to host an annual AP Chinese workshop and a bi-annual Japanese language conference for K-12, MSI, CC and post-secondary educators in the Northwest region to provide opportunities for language teachers to update skills and network (Items 22 and 32).

Our other instructional requests are in non-language areas. We plan to bolster our history offerings by seed funding a position for an imperial China historian (Item 8). This position will enable us to increase history offerings that have been reduced due to recent retirements. A search will be conducted in year 1 of the grant, the EAC will fund 70% of the position in year 2, and UW will take over funding the position in year 3. We will also offer “Spaces of Possibility” a comparative course that explores intersections between spaces of social and cultural activity in Japan and Korea (Item 9). This course was developed out of a workshop partially funded by the EAC and will have an accompanying volume in 2015. Finally, we plan to develop an online resource for the study of the history of the Chinese Communist Party (Item 27).

To address competitive priority 1 and better serve MSIs and CCs, we plan to work with Highline CC (the most diverse college in WA state), in partnership with the other Asian Studies Centers at the UW, on a four-year plan to infuse Asian content into Highline’s curriculum entitled “Global Competencies in 21st Century-Asian Studies.” To institute this program, in the

fall of 2014, we will form a steering committee drawn from faculty and staff at Highline CC and UW. Each year Highline faculty will apply to the steering committee to work with UW EA faculty members to develop EA curriculum modules. We will also offer professional development grants to Highline faculty and staff to attend professional development opportunities on EA, such as the Association for Asian Studies conference (Item 23). We will also offer an Asian Studies fellowship, jointly sponsored by the UW Asian Studies Centers, for MSI faculty to come to the UW for four-weeks to consult with UW faculty on resources, teaching methods and grant opportunities with the goal of increasing instruction on East Asia on MSI campuses (Item 24). The 2014-15 pilot year of this program will be held with Spelman College faculty, with whom we have an existing relationship. In subsequent years, the program will expand to other MSI across the country. We also plan to offer travel awards for educators from Title III and Title V institutions (Item 13) to attend our existing workshops. Finally, we will hold our annual Community College Master Teacher Institute, a summer institute for instructors to discuss EA issues and integrate EA into their curricula (Item 25). Since 2003, over 275 faculty from MSIs and CCs across Washington state have participated in the workshop.

To address competitive priority 2 and better serve in-service teachers, we will work with the Education Program at UW Bothell (the most racially diverse four-year institution in the state of Washington) to offer the course *Educational Policies and Politics: A Global Perspective* (Item 15). This course will serve students in UW Bothell's Education Program including Education and Society and Teaching and Learning minors; Master's in Education; students in the new undergraduate degree in Educational Studies; and, students in the new Diversity Minor. The majority of students in these programs are teachers-in-training or professional educators in the field. This course will ensure that teachers in training have a solid foundation in educational policies from EA. We will also work with the Education Program at UW Tacoma to incorporate EA into existing classes to help future teachers understand the culture, history, and educational systems of students from EA. These courses will be available to students in the UG Education minor and the K-8 Certification Program (Item 16).

Our K-12 requests, described in Section 7, are made up of our collaboration with NIE (Item 18), our intensive summer courses on China, Japan and Korea (Item 20), and our work with OneWorld Now! (Item 21). We have also requested funds to offer EA workshops at the WSCSS Leadership Retreat (Item 17)—an annual three-day retreat co-sponsored by JSIS and OSPI, which brings together social studies teachers from across the state-and to partner with the UW Honors Program and the Ida B. Wells School for Social Justice at UW to offer the course *Climate Change – An International Perspective: Science, Art and Activism* (Item 19). The Ida B. Wells School is an alternative high school program based on a national model aimed at getting more kids into college who come from groups not well-represented in higher education. The course will fill a core science requirement for the Honors Program, will be part of the Ida B. Wells curriculum, and contain more than 25% EA content. It will also be part of UW’s Dream Project where UW students are trained to mentor underrepresented high school students. Honors/JSIS students will be matched with Ida B. Wells students in the course to serve as mentors and learning partners.

We have budgeted for four specific academic programs to respond to community and scholarly needs and address key global issues with direct applications to the United States. The first is a series of conferences (one per year for four-years) on Global Asia themes. Themes include Intra-Asian Conflict, Asian Comparative Exceptionalisms, and Security and the Environment (Item 31). The second is a workshop for UW law students on Patent Law in India and China (Item 29). This workshop is in partnership with the UW Law School’s program sponsored by Microsoft Corporation, that is directed toward harmonization of intellectual property laws (including patent, copyright, trademark, trade secret, etc.), and a new Google-sponsored program that seeks to cultivate a community of researchers and a coherent body of research in the emerging area of potential liability of online service providers. The third program is the Global Mondays lecture series, which will examine the intersection of law, policy and the role of legal professionals in our increasingly interconnected world (Item 30).

To educate the public about topical issues facing EA and the world, we plan to hold a series of public lectures on EA topics of contemporary interest (Item 40), a speaker series on Global Health, Human Rights and Global Governance (Item 39), and to work with the Seattle International Film Festival to showcase films from the EA region, provide UW faculty post-film discussions, and host EA film directors on campus (Item 43).

For Business Professionals, we plan to host the workshop *Northwest Perspectives on Doing Business in China* in cooperation with UW-CIBER, our local Department of Commerce and the US Commercial Service. This program is targeted for small to medium sized businesses from a broad range of industries, including manufacturing, financial services and information and communication technology that are looking to export to China (Item 41). For business, government and media, we propose to continue the project MELL, discussed in section 7 (Item 37), and the JSIS-Woodrow Wilson Center: Arctic Geopolitics Summer Institute for Practitioners & Scholars (Item 38). This summer institute is designed to train professionals from the US on Arctic issues including the science behind climate change, the geopolitics of the Arctic nation-states, and the Arctic Council. The EAC will fund the portion of the institute covering East Asia's role in Arctic politics including resource development and shipping issues. The workshop will be held at the Woodrow Wilson Center in year 2. We also propose *The Social-Ecological Resilience of Urbanizing Deltas*. This three-day workshop will bring together academics and practitioners from the US and China to compare the Chengdu Plain and Lower Min River watershed to the San Joaquin River delta of California's Central Valley and local examples of the Skagit, Snohomish, Sammamish and other river watersheds (Item 42)

Administrative expenses account for approximately 11% of our request (Table 8.1). The main expense is for 30% of the salary of our associate director (Item 1), who directs administration of the EAC and spends half her time on outreach. The other salary item represents a fraction of the JSIS evaluation and data manager's salary (Item 2).

Our library collections are core educational resources for our programs. Funds for acquisitions (Item 14) will enable us to build our collections in new research areas, particularly key areas of

interest to junior faculty.

The travel budget is intended to promote the internationalization of scholarship by expanding opportunities for our faculty and staff to visit China, Japan, and Korea. We propose to do this by providing travel subsidies to faculty and staff traveling to EA for academic meetings and exchanges, research collaborations, language training, and curriculum development (Item 11). The domestic travel budget will permit faculty and staff to attend professional development meetings and training sessions (Item 12).

The EAC's technology assistant (Item 10) provides instruction to faculty and staff on computer software and networking, maintains the EAC, China, Japan and Korea program Websites, as well as our LinkedIn and Facebook pages, provides technical assistance to the EAL and assists with our social media strategies.

Evaluation is an effectively utilized part of the budget. Ongoing external evaluations help our programs identify areas for improvement and to communicate problems to UW administration in an objective and authoritative way. We have budgeted for comprehensive language and area studies evaluations as well as funding for evaluation of our outreach programs (Item 44).

B. Project Timeline: The timeline shows the progression of project activities and indicates when project funding will be assumed by UW (Table 8.2). Section 9 outlines the objectives that guide our project activities. It defines goals and measurement of outcomes.

C. Reasonableness of Program Costs and Objectives: Since institutional funds account for a large proportion of overall costs, Title VI funds will be highly leveraged; they are mostly applied at the margin, above and beyond the normal infrastructure of salary and administration. These dollars have tremendous return because they provide resources and incentives for the renewal and transformation of our instructional programs, and amplify the effects of our activities by promoting EA to a diverse audience beyond the UW campus. They also provide opportunities for economies of scale. For example, funding for the Uygur lecturer also allows us to offer not only the priority language of Uygur, but also the priority languages of Kazakh and Uzbek.

Table 8.2 Program, Planning and Budget Timeline		Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017
Language Training & Instruction					
Uygur, Kazakh, and Uzbek Language Lecturer					
Seed-funding for tenure track Chinese Language Coordinator position				*	
Accelerated 100- and 200- level Japanese course		*			
Chinese Linguistics for Language Teachers – cross listed with the COE		AP,CP2			
Japanese Linguistics for Language Teachers – cross listed with the COE				AP,CP2	
Area Studies Instruction					
Seed-funding for imperial China historian position			*		
Visiting lecturer to teach 'Spaces of Possibility'		*			
Travel					
Foreign travel for professional development		AP*			
Domestic travel for professional development		AP*			
Travel awards for Title III / Title V Institutions or Community Colleges		AP,CP1*			
Library acquisitions – East Asia Library		AP			
Outreach - K-12 Programming					
UW College of Education, Bothell partnership		AP,CP2*			
UW College of Education, Tacoma partnership		AP,CP2*			
WA State Council for the Social Studies Leadership Retreat		AP*			
Newspapers In Education		AP*			
IDA B. Wells – UW Honors project		*			
EA Summer Institute for K-12 teachers		AP*			
Mapping & Enhancing Language Learning					
Outreach - Language Pedagogy Training K-12 teachers					
One World Now!					
Chinese AP Exam Workshop		AP*			
Outreach - Post-Secondary Programming					
Highline Community College collaboration		AP,CP1*			
MSI-Asian Studies Faculty Fellowship		AP,CP1*			
Community College Master Teacher Institute		AP,CP1*			
Business Chinese, Japanese, and Korean language case competitions					
Online Resource: History of the Chinese Communist Party		AP*			
Training Area Studies Students for Government Service					
Educating US Law Students about Patent Law in China workshop		*			
Global Mondays					
Global Asia conferences		AP			
Outreach - Post-Secondary Language Pedagogy and Proficiency					
Northwest Conference on Japanese Pedagogy		AP,CP1*			
Central Eurasian Studies Summer Institute (CESSI)					
Uygur language materials					
ACTFL certification		AP*			
Learning to Read Oracle Bone Inscriptions Textbooks					
Outreach Public Affairs Programming: Business, Media, Public					
Global Health, Human Rights, & Global Governance Series					
Lectures on-campus for business, media, general public audiences					
Northwest Perspectives on Doing Business in China and Korea					
The Social Ecological Resilience of Urbanizing Deltas					
Seattle International Film Festival					
* (activity to be picked up by the institution) AP (absolute priority), CP1 (competitive priority 1) CP2 (competitive priority 2)					

D. Long-term Impact on Training: Our proposal promises long-term impact by seed-funding permanent tenure-track positions in Chinese language and imperial Chinese history; adding courses in Japanese language and in EA studies; infusing EA studies into courses and curriculum at community colleges, MSIs and the UW COE at Seattle, Bothell and Tacoma; providing pedagogy workshops and ACTFL training and certification for EA language instructors; educating K-16 educators on EA studies and assisting them with developing curriculum to include in their classrooms; building the EA library collections; and holding program evaluation.

9. Impact and Evaluation

A. Impact of EA Programs: UW's EA program fosters understanding of EA in WA, and nationwide. Our high course enrollments can be observed in Tables 3.1 and 4.1. Last year a total of 82 teachers participated in our K-12 summer institutes, and hundreds more took part in our K-12 outreach programs during the school year. Cumulative attendance at our seminars and other public programs totaled over 4,100 people (for a sample of events see Table 7.2) and 1,817 people accessed our curriculum resources. A high proportion of UW UGs take a general education elective on EA, and many take several; of students who received BAs from UW in the past year, 601 took at least 15 units of course work on EA.

UW graduates have taken the lead in strengthening ties between the Pacific Northwest and EA. The first US attorney to open an office in Shanghai graduated from UW School of Law. The Senior Executive Vice President for Tencent Corporation is a JSIS alum fluent in Chinese and Japanese. Major corporations such as Panasonic, Morgan Stanley, Microsoft and Boeing employ our graduates, as well as law firms dealing with EA such as Morrison and Forrester. We have graduates serving as Asian experts for Bank of America, CBS News, CNN, the State Department, the Department of Defense (DOD) the General Accountability Office, the Central Intelligence Agency (CIA) and the United Nations. UW as a whole also has a strong history of international volunteerism. The UW ranked first in 2013 among large universities for alumni currently serving in the Peace Corps and second in 2014. 2,843 UW graduates have served in the Peace Corps since its inception, the second highest number of any university.

University educators who received their training on EA at UW are found across the country, such as Philip Huang, professor emeritus of Chinese history at UCLA, John Haley, professor of Japanese Law at Vanderbilt University, and Carter Eckert, John Duncan, and Michael Robinson, professors of Korean history at Harvard, UCLA, and Indiana, respectively. The record of success in job placement is demonstrated by results from a recent UW survey of EA graduates that graduated between 2011 and 2013 (Table 9.1). Of the survey respondents 76% were employed and 15% were pursuing further education. 53% of respondents reported using an EA language in their job and 62% reported using knowledge of foreign countries and cultures in their jobs. Of those employed, most work in the private sector (Table 9.1). A separate 2013 survey of FLAS recipients found that 50% of those employed used Chinese, Japanese or Korean in their employment. Most of our FLAS recipients go on to become professors (Table 9.2).

Table 9.1			
Careers of JSIS East Asia Graduates by concentration, 2011-2013			
	China	Japan	Korea
Federal Government—including State Department, Military	3		2
Foreign Government	2	1	1
International Organizations—including World Bank	1		
Business	6	9	1
Non-Profit	5	3	1
Translator/Scholar			1
Think Tank/Research Fellow	2		
Writers: Newspaper Journalism and Freelance Writing/Research	4		
University Position—including CC Faculty and Administration	1		1
Students pursuing higher education	3	4	3
Other—Chinese Teacher, K-12 Educator, ESL Teacher	1		4
Total Surveyed/Total Respondents	28/28	21/17	17/14

Our PhD students usually take university-level teaching jobs. For example, over the last three years, new PhDs have taken positions at Bowdoin College, Furman University, UW, U of Suffolk, U of Evansville, Western Kentucky University, Central Washington University, Harvard

Divinity School and Washington University in St. Louis.

Another measure of our success is the number of teachers trained by our outreach team that have gone on to assume leadership roles in teaching about Asia. Our alumni lead sessions about EA at national teacher conferences, serve on national committees, and have won regional and national awards for their teaching about Asia (including the Elgin Heinz Outstanding Teacher

	Chinese	Japanese	Korean	Tibetan
University Professors/Scholar—Active and Emeritus	68	52	13	
Government Federal—including State Department, Military	3	3	3	
Government State/Local	3	1		
International Organization—including World Bank	1			
Attorney	7	4	3	
Business—incl. American Express, Microsoft, Amazon & IBM	11	14	1	
Non-Profit	7			
Translator/Scholar	1	8		15
Museum Director/Curator	2	1		1
Think Tank/Research Fellow	6	5		
Writers—Journalist and Freelance Writer	6	3	1	2
University Position—including Librarian, Administration	5	1	1	
Students pursuing higher education	47	19	16	3
Other—including Publisher, Artist, Acupuncturist	9	3	1	1
Total Surveyed/Total Respondents	294/176	225/114	66/39	30/22

Award, the WAC Global Educator Award and the WSCSS Teacher of the Year award).

B. Commitment to Diversity: At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all. Diversity at UW adheres strictly to the requirements stated in section 427 of the General Education Provisions Act (see GEPA Statement). The UW welcomes students from varied cultural experiences and disadvantaged backgrounds. The office of Minority Affairs and Diversity provides minority and educationally/economically disadvantaged students with counseling and an in-depth tutorial service; students can also attend a 3-week Summer Bridge

program to prepare new students for the UW's demanding academic culture. JSIS has partnered closely with the Association of Professional Schools of International Affairs (APSIA), a consortium of the premier schools of international studies and public affairs, to support the activities of the Public Policy and International Affairs Program (PPIA), which was started 29 years ago to better prepare students from historically underrepresented communities for graduate school. PPIA Fellowships offer opportunities for eligible students to enroll in any of the APSIA universities. Our Director of Student Services regularly attends minority recruiting fairs around the country and visits colleges and universities with strong records of minority enrollments.

Thanks to enhanced UW support for faculty and student recruitment and retention, there is greater diversity among EA students over the past four years. In 2012-13, 52% of our UG students were female and 68% of minority backgrounds. At the graduate level, where there is a sizable international student component, 40% are women, and almost 36% are from minority backgrounds.

To enhance equitable access and participation for people with disabilities all campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW's Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer the UW hosts disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT Web site (<http://www.washington.edu/doi>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic

accommodation strategies for students with disabilities, rights and responsibilities of students with disabilities and of faculty, and other resources.

C. Evaluation Plan: The EAC takes seriously our public responsibility to utilize resources effectively and efficiently by undertaking regular, comprehensive and objective evaluations of our programs and activities. The 2014-17 evaluation plan represents a joint effort between Office of Educational Assessment (OEA) and the eight current UW Title VI centers, with specific tailoring to the activities described in this proposal. In the previous two grant cycles, the OEA received \$190,000 in institutional support to develop evaluation methods for all eight UW NRCs. The 2014-2017 evaluation plan represents a continued UW effort with another \$40,000 in institutional commitment. By working together, UW NRCs can support a comprehensive evaluation program that would not be feasible if each NRC worked independently.

The EAC will continue to demonstrate the comprehensive and specific impact of our programs while developing and improving them through an evaluation plan that is targeted toward our long and short-term program goals. The goal of our evaluation plan is to provide longitudinal collection of data and continuous feedback of that data into the planning and design of programs. The evaluation plan will help us to focus on and track our progress in achieving our general mission of educating students, the general public, the military and government, and media and business about EA, as well as our targeted goals for the 2014-17 period, which are: 1) to build EA language learning capacity, 2) to expand EA area expertise on and off campus, 3) to create increased EA capacity in K-12 educators.

OEA Research Scientist Catharine Beyer (See Appendix C) worked with staff from the EAC to develop our strategic goals; develop performance measures (Appendix D – PMF); to complete the performance measures form in order to assess progress towards those goals; and to design an evaluation plan for NRC activities as well as for FLAS fellowships with appropriate methods of data collection. For FLAS evaluation, we have developed project goals of increasing the participation of students (1) from professional schools; (2) in intermediate/advanced levels and priority languages; (3) interested in government service or teaching; and (4) with financial need

and from underrepresented communities. We also plan to facilitate fellows' professional development for careers in areas of national need. These goals and performance measures are linked to the overarching US/ED goals of training experts to meet national needs and conducting outreach as well as the US/ED priorities listed on page 50 (Table 9.3).

In order to ensure that evaluation occurs systematically and that instrument development, analysis, and reporting are all feasible within the grant cycle, the evaluation plan occurs on a four-year cycle, with monitoring of ongoing activities combined with a different focus for each year. In addition, we provide time after evaluation steps for analysis and implementation of suggestions for improvement. The Performance Measure Form (PMF) links the EAC's strategic goals with specific performance measures, activities, indicators, frequency, data sources and targets, while Table 9.3 provides an overall picture of our evaluation plan. Note that Table 9.3 includes the EAC and US/ED goals, the Government Performance and Results Act (GPRA) performance indicators and priorities that each goal addresses. Unless otherwise noted, OEA will provide qualified, independent evaluators to complete these.

At UW, reviews of departments and programs are conducted at least once every 10 years and always involve an outside evaluator. Recent outside evaluations have been instrumental in making the case to UW Administration for strategic hires. In our last program evaluation, outside evaluators recommended hiring a Korean literature professor and a Chinese language coordinator. UW filled the Korean literature position, and, contingent on seed money from the EAC, UW has committed to filling the Chinese language coordinator position by 2014 (Item 4).

In coordination with other NRCs, we used UW funds to gather and analyze data on enrollments over the past five years. From this data, we created a baseline of student information, which has guided our PMF development and will help us set targets for future improvement. Joint JSIS outreach also continues to explore ways of collaborating to enhance our offerings for educators at the K-12 and CC level. We instituted thematic working groups, while tailoring offerings to meet evolving educator and community needs.

TABLE 9.3 – Description of Evaluation Methods & Timeline

EAC Goal (What will change?)	Method (How will we measure change?)	Sample Metrics & Purposes	Timeline (When will change take place?)	USED Goal/ GPRA/ Priority
Build EA Language Learning Capacity	Surveys, proficiency testing	-Assessment of quality of language courses -Assessment of student progress in language	Annual testing and adjustments	Train experts, FLAS GPRA 2.3
Expand Area Expertise & Build EA Learning Capacity	Supplemental course evaluations for NRC-funded courses	-Students' report on impact of course on knowledge and/or language -Impact of course on knowledge and interest in topic/region -Feedback loop for faculty to improve course offerings	Annual evaluation and adjustments	Train experts, train teachers
Expand Area Expertise & Build EA Learning Capacity	EAC exit survey	-Impact of programs on skills, knowledge and career -Survey of skills used in professional/volunteer work -Assessment of quality of undergraduate and graduate programs -Update on career interests and plans	Annual survey and review, rethink and retool (3Rs)	Train experts, FLAS GPRA 2.1
Expand Area Expertise & Build EA Learning Capacity	FLAS alumni biennial survey	-Impact of FLAS on skills, knowledge and career -Assessment of quality of undergraduate and graduate programs -Survey of skills used in professional/volunteer work -Update on career interests and employment history	Yr 1 & 3: survey Yr 2 & 4: 3Rs	Train experts, FLAS GPRA 2.1
Expand Area Expertise & Build EA Learning Capacity	Affiliated student survey (current EAC FLAS & affiliated students)	-Use of NRC resources, including event attendance, work with hired instructors -Impact of their NRC affiliation on skills, knowledge, professional work and career pathway -Comparisons made between students based on involvement with NRCs -Plans for and updates to curriculum change	Yr 2: survey Yr 3: 3Rs	Train experts, NRC GPRA 1.4, FLAS GPRA 2.1, FLAS GPRA 2.2
Increase EA Capacity in Educators	Survey of educators	-Impact of EC workshops on teaching -Use of resources at K-12, CC and MSI institutions -Assessment of impact on student interest	After workshops	AP, CP1, CP2
Increase EA Capacity in Educators	Interviews with CC&MSI partners	-Impact of EC CC&MSI-focused projects on faculty professional development and curriculum at these institutions -Assessment of impact on students	Yr 3: interviews Yr 4: 3Rs	AP, CP1, CP2
Increase EA Capacity in Educators	Sign-in at events	-# of University, business, media and general public attendees	Annual	Conduct outreach
Increase EA Capacity in Educators	Survey for outreach attendees	-Assessment of impact of activities on knowledge and awareness	Yr 2: survey Yr 3: 3Rs	Train experts, conduct outreach

Annual exit surveys and first year surveys provide us with valuable and timely feedback of the efficacy of our programs. We annually review results, discuss ways to address issues, enlist the EA executive committee to approve reforms, and then implement changes the following year. Over the past three years, broader input has also been valuable for improving our program. In year one, we confirmed our four-year plan and began data gathering from UW students studying the EA region and benefiting from EA resources. Over the four year period, OEA conducted surveys on courses taught by visiting instructors and by EA faculty whose positions had been seed-funded by Title VI. They also conducted focus groups with EA faculty and CC educators, as well as surveyed affiliated students and FLAS alumni. All resulted in quality feedback about these programs that has influenced and improved our programming. For example, our student and alumni exit surveys showed a need for greater professional development preparation for our graduate students. To meet this need and to better prepare students for careers, we are offering a professional skills course taught by practitioners. The surveys also showed a need to better network students with professionals in the community. In response, we are offering a course on Washington-China Business Perspectives. This course brings together business professionals to share their perspectives and experiences on doing business in China. We intend this course to create professional opportunities for students through jobs and internships. We also plan to create a joint degree between the Business School and the China Studies Program as another option to provide practical training to our area studies students. In another example, our CC faculty needs assessment made clear that community college faculty prefer in-person interaction with UW faculty, including mentorship and working in groups. These ideas have influenced our program plans for partnerships with MSIs and CCs.

D. Improved Supply of Specialists: The EAC's contribution to an improved supply of specialists in our subject areas can be seen in our high enrollments in our courses (Tables 3.1 and 4.1 and course list), in the large number of UG students taking 15 credits of EA (601) and our success at job placement (Section 9A). In 2012-13, of employed JSIS graduate student alumni 53% reported using an EA language in their job (Table 9.1).

E. Addressing National Needs: All of the EAC's activities focus on critical priority languages or the areas where those languages are spoken. In 2012-13, attendance at our seminars and public outreach programs totaled over 4,100 people (Table 7.2) and 1,817 people accessed our films, books and curriculum resources. We also disseminate information and curriculum to the public through our website, which has been accessed from 69 countries, 47 states and D.C., and 76 cities in WA. Another way we disseminate information is through our NIE program with the *Seattle Times* (Section 7). EA faculty also serve as resources to media outlets all over the world.

Record of Placement: We have a strong record of placing students in areas of national need. Our graduates can be found in the Department of Energy, the National Counterterrorism Center, CIA, the State Department and DOD. To encourage students to go into areas of national need, we are proposing the program Training Area Studies Students for Government Service (Item 28). This program would provide training in the skills needed to pursue government work and connect students and alumni through career panels and mentoring.

F. FLAS Addressing of National Needs: We address national needs by awarding FLAS fellowships in priority LCTL languages (Chinese, Japanese, and Korean).

FLAS Record of Placement: Former FLAS fellows can be found at the State Department, DOD and the US Department of Commerce. However, most of our FLAS fellow alumni (133 of them) are university professors (Table 9.2). Our FLAS fellowship competition gives priority to students combining language training with professional programs and to those likely to enter government service. To encourage students to go into areas of national need, we are proposing the program Training Area Studies Students for Government Service (Item 28), described above in 9.E.

10. FLAS Awardee Selection Procedures

We request eight graduate and two UG AY awards and seven summer FLAS awards per year, reflecting the high level of demand for these awards. During 2012-13, we had 59 graduate academic year FLAS applications and 18 graduate summer applicants. We had 5 UG AY FLAS applications and 11 UG summer applications. Although we support Uyghur jointly with REECAS, we have agreed that the Uyghur FLAS should be administered through REECAS.

A. How Awards Will Be Advertised: The FLAS Coordinator reaches approximately five thousand students each year with in-person advertising efforts, and various forms of advertising reach many more current and prospective students across the three UW campuses. The recently revised UW FLAS website contains extensive information about the FLAS fellowship and receives an average of 38 visitors per day. Approximately 25% of visitors to the website are from outside of WA. Informational videos, including *About the FLAS Fellowship* and *How to Apply for the FLAS Fellowship*, have been produced and posted to the FLAS website. These two videos were viewed over 300 times during the most recent application cycle. In order to encourage applications from the widest range of students possible, the FLAS Coordinator works closely with departmental advisors and faculty in a variety of departments and professional schools to explain FLAS fellowship benefits and requirements. Understanding the FLAS fellowship allows advisors and faculty to effectively advertise the FLAS fellowship to their students and advise them on the application process. Email announcements are sent to student, faculty and staff listservs and posted on social media sites. Print flyers and posters are distributed across the UW campuses in departmental student services offices, classrooms, dorms, and student organization/support offices, including the Study Abroad Office, the Office of Minority Affairs, the Veterans Center, DO-IT Disability Opportunity Office, and the Offices of Graduate and UG Fellowship Advising. Print flyers are also distributed at orientations, all FLAS information sessions, and events (such as language clubs and ROTC meetings).

The FLAS Coordinator (FC) holds ten to fifteen FLAS information sessions across the UW campuses, and at least five sessions in professional schools. The FC visits foreign language and area/international studies classrooms, and speaks at new student orientations in departments such as International Studies, Law, and Engineering. Tables with FLAS information are hosted at the UW Fellowships Fair and the UW Study Abroad Fair, and webinars and online advising provide information to students who are abroad and/or applying for admission to UW.

FLAS Calendar: The annual FLAS competition is announced campus-wide in September through January, with informational meetings held in early November. The application is open

mid-October through January. The application is due at the end of January and the FLAS committee makes a decision by March 1. Notification letters go out between March 1 and April 15 for both summer and academic year awards. New FLAS recipients are given an orientation by the FLAS coordinator around October 15.

Correspondence to Announced Priorities: All of our FLAS fellowships will be awarded in priority languages, and we will require all applicants to submit a Federal Student Aid Report (SAR) or UW Financial Aid letter and give preference when making the awards to students that demonstrate financial need. We will also move the deadline for FLAS applications to the end of January, so students will have ample time to receive their SARs and UW award letters.

B. How Students Apply for Awards: Robyn Davis coordinates the FLAS programs for all UW Title VI Centers. She advises prospective applicants and maintains applicant files. Students apply for FLAS fellowships through our online application system. The application gathers information relevant to the FLAS priorities in order to facilitate selection of FLAS fellows according to the priorities. Applicants must submit: (1) transcripts from all colleges/universities attended; (2) relevant test scores (GRE, LSAT, MCAT); (3) list of career goals and previous employment; (4) awards received; (5) letters of recommendation, three for graduate students and two for undergraduate students, including one for both graduates and UG which attests to the applicant's foreign language ability; (6) list of foreign languages spoken and at what level; and (7) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals. The FLAS Coordinator manages the application process and advises students on all steps in the application.

Selection Process: The EAC FLAS Selection Committee is appointed by the Director of the EAC and is comprised of four EA faculty, with representation from the humanities, social sciences, professional schools, and AL&L. Since 2011, the EAC has awarded 49% of its FLAS awards to students who demonstrated interest in government service and 100% to students studying a priority LCTL. The EAC has awarded to students in 30 different departments, and the

percentage of applications from students in professional schools has increased from 13% in 2010 to 33% in 2014.

Selection Criteria: The Committee evaluates applications according to the following criteria: (1) previous language training and demonstration of ability to learn language; (2) academic ability as demonstrated by transcripts, test scores and letters of recommendation; (3) interest in pursuing government service and/or meeting a critical national security need; (4) interest in a professional career; and (5) studying a priority LCTL.

11. Priorities

We have addressed the **absolute priority** of teacher training in several items, including teacher training and pedagogy workshops (see budget Items 11-13, 14, 15-18, 20, 23-25, 27, 31-32, and 35 and Section 8). **Competitive priority 1** is addressed in our collaboration with Highline CC, our *MSI-Asian Studies Fellowship*, our *Community College Master Teacher Institute* and the *NW Conference on Japanese Pedagogy* (Items 23-25 and 32). **Competitive priority 2** is addressed by our courses in Chinese and Japanese linguistics and our collaborations with UW Bothell and UW Tacoma's Education Program (Items 6-7 and 15-16). We address **FLAS competitive priority 1** by requiring all applicants to submit a Federal Student Aid Report (SAR) or UW Financial Aid Award letter and giving preference when making the awards to students that demonstrate financial need. **FLAS competitive priority 2** is addressed by offering all of our FLAS fellowships in priority languages.

Importance of Title VI Support: Title VI funding is fundamental to our plans for new academic programming, new outreach activities, building our faculty expertise in key areas such as imperial Chinese history, the expansion of our offerings in Chinese language and the continuation of our Uyghur language program, as well as to our plans to enhance work with MSIs, CC, the UW COE, and the community. With Title VI funding, the EAC will continue to provide leadership and resources for the study of EA while reaching the broadest possible audiences across the state, the region and the nation.

		Fiscal Year:	Year 1	Year 2	Year 3	Year 4		Narr. Pg./			
		Academic Year:	2014	2015	2016	2017	Total	Comp. Priority			
			2014-15	2015-16	2016-17	2017-18		No.			
I. SALARIES											
		Benefits									
		Year 1	Year 2	Year 3	Year 4						
A. Administrative											
1	Associate Director (K. Roundtree) 30% of salary, 12 months Benefits 27.70%	5,856	6,091	6,334	6,588	21,142	21,988	22,868	23,783	89,781	36
2	JSIS Evaluation and Data Manager (D. Craig) 6% of salary, 12 months Benefits 27.70%	1,004	1,045	1,086	1,130	3,626	3,771	3,922	4,079	15,398	25,36
Subtotal, Administration						24,768	25,759	26,790	27,862	105,179	
B. Language Instruction											
3	Uygur, Kazakh, and Uzbek Language Lecturer To teach all levels (beg, int, adv.) 38% of salary, 100% for 9 months Shared with REECAS (38%) & UW College (24%) Benefits 22.70%	4,309	4,481	4,660	4,847	18,981	19,740	20,530	21,351	80,602	32
4	Seed Funding for a Tenure Track Chinese Language Coordinator Salary 100%, Year 3 and 4 This position will be picked up by the UW in 2014-15 Benefits 22.70%			15,890	16,526			70,000	72,800	142,800	32
5	Accelerated 100- and 200- Level Japanese Course Student hourly - 150 hours at \$20 Yr. 1 Benefits 17.00%	850				5,000				5,000	32
6	Chinese Linguistics for Language Teachers Cross-listed with the College of Education Benefits 22.70%	1,703	0	0	0	7,500				7,500	33, AP, CP2
7	Japanese Linguistics for Language Teachers Cross-listed with the College of Education Benefits 22.70%	0	0	1,703	0			7,500		7,500	33, AP, CP2
Subtotal, Language Instruction						31,481	19,740	98,030	94,151	243,402	
C. Area and Other Instruction											
8	Seed Funding for Imperial China Historian 70% of salary Year 2. Picked up by the UW in Year 3 Benefits 22.70%	0	11,918	0	0		52,500			52,500	33
9	Visiting Lecturer to teach 'Spaces of Possibility' Cross-listed with College of Education Benefits 22.70%		1,816			8,000				8,000	28, 33

	Fiscal Year: Academic Year:	Year 1 2014 2014-15	Year 2 2015 2015-16	Year 3 2016 2016-17	Year 4 2017 2017-18	Total	Narr. Pg./ Comp. Priority No.
Subtotal, Area and Other Instruction		8,000	52,500	0	0	60,500	
D. Outreach Personnel							
10 Student Assistant, Webmaster & Technology Instructor For EA faculty and staff 534 hours @ \$20/hr, Years 1, 2, 3, & 4 Benefits 17.00% 1,816 1,816 1,816 1,816		10,680	10,680	10,680	10,680	42,720	25, AP
Subtotal, Outreach & Library Personnel		10,680	10,680	10,680	10,680	42,720	
SALARIES SUBTOTAL		74,929	108,679	135,500	132,693	451,801	
2. FRINGE BENEFITS							
	% of Salaries						
Faculty	22.70% 298,912	7,828	16,399	22,253	21,373	67,853	
Classified staff	33.80% 0	0	0	0	0	0	
Professional staff	27.70% 105,177	6,860	7,136	7,420	7,718	29,134	
Hourly assistance	17.00% 47,729	2,666	1,816	1,816	1,816	8,114	
	451,818						
FRINGE BENEFITS SUBTOTAL		17,354	25,351	31,489	30,907	105,101	
3. TRAVEL							
11 Foreign travel by faculty, librarians, & outreach staff to East Asia for curriculum and professional development 10 awards @ \$700 each		7,000	7,000	7,000	7,000	28,000	23, 37, AP
12 Domestic travel for professional development of EAC director, outreach staff, faculty and librarians		6,000	2,000	4,000	4,000	16,000	23, 37, AP
13 Travel awards for educators coming from Title III or Title V institutions or community colleges		2,000	2,000	2,000	2,000	8,000	34, AP, CPI
TRAVEL SUBTOTAL		15,000	11,000	13,000	13,000	52,000	
4. SUPPLIES							
14 Library acquisitions for East Asia Library		20,000	20,000	20,000	20,000	80,000	19, 36, AP
SUPPLIES SUBTOTAL		20,000	20,000	20,000	20,000	80,000	
5. OTHER							
Costs for outreach programming include professional service fees, room rentals, travel, lodging & books							
Outreach <u>K-12 Programming</u>							

	Fiscal Year: Academic Year:	Year 1 2014 2014-15	Year 2 2015 2015-16	Year 3 2016 2016-17	Year 4 2017 2017-18	Total	Narr. Pg./ Comp. Priority No.
15	<i>Education Policy & Politics: A Global Perspective</i> Course on global educational policy with substantial EA content for UW-Bothell education students UW-Bothell, Department of Education Collaboration	4,000	4,000	4,000	4,000	16,000	34, AP, CP2
16	<i>Attitudes and Expectations about Education in China Japan and Korea</i> Project to create EA modules for existing education courses at UW-Tacoma UW-Tacoma, Department of Education Collaboration	2,000	2,000	2,000	2,000	8,000	34, AP CP2
17	<i>WA State Council for the Social Studies Leadership Retreat</i> . Annual joint JSIS-OSPI three-day professional development conference for K-12 teachers	1,000	1,000	1,000	1000	4,000	35, AP
18	<i>Newspapers in Education</i> Series of newspaper articles and half-day K-12 teacher teacher training workshop. Themes: Energy and the Environment, Security, Social Change, and Emerging Markets. Collaboration with <i>The Seattle Times</i>	2,500	2,500	2,500	2,500	10,000	27, 35, AP
19	<i>Climate Change an International Perspective: Science, Art and Activism- IDA B. Wells School</i> New course and mentorship program for underserved youth attending the IDA B. Wells School	2,000	2,000	2,000	2,000	8,000	35
20	<i>Summer EA course on UW campus for K-12 teachers</i> Four-week intensive course on contemporary China or Japan	10,000	10,000		7,500	27,500	27, 35, AP
<u>Language Pedagogy Training/Professional Development for K-12 teachers</u>							
21	<i>One World Now!</i> Chinese, language and leadership program for minority and underserved high school students	5,000	5,000	5,000	5,000	20,000	27, 35
22	<i>Chinese-Language AP Exam Workshop</i> One-day workshop for K-12 Chinese language teachers in the Pacific Northwest <u>Post-Secondary Programming</u>	1,500	1,500	1,500	1,500	4,500	29, 33, AP
23	<i>Global Competencies in 21st Century Asian Studies</i> Highline (MSI) Collaboration Partnership with Highline CC to create new courses with EA content and modules for existing courses	5,000	5,000	5,000	5000	20,000	34, AP, CP1

University of Washington, Seattle
 Comprehensive NRC: EAST ASIA
 Budget: FY 2014-2017
 Appendix A

	Fiscal Year: Academic Year:	Year 1 2014 2014-15	Year 2 2015 2015-16	Year 3 2016 2016-17	Year 4 2017 2017-18	Total	Narr. Pg./ Comp. Priority No.
24	<i>MSI-Asian Studies Faculty Fellowship</i> Four-week residency at the UW	3,000	3,000	3,000	3,000	12,000	34, AP, CP1
25	<i>Community College Master Teacher Institute</i> Annual summer institute for MSI and community college instructors from WA and OR	1,000	1,000	1,000	1,000	4,000	34, AP, CP1
26	<i>Business Chinese, Japanese, Korean Case Competitions</i> Case analyses delivered in the target language Co-sponsored by UW CIBER	500	500			1,000	29, 33
27	<i>Online Resource: History of the Chinese Communist Party</i>	12,400				12,400	33, AP
28	<i>Professional Development Initiative: Training Area Studies Students for Government Service</i> Skills course led by former State Department Practitioner	3,000	3,000	3,000	3,000	12,000	47
29	<i>Educating US Law Students about Patent Law in India and China workshop</i> One-day workshop for law students	5,000				5,000	35
30	<i>Law and Policy in an Increasingly Interconnected World -Global Mondays Lecture Series</i>	1,500	1,500	1,500	1,500	6,000	28, 35
31	Series of Conferences on <i>Global Asia</i> Themes: <i>Intra Asian Conflict</i> <i>Asian Comparative Exceptionalisms</i> <i>Security</i> <i>Environment</i> <u>Post-Secondary Language Pedagogy and Proficiency</u>	5,000	5,000	5,000	5,000	20,000	35, AP
32	<i>Northwest Conference on Japanese Pedagogy</i> Two-day conference of research-based presentations and exchange of innovative pedagogy ideas. For post-secondary, community college and K-12 educators	5,000		5,000		10,000	29, 33, CP1
33	<i>Central Eurasian Studies Summer Institute (CESSI)</i> Sponsorship of language consortium that includes UW, UW-Madison, UT-Austin, University of Kansas, Columbia University and Stanford	1,000	1,000	1,000	1,000	4,000	32
34	Uyghur language materials Develop language materials with the UW Language Learning Center	1,000	1,000	500	500	3,000	32

	Fiscal Year: Academic Year:	Year 1 2014 2014-15	Year 2 2015 2015-16	Year 3 2016 2016-17	Year 4 2017 2017-18	Total	Narr. Pg./ Comp. Priority No.
Annual evaluation data collection including the Chinese, Japanese and Korean language programs and outreach programs See Table 9.3 for an activities list and timeline		7,000	7,000	8,000	8,000	30,000	
OTHER SUBTOTAL		131,900	93,500	59,200	62,600	347,200	
6. TOTAL DIRECT COSTS		259,183	258,530	259,189	259,200	1,036,102	
7. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		20,735	20,682	20,735	20,736	82,888	
TOTAL		279,918	279,212	279,924	279,936	1,118,990	
FLAS FELLOWSHIPS							
	Number						
Graduate Academic year subsistence allowances @ \$15,000/each	8	120,000	120,000	120,000	120,000	480,000	
Graduate Academic year institutional payments @ \$18,000/each (includes medical insurance)	8	144,000	144,000	144,000	144,000	576,000	
Undergraduate Academic year subsistence allowance: @ \$5,000/each	2	10,000	10,000	10,000	10,000	40,000	
Undergraduate Academic year institutional payments @ \$10,000/each	2	20,000	20,000	20,000	20,000	80,000	
Total/Academic Year	10	294,000	294,000	294,000	294,000	1,176,000	
Summer subsistence allowances @ \$2,500/each	7	17,500	17,500	17,500	17,500	70,000	
Summer institutional payments @ \$5,000/each 6 Graduate, 1 Undergraduate (includes medical insurance for graduate students)	7	35,000	35,000	35,000	35,000	140,000	
Total, Summer	7	52,500	52,500	52,500	52,500	210,000	
Total Requested FY 2014		346,500					
Total Requested FY 2015			346,500				
Total Requested FY 2016				346,500			
Total Requested FY 2017					346,500		
TOTAL REQUESTED, 4 YEARS						1,386,000	

Course Index

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Law	11
Near Eastern Languages and Civilization	11
Political Science	11
Sociology	12
Tacoma Campus	12
College of Built Environment	12

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015†		Credits	Area %
				UG	G	UG	G	UG	G		
Anthropology											
ANTH 370	Han Chin Society & Culture	Harrell	W	17	0					5	100% ^
ANTH 406	China's Environment	Harrell	W			13	1			5	100% ^
ANTH 442	Global Asia	Welland	W	10	1					5	75% ^ ~
ANTH 443	Anthropology of Modern Japan	Arai	A	10	0	14	0	X		5	100% ^
ANTH 444	Politics of Representation in Modern China	Anagnost	SP			11	3			5	100% ^
ANTH 448	Modern Korean Society	Sorensen	A	3	2	5	0	X		5	100% ^
ANTH 449	Social Change of East Asia	Sorensen	SP			4	0	X		5	100% ^
ANTH 469	Spaces of Possibility: Japan and Korea	Arai	A					X		5	100% ^^
ANTH 569	Spaces of Possibility: Japan and Korea	Arai	A					X		5	100% ^^
Architecture											
ARCH 441	Visions of the Japanese House	Oshima	A	6	9	9	6			5	100%
Arctic Studies											
ARCTIC 200	Indigenous Diplomacies and International Relations in the Arctic	Varies	W			2		X		2	25% ~
ARCTIC 400	Integrating Policy and Science in Arctic Studies	Hellmann	SP			14		X		3	25% ~
ARCTIC 401	Current Issues Concerning the Arctic Regions	Varies						X			25% ~
ARCTIC 498	The Future of Ice: Lessons About the Changing Arctic Through Art, Science, Politics, and Activism	Steig	W			14				2	25% ~
ARCTIC 582	Arctic Insecurities	Varies	A			0	8			3	25% ~
ARCTIC 582	The Arctic as an Emerging Global Region	Fitzhugh	A			0	7			2	25% ~
Art History											
ARTH 212	Chinese Art	Wang	A/W/SU	43	0					5	100%
ARTH 311	Art Imperial China	Wang	SP/SU	103	0	63	0			5	100%
ARTH 317	Chado Japanese Esthetics	Olson	A/W	75	0	57	2			4	100%
ARTH 412	Chinese Bronzes	Wang	W/SP	55	0	21	1			3	100%
ARTH 511	Seminar in Chinese Art	Wang	A/SP	0	7	4	8			5	100%
ARTH 521	Topics Asian Art	Wang	W/SP			0	2			5	100%

^Cross-listed course; *Supported with NRC funds

†2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2012-2013	2013-2014	2014-2015 [†]	Credits	Area %
Asian Language and Literature				UG	G	UG	G	
ASIAN 201	Medieval China and the Silk Road	Chapman	W	35	0			5 100%
ASIAN 207 A	Asian Martial Arts Films	Hamm	A			30		5 100%
ASIAN 207 B	Korean Television Dramas	Tilland	A			24		5 100%
ASIAN 207	Modern Korean Literature and Culture	Cho	A	25	0			5 100%
ASIAN 498	The Korean Alphabet	Soohee	A			20		5 100%
ASIAN 498	Translation Basics and Chinese Characters in Korean	Soohee	W	7	0			5 100%
ASIAN 498	Translation and Modern Literature from East Asia	Cho	W	5	0			5 100%
ASIAN 503	Seminar in Asian Linguistics	Ohta	SP			0	3	5 100%
ASIAN 510	Teaching Asian Languages	Ohta	A/W	0	5	3		5 100%
CHIN 101 (A)	1st Year Chinese Non Heritage	Varies	A	52	4	37	2	5 100%
CHIN 101 (B)	1st Year Chinese Non Heritage	Varies	A	61	1	44	0	5 100%
CHIN 102 (A)	1st Year Chinese Non Heritage	Varies	W	46	1	30	3	5 100%
CHIN 102 (B)	1st Year Chinese Non Heritage	Varies	W	44	2	45	0	5 100%
CHIN 103 (A)	1st Year Chinese Non Heritage	Varies	SP	20	0	22	0	5 100%
CHIN 103 (B)	1st Year Chinese Non Heritage	Varies	SP			52	3	5 100%
CHIN 111	1st Year Chinese Heritage	Bi	A	20	0	20	0	5 100%
CHIN 112	1st Year Chinese Heritage	Bi	W	20	1	13	0	5 100%
CHIN 113	1st Year Chinese Heritage	Bi	SP	20	0	9	0	5 100%
CHIN 134	1st Year Chinese Non Heritage - Intensive	Varies	SU	25	3		X	15 100%
CHIN 201 (A)	2nd Year Chinese Non Heritage	Yu	A	11	1	19	0	5 100%
CHIN 201 (B)	2nd Year Chinese Non Heritage	Yu	A	14	2	21	1	5 100%
CHIN 201 (C)	2nd Year Chinese Non Heritage	Yu	A			15	0	5 100%
CHIN 202 (A)	2nd Year Chinese Non Heritage	Bi	W	13	1	10	0	5 100%
CHIN 202 (B)	2nd Year Chinese Non Heritage	Bi	W	14	1	20	1	5 100%
CHIN 202 (C)	2nd Year Chinese Non Heritage	Bi	W	15	0	18	0	5 100%
CHIN 203 (A)	2nd Year Chinese Non Heritage	Bi	SP	17	2	14	0	5 100%
CHIN 203 (B)	2nd Year Chinese Non Heritage	Bi	SP	10	1	13	1	5 100%
CHIN 203 (C)	2nd Year Chinese Non Heritage	Bi	SP	14	1	12	0	5 100%
CHIN 211	2nd Year Chinese Heritage	Varies	A	14	0	14		5 100%
CHIN 212	2nd Year Chinese Non Heritage	Yu	W	17	1	14		5 100%
CHIN 213	2nd Year Chinese Heritage	Varies	SP	15	0	8		5 100%
CHIN 234	2nd Year Chinese Non Heritage - Intensive	Cao	SU	10	0		X	15 100%

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[†]2014-15: Anticipated course offerings

[~]See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-		Area %
				UG	G	UG	G	2015 [‡]	Credits	
CHIN 301 (A)	3rd Year Chinese Non Heritage	Varies	A	17	1	18	2	X	5	100%
CHIN 301 (B)	3rd Year Chinese Non Heritage	Varies	A	17	3	8	3	X	5	100%
CHIN 302(A)	3rd Year Chinese Non Heritage	Yu	W	13	0	13	2	X	5	100%
CHIN 302 (B)	3rd Year Chinese Non Heritage	Yu	W	18	1	12	4	X	5	100%
CHIN 303 (A)	3rd Year Chinese Non Heritage	Cao	SP	12	4	11	2	X	5	100%
CHIN 303 (B)	3rd Year Chinese Non Heritage	Yu	SP	12		11	3	X	5	100%
CHIN 342	The Chinese Language	Handel	A	41	0	36	0	X	5	100%
CHIN 374	Chinese Prose	Chapman	SP	25	0	22	0		5	100%
CHIN 380	Pre-modern Narrative: The Story of the Stone	Hamm	W	41	0	22	0		5	100%
CHIN 385	Popular Culture in 20th Century China	Hamm	SP	41	0			X	5	100%
CHIN 411	4th Year Chinese	Yue-Hashimoto	A	5	0	9	2	X	5	100%
CHIN 412	4th Year Chinese	Yue-Hashimoto	W	1	4	3	0	X	5	100%
CHIN 413	4th Year Chinese	Yue-Hashimoto	SP					X	5	100%
CHIN 442	The Chinese Language	Handel	A	19	3	0	3		5	100%
CHIN 443	The Structure of Chinese	Yue-Hashimoto	A	6	0	0	4		5	100%
CHIN 451	1st Year Classical	Boltz	A	19	3	10	2	X	5	100%
CHIN 452	1st Year Classical	Boltz	W	17	6	10	2	X	5	100%
CHIN 453	1st Year Classical	Boltz	SP	4	4	3	2	X	5	100%
CHIN 461	History of Chinese Literature	Knechtges	W/SP	3	7	10	3	X	5	100%
CHIN 462	History of Chinese Literature	Knechtges	W	10	0	3	5	X	5	100%
CHIN 463	History of Chinese Literature	Hamm	SP			8	2	X	5	100%
CHIN 470	Advanced Readings in Modern Chinese	Bi	W			15	0		5	100%
CHIN 470	Advanced Readings in Modern Chinese	Yu	SP	9	0	15			5	100%
CHIN 482	Advanced Readings in Modern Chinese	Cao	W/SP	14	1	6	2		5	100%
CHIN 496	Chinese Reading for Advanced Students	Handel	A			14	2	X	5	100%
CHIN 540	Seminar on Chinese Linguistics	Yue-Hashimoto	W			0	4	X	5	100%
CHIN 541	Seminar of Chinese Grammar	Yue-Hashimoto	SP	0	2				5	100%
CHIN 542	Chinese History of Phonology	Handel	W			0	6		5	100%
CHIN 551	2nd Year Classical	Varies	A	0	8	1	5	X	5	100%
CHIN 552	2nd Year Classical	Hamm	W	0	3	0	2		5	100%

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[‡]2014-15: Anticipated course offerings

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Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015†	Credits	Area %
				UG	G	UG	G			
CHIN 553	2nd Year Classical Methods and Materials	Chapman Knechtges	SP A	0	2	0	8		5	100%
CHIN 559	Studies in Chinese Literature	Hamm	SP W	0	5	0	6		5	100%
CHIN 561	Studies in Chinese Literature	Hamm	SP W	0	5	0	5		5	100%
CHIN 562	Seminar on Chinese Poetry	Knechtges	SP SP	0	5	0	5		5	100%
CHIN 573	Chinese Drama	Hamm	A	0	2			X	5	100%
CHIN 575	Topics in Chinese Literature and Cultural Studies	Hamm	SP			2	0		5	100%
CHIN 582	Thirteen Classics	Boltz	W			0	9		5	100%
JAPAN 111 (A)	1st Year Japanese	Varies	A	54	1	78	3	X	5	100%
JAPAN 111 (B)	1st Year Japanese	Varies	A	50	2	55	3	X	5	100%
JAPAN 111 (C)	1st Year Japanese	Varies	A	65	2	52	1	X	5	100%
JAPAN 112 (A)	1st Year Japanese	Varies	W	45	4	49	1	X	5	100%
JAPAN 112 (B)	1st Year Japanese	Varies	W	48	0	64	3	X	5	100%
JAPAN 112 (C)	1st Year Japanese	Varies	W	42	3	59	0	X	5	100%
JAPAN 113 (A)	1st Year Japanese	Varies	SP	51	6	40	0	X	5	100%
JAPAN 113 (B)	1st Year Japanese	Varies	SP	61	0	61	3	X	5	100%
JAPAN 113 (C)	1st Year Japanese	Varies	SP	57	4	65	0	X	5	100%
JAPAN 134	1st Year Japanese - Intensive	Nishikawa	SU	40	0		X	X	5	100%
JAPAN 211 (A)	2nd Year Japanese	Varies	A	46	1	27	4	X	5	100%
JAPAN 211 (B)	2nd Year Japanese	Varies	A	41	3	33	2	X	5	100%
JAPAN 211 (C)	2nd Year Japanese	Varies	A	41	0	40	0	X	5	100%
JAPAN 212 (A)	2nd Year Japanese	Varies	W	43	2	22	3	X	5	100%
JAPAN 212 (B)	2nd Year Japanese	Varies	W	43	1	33	2	X	5	100%
JAPAN 212 (C)	2nd Year Japanese	Varies	W	44	1	32	1	X	5	100%
JAPAN 213 (A)	2nd Year Japanese	Varies	SP	45	2	11	3	X	5	100%
JAPAN 213 (B)	2nd Year Japanese	Varies	SP	55	2	30	3	X	5	100%
JAPAN 213 (C)	2nd Year Japanese	Varies	SP	57	2	36	0	X	5	100%
JAPAN 234	2nd Year Japanese - Intensive	Nishikawa	SU	21				X	5	100%
JAPAN 311 (A)	3rd Year Japanese	Matsuda-Kiarni	A	35		26		X	5	100%
JAPAN 311 (B)	3rd Year Japanese	Matsuda-Kiarni	A	28		32		X	5	100%
JAPAN 311 (C)	3rd Year Japanese	Matsuda-Kiarni	A	26		35		X	5	100%

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Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015†	Credits	Area %
				UG	G	UG	G			
JAPAN 312 (A)	3rd Year Japanese	Matsuda-Kiamei	W			20		X	5	100%
JAPAN 312 (B)	3rd Year Japanese	Matsuda-Kiamei	W			32		X	5	100%
JAPAN 312 (C)	3rd Year Japanese	Matsuda-Kiamei	W			33		X	5	100%
JAPAN 321	Japanese Literature I	Atkins	A	42	0	27	0	X	5	100%
JAPAN 322	Japanese Literature II	Mack	W	30	0	32	0	X	5	100%
JAPAN 334	3rd Year Japanese - Intensive	Ohta	SU	17				X	5	100%
JAPAN 342	The Japanese Language	Ohta	W	54	0	25	0	X	5	100%
JAPAN 343	Japanese Language in Society	Ohta	A	31	0	31		X	5	100%
JAPAN 360 (A)	The Films of Akira Kurosawa	Mack	A	31		29		X	5	100%
JAPAN 360 (B)	Japanese Avant-garde and Contemporary Art Post-1945	Jesty	A	15				X	5	100%
JAPAN 360	Anime and Animation	Jesty	A			21		X	5	100%
JAPAN 421 (A)	4th Year Japanese	Iwata	A	17	0	7	1	X	5	100%
JAPAN 421 (B)	4th Year Japanese	Iwata	A	17	0	17	1	X	5	100%
JAPAN 422 (A)	4th Year Japanese	Iwata	W	15	1	7	0	X	5	100%
JAPAN 422 (B)	4th Year Japanese	Iwata	W	16	0	6	0	X	5	100%
JAPAN 423 (A)	4th Year Japanese	Iwata	SP	17	0			X	5	100%
JAPAN 423 (B)	4th Year Japanese	Iwata	SP	13	0	8	0	X	5	100%
JAPAN 431	Readings in Modern Japanese Literature	Jesty	A	17	1	21	1	X	5	100%
JAPAN 432	Readings in Modern Japanese Literature	Jesty	W	16	1	18	1	X	5	100%
JAPAN 433	Readings in Modern Japanese Literature	Bhowmik	SP	21	3	17	3	X	5	100%
JAPAN 434	Pre-modern Japanese Literature Seminar	Atkins	W			5	0		5	100%
JAPAN 435	Seminar of Modern Japanese Literature	Bhowmik	SP	9	0	9	0	X	5	100%
JAPAN 440	Introduction to Japanese Linguistics	Ohta	SP	32	0	19	0		5	100%
JAPAN 441	The Acquisition of Japanese as a Second or Foreign Language	Ohta	W			23			5	100%
JAPAN 443	Topics in Japanese Sinolinguistics	Ohta	SP	14	0			X	5	100%
JAPAN 471	Introduction to Classical Japanese	Igarashi	A	11	1	14	3	X	5	100%
JAPAN 472	Readings in Classical Literature I	Atkins	W	4	1	3	3		5	100%
JAPAN 505	Kambun	Atkins	W	1	3				5	100%
JAPAN 571	Advanced Reading in Classical Japanese Literature	Atkins	SP	0	5		X	X	5	100%
JAPAN 590	Seminar on Japanese Literature	Bhowmik	A/W	0	3	0	2		5	100%

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-See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015#	Credits	Area %
				UG	G	UG	G			
KOREAN 101 (A)	1st Year Korean Non Heritage	Won	A	48	0	48	2	X	5	100%
KOREAN 101 (B)	1st Year Korean Non Heritage	Won	A	47	2	47	2	X	5	100%
KOREAN 102 (A)	1st Year Korean Non Heritage	Won	W	41	0	38	3	X	5	100%
KOREAN 102 (B)	1st Year Korean Non Heritage	Won	W	41	1	47	1	X	5	100%
KOREAN 103 (A)	1st Year Korean Non Heritage	Won	SP	37	0	30	3	X	5	100%
KOREAN 103 (B)	1st Year Korean Non Heritage	Won	SP	36	2	46	1	X	5	100%
KOREAN 135	Elementary Korean Heritage	Kim	A	23	0	23	1	X	5	100%
KOREAN 201 (A)	2nd Year Korean Non Heritage	Kim	A	16	1	22	0	X	5	100%
KOREAN 201 (B)	2nd Year Korean Non Heritage	Kim	A	17	2	24	2	X	5	100%
KOREAN 202 (A)	2nd Year Korean Non Heritage	Kim	W	14	1	14	0	X	5	100%
KOREAN 202 (B)	2nd Year Korean Non Heritage	Kim	W	17	1	18	1	X	5	100%
KOREAN 203 (A)	2nd Year Korean Non Heritage	Won	SP	15	1	15	0	X	5	100%
KOREAN 203 (B)	2nd Year Korean Non Heritage	Ahn	SP	14	1	15	1	X	5	100%
KOREAN 211	2nd Year Korean Heritage	Kim	W	16	0	14	2	X	5	100%
KOREAN 301	3rd Year Korean	Won	A	17	4	18	3	X	5	100%
KOREAN 302	3rd Year Korean	Won	W	16	4	19	3	X	5	100%
KOREAN 303	3rd Year Korean	Won	SP	16	4	15	2	X	5	100%
KOREAN 415	Social Science Literature	Won	A	4	0	8	0	X	5	100%
KOREAN 416	Korean Literature	Cho	W	6	0	7	0	X	5	100%
KOREAN 417	Readings in Korean Journals	Chae	SP			10	0	X	5	100%
Bothell Campus										
B CHIN 101	1st Year Chinese	Gao	A	20	0	21	0	X	5	100%
B CHIN 102	1st Year Chinese	Gao	W	17	0	16	0	X	5	100%
B CHIN 103	1st Year Chinese	Gao	SP	11	0	11	0	X	5	100%
B IS 334	Traditional Chinese History	Wood	A			43	0	X	5	100%
B IS 400	Modern Japan	Collins	SP	39	0		0	X	5	100%
B IS 402	Modern China	Wood	W	17	0	36	0	X	5	100%
B JAPANESE 101 (A)	1st Year Japanese	Miyamoto	A			27	0		5	100%
B JAPANESE 101 (B)	1st Year Japanese	Miyamoto	A			29	0		5	100%
B JAPANESE 112	1st Year Japanese	Miyamoto	W			29	0		5	100%
B JAPANESE 113	1st Year Japanese	Miyamoto	SP			16	0		5	100%

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 ~See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015†		Credits	Area %
				UG	G	UG	G	2014	2015†		
Business (International)											
IBUS 440	Business in Asia	Giambattista	SP	15	0	10	0			5	100%
IBUS 461	Japanese Business Tech	Anchordoguy	SP	3	0		X			5	100%
IBUS 490	Doing Business in China	Jin	SP			16	0			4	100%
IBUS 491	CISB Seminar Japan Track	Anchordoguy	A/W/SP	16	0	8	0		X	1	100%
IBUS 491	CISB Seminar China Track	Ou	A/W/SP	14	0	8	0		X	1	100%
IBUS 570	International Study Tour	Reynolds	W	0	8		X			2	100%
Comparative Literature											
C LIT 271	Film Directors: Zhang Yimou	Braester	W	101	0					5	100%
C LIT 272	Martial Arts Film	Braester	A			96	0			5	100%
C LIT 397	Anime and Animation	Jesty	A			9	0			5	100%
C LIT 397	Special Topics in Cinema Studies	Braester	SU	8	0					5	100%
C LIT 497	Chinese Cinema	Braester	A							5	100%
C LIT 596 (B)	The Politics of Memory in Post-Socialist Chinese Literature, Film, and Art	Braester	W			0	6			5	100%
C LIT 596 (C)	Japanese Film	Jesty	W			0	2			5	100%
Geography											
GEOG 505	Chinese Development	Chan	W	1	10	1	6		X	5	100%
GEOG 236	Development in China	Chan	SP			59	0		X	5	100% [^]
GEOG 435	Industrialization and Urban China	Chan	SP	44	5				X	5	100% [^]
History of Asia											
HSTAS 211	History of Chinese Civilization	Varies	W/SP	224	0	90	0		X	5	100%
HSTAS 212	History of Korean Civilization	Nam	A	43	0	43	0		X	5	100%
HSTAS 423	History of Modern Japan	Pyle	A	42	2	51	0		X	5	100% [^]
HSTAS 424	Postwar Japan	Pyle	SP			31	0		X	5	100%
HSTAS 452	China History to AD 1276	Ebrey	W	29	2	37	0			5	100%
HSTAS 453	Chinese History 1276-1895	Guy	SP	113	2					5	100%
HSTAS 454	History of Modern China	Dong	A	43	1	24			X	5	100% [^]
HSTAS 456	Chinese Social History	Dong	W/SU	32	4	16	1		X	5	100% [^]
HSTAS 481	History of Korea to 19th Century	Nam	W	21	4				X	5	100%
HSTAS 490	Hiroshima and Nagasaki	Pyle	A			1				5	100% [^]

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Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-	Credits	Area %
				UG	G	UG	G	2015+		
HSTAS 521	History of Modern Japan	Pyle	A					X	5	100% [^]
HSTAS 551	Chinese History to AD 1276	Ebrey	SP			0	5	X	5	100%
HSTAS 555	China Research Seminar	Dong	W	0	6	0	4	X	5	100%
HSTAS 556	China Research Seminar	Dong	SP	0	5	0	5	X	5	100%
HSTAS 560	China: 1276-1895	Guy	A	0	3				5	100%
HSTAS 579	China Modern History	Dong	A			0	4	X	5	100% [^]
Human Centered										
Design Engineering										
HCDE 461	Technical Business Japanese I	Kato	A	15	5	16	4	X	5	100%
HCDE 462	Technical Business Japanese II	Kato	W	14	5	15	4		5	100%
HCDE 463	Technical Business Japanese III	Kato	SP	12	4	13	4		5	100%
HCDE 561	Advanced Japanese for Professionals I	Tsutsui	A	4	3	6	0	X	5	100%
HCDE 562	Advanced Japanese for Professionals II	Tsutsui	W	4	3	5	1		5	100%
HCDE 563	Advanced Japanese for Professionals III	Tsutsui	SP	4	2	4	2		5	100%
International Studies										
JSIS 203	The Rise of Asia	Varies	A/SU	108	0	70	0	X	5	100%
JSIS 478	Energy and Sustainability in East Asia	Montgomery	W	16	0			X	5	100%
JSIS 478	Global Sustainability Movements	Arai	SP			18	0			100%
JSIS 484	Religion in Japan	Tokuno	A	12	0			X	5	100%
JSIS 484	Gender and Minorities in 21st Century Japan	Arai	A	72	1				5	100%
JSIS 484	Modern Japanese History	Pyle	A	1	0	15	0	X	5	100% [^]
JSIS 484	Hiroshima and Nagasaki	Pyle	A	1	0	1	0	X	5	100% [^]
JSIS 484	Theories and East Asia Community Building	Ha	W	3	0				5	100%
JSIS 484	Education and Family in Japan	Arai	W	26	0	28			5	100%
JSIS 484	Asian Financial Systems	Hamilton	W	5	0			X	5	100%
JSIS 484	Spaces of Possibility: Korea and Japan	Arai	A					X	5	100% [^] *
JSIS 484	North Korean Society	Sorensen	W			18	0		5	100%
JSIS 484	Changing Generations: Japan and East Asia	Arai	W			11	3	X	5	100%
JSIS 484	Social Movements in China	Loeb	W			6	1	X	5	100%
JSIS 484	Media and Pop Culture in Japan	Arai	SP			26	0		5	100%
JSIS 484	Modern Japanese History Readings	Pyle	SP			1	0	X	5	100%
JSIS 484	The US in Asia and a Globalized World	Hellman	SP			2	0	X	5	100%
JSIS 490	Seminar in Buddhist Studies	Tokuno	W	4	0			X	5	50%~

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Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015†	Credits	Area %
				UG	G	UG	G			
JSIS 498	China and India: Historical and Contemporary Connections and Comparisons	Yang	A	16	0			X	5	50% ~
JSIS 584	Modern Japanese History	Pyle	A	0	5			X	5	100%^
JSIS 584	Anthropology of Modern Japan	Arai	A	0	3	0	6		5	100%^
JSIS 584	Hiroshima and Nagasaki	Pyle	A			0	9	X	5	100%^
JSIS 584	Modern Japanese History Readings	Pyle	A	0	5			X	5	100%
JSIS 584	Gender and Minorities in 21st Century Japan	Arai	A	0	2			X	5	100%
JSIS 584	Religion in Japan	Tokuno	A	0	3			X	5	100%
JSIS 584	Asian Financial Systems	Hamilton	W	0	5			X	5	100%
JSIS 584	Education and Family in Japan	Arai	W	0	5			X	5	100%
JSIS 584	Reading in Chinese History in Chinese Spaces of Possibility: Korea and Japan	Dong Arai	W A	0	6	0	10	X	5	100% [^] *
JSIS 584	North Korean Society	Sorensen	W			0	2	X	5	100%
JSIS 584	US in Asia and a Globalized World	Hellmann	SP			0	3	X	5	100%
JSIS 584	Media and Popular Culture in Japan	Arai	SP			0	5	X	5	100%
JSIS 584	Seminar on Foreign Policy of Korea	Ha	SP			0	0	X	5	100%^
JSIS 590	Seminar in Buddhist Studies	Tokuno	W	0	1			X	5	50% ~
JSIS 595	Research Tutorial	Pekkanen,S	A/SP					X	5	100%
JSIS A 207	Asian Civilization Traditions	Porter	W			47	0	X	5	75% ~
JSIS A 212	History of Korean Civilization	Nam	A	37	0	34	0	X	5	100%
JSIS A 213	Korean World Politics	Ha	SP	51	0	22	0	X	5	100%^
JSIS A 236	Development in China	Chan	SP			10	0	X	5	100%^
JSIS A 242	Introduction Contemporary Japan	Varies	A/W			73	0	X	5	100%
JSIS A 370	Han Chinese Social Culture	Harrell	W	17	0			X	5	100%^
JSIS A 403	Politics of Representation in Modern China	Anagnost	SP			6	1	X	5	100%^
JSIS A 404	Religion in China	Tokuno	A			22	2	X	5	100%
JSIS A 405	Social Change in East Asia	Sorensen	SP			20	8	X	5	100%^
JSIS A 406	China's Environment	Harrell	W			7	4	X	5	100%^
JSIS A 408	Government & Politics of China	Whiting	A	20	9	20	6	X	5	100%^
JSIS A 423	History of Modern Japan	Pyle	A	29	7	18	8	X	5	100%^
JSIS A 431	Demographics of Asia	Lavelly	A			14	5	X	5	100%^
JSIS A 435	Government and Politics of Japan	Pekkanen,R	W			37	0	X	5	100%
JSIS A 437	Japan International Relations	Pekkanen,S	W	11	0	12	0	X	5	100%
JSIS A 448	Modern Korean Society	Sorensen	A	6	0	15	0	X	5	100%^
JSIS A 449	Anthropology of Modern Japan	Arai	A			14	1	X	5	100%^
JSIS A 452	Global Asia	Welland	W	0	2			X	5	75%^ ~
JSIS A 454	History of Modern China	Dong	A	20	2	10	2	X	5	100%^

[^]Cross-listed course; ^{*}Supported with NRC funds

[†]2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-	Credits	Area %
				UG	G	UG	G	2015 [†]		
JSIS A 456	Chinese Social History	Dong	W/SU	15	3	12	1	X	5	100% [^]
JSIS A 459	US-China Relations	Varies	W/SP	31	5	35	0	X	5	100% [^]
JSIS A 464	Contemporary Society in the PRC	Lavelly	SP			1	0	X	5	100% [^]
JSIS A 466	Comparative Political Korean Studies	Ha	W	10	0	13	0	X	5	100% [^]
JSIS A 472	Tech Policy of East Asia	Anchordoguy	W			1		X	5	100% [^]
JSIS A 473	Political Economy of Japan	Anchordoguy	A	17	0	36	0	X	5	100% [^]
JSIS A 474	Civil Society of Japan	Pekkanen,R	SP	9	0			X	5	100% [^]
JSIS A 477	Political Economy JP/NE Asia	Anchordoguy	W	8	0			X	5	100% [^]
JSIS A 478	Japanese Business and Technology	Anchordoguy	SP			28	0	X	5	100% [^]
JSIS A 521	Seminar of Interdisciplinary Studies in China	Lavelly	W	0	6	0	9	X	5	100% [^]
JSIS A 522	Seminar of Interdisciplinary Studies in China	Bachman	SP	0	6	0	9	X	5	100% [^]
JSIS A 532	The Chinese Political System	Whiting	SP			0	5	X	5	100% [^]
JSIS A 535	Modern China IR	Bachman	A			0	9	X	5	100% [^]
JSIS A 537	Japan International Relations	Pekkanen,S	W			0	6	X	5	100% [^]
JSIS A 540	Japanese Law	Varies	W	0	3			X	4	100% [^]
JSIS A 541	Chinese Law	Zang	W	0	1	0	4	X	4	100% [^]
JSIS A 551	International Relations of Northeast Asia	Helmann	W	0	9	1	5	X	5	100% [^]
JSIS A 555	Introduction to Japanese Studies	Anchordoguy	A	0	9	0	10	X	5	100% [^]
JSIS A 566	Comparative Political Korean Studies	Ha	W	0	6	0	5	X	5	100% [^]
JSIS A 573	Political Economy Japan	Anchordoguy	A	0	1	0	4	X	5	100% [^]
JSIS A 574	Civil Society of Japan	Pekkanen,R	SP	0	1			X	5	100% [^]
JSIS A 576	Chinese Modern History	Dong	A	0	6	0	4	X	5	100% [^]
JSIS A 577	Political Economy of Japan and Northeast Asia	Anchordoguy	W	0	3			X	5	100% [^]
JSIS A 578	Japanese Business and Technology	Anchordoguy	SP			0	1	X	5	100% [^]
JSIS A 581	Tech Policy of East Asia	Anchordoguy	W			0	6	X	5	100% [^]
JSIS A 584	Survey of Korean Society	Sorensen	A			0	6	X	5	100% [^]
JSIS A 585	Seminar: Modern Korea	Varies	W	0	8	0	3	X	5	100% [^]
JSIS B 354	Buddhism	Tokuno	SU	19	0			X	5	50% [~]
JSIS B 502	Religion in Comparative Perspectives	Tokuno	SP	0	10			X	5	50% [~]
JSIS C 202	Eastern Religions	Tokuno	W	75	0	80	0	X	5	50% [~]
JSIS C 354	Buddhism	Tokuno	SP			56	0	X	5	50% [~]
JSIS C 490	Seminar in Buddhist Studies	Tokuno	W			6	2	X	5	50% [~]
JSIS C 590	Seminar in Buddhist Studies	Tokuno	W					X	5	50% [~]
JSIS C 598	Comparative Religion	Tokuno	A/W/SP	0	28	0	35	X	5	50% [~]

[^]Cross-listed courses; *Supported with NRC funds
[†]2014-15: Anticipated course offerings
 ~See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-		Area %
				UG	G	UG	G	2015†	Credits	
Landscape Architecture										
L ARCH 499	Chinese Landscapes and Urbanism	Hu	SU	0	6	X	X	X	3	100%
Law										
LAW A 574	International (East Asia) Law	Durkee	A/W	0	10	0	20	X	4	100%
LAW A 578	International (East Asia) Business Transactions	Varies	SP			0	35	X	4	100%
LAW B 540	Japanese Law	Varies	A/W	0	9	0	8	X	4	100% [^]
LAW B 541	Chinese Law	Zang	W	0	10	0	4	X	4	100% [^]
LAW B 542	Korean Law	Kang	A	0	10			X	4	100% [^]
LAW B 551	Comparative (East Asia) Legal Studies Seminar	Varies	A			38	0	X	3	100%
LAW B 552	Tutorial in Comparative (East Asia) Law	Varies	A/W/SP	0	18			X	3	100%
LAW B 558	Doctorial Thesis (East Asia) Seminar	Zang	A	0	8	0	8	X	2	100%
LAW B 558	Doctorial Thesis (East Asia) Seminar	Varies	W	0	8	0	8	X	2	100%
NEAR E										
NEAR E 364	Islam in China	Mawkanuli	SU	11	0			X	5	100%*
NEAR E 564	Islam in China	Mawkanuli	SU	0	1			X	5	100%*
TKIC 421	Intermediate Uzbek	Mawkanuli	A			0	1	X	5	100%*
TKIC 427	Intermediate Uygur	Mawkanuli	A			0	1	X	5	100%*
TKIC 428	Intermediate Uygur	Mawkanuli	W			0	1	X	5	100%*
TKIC 429	Intermediate Uygur	Mawkanuli	SP				X	X	5	100%*
TKIC 438	Advanced Uygur	Mawkanuli	W	0	2			X	5	100%*
TKIC 439	Advanced Uygur	Mawkanuli	SP	0	2			X	5	100%*
TKIC 496	Intermediate Kazak	Mawkanuli	SP				X	X	3	100%*
TKIC 496	Uzbek Language, Practice, Use, and Application	Cirtautas	SP				X	X	3	100%
TKIC 596	Intermediate Kazak	Mawkanuli	SP				X	X	Varies	100%*
Political Science										
POL S 213	Korean World Politics	Ha	SP	66	0	18	0			100%
POL S 419	US-China Relations	Varies	A/W/SP/ SU	52	3	41	1	X	5	100% [^]
POL S 424	Japan International Relations	Pekkanen,S	W	0	6	5	1	X	5	100% [^]

[^]Cross-listed course; ^{*}Supported with NRC funds

[†]2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2012-2013		2013-2014		2014-2015 [†]	Credits	Area %
				UG	G	UG	G			
POL S 424	Japan International Relations	Pekkanen,S	W	0	6	5	1	X	5	100% ^
POL S 435	Government and Politics of Japan	Hellman	SP	14	0	11	0	X	5	100%
POL S 442	Government and Politics of China	Whiting	A		19			X	5	100% ^
POL S 469	Law and Authoritarian Regimes	Whiting	SP	20	1			X	5	100%
POL S 480	Comparative Politics of Korea	Ha	W	0	4			X	5	100% ^
POL S 532	The Chinese Political System	Whiting	SP				6		5	100% ^
POL S 535	International Relations of Modern China	Bachman	A			0	3	X	5	100% ^
POL S 539	International Relations of Northeast Asia	Hellman	W			0	2	X	5	100% ^
POL S 544	Seminar on Foreign Policy of Korea	Ha	SP	0	2	0	1	X	5	100% ^
Sociology										
SOC 434	Demographic issues in Asia	Lavelly	A			11	0	X	5	100% ^
Tacoma Campus										
TCHIN 101 (A)	1st Year Chinese	Bates	A	11	0	8	0	X	5	100%
TCHIN 101 (B)	1st Year Chinese	Bates	A	5	0	10	0	X	5	100%
TCHIN 101 (C)	1st Year Chinese	Bates	A	20	0	8	0	X	5	100%
TCHIN 101 (D)	1st Year Chinese	Bates	A			5	0	X	5	100%
TCHIN 102 (A)	1st Year Chinese	Bates	W	16	0	11	0	X	5	100%
TCHIN 102 (B)	1st Year Chinese	Bates	W	11	0	9	0	X	5	100%
TCHIN 103 (A)	1st Year Chinese	Bates	SP	11	0	12	0	X	5	100%
TECON 332	The Rise of East Asia	Begun	W	39	0	41	0		5	100%
Urban Planning (College of Built Environments)										
URBDP 598	China Village Studio Prep	Abramson	SP/SU						2	100%
URBDP 498 B/598 D	Urbanization and the Asian City	Rishi	SU	0	12	X	X		5	75% ~

Endnotes
 ~ This course contains percentage noted of East Asian lecture content and course work.

^ Cross-listed course; *Supported with NRC funds
 †2014-15: Anticipated course offerings
 ~ See Endnote

INDEX

Core Faculty

College of Arts and Sciences

Department of Anthropology

Anagnost, Ann	Professor	2
Arai, Andrea	Lecturer	3
Harrell, Stevan	Professor	14
Hoffman, Lisa	Associate Professor	15

School of Art

Wang, Haicheng	Assistant Professor	29
Lin, Zhi	Professor	19

Department of Asian Languages and Literature

Atkins, Paul	Associate Professor	4
Bhowmik, Davinder	Associate Professor	5
Bi, Nyan-ping	Senior Lecturer	6
Boltz, William	Professor	6
Cao, Yuqing	Lecturer	7
Chapman, Ian	Lecturer	9
Cho, Heekyoung	Assistant Professor	9
Hamm, J. Chris	Professor	13
Handel, Zev	Associate Professor	13
Iwata, Akiko	Lecturer	16
Jetsy, Justin	Assistant Professor	16
Kim, Soohee	Senior Lecturer	18

University of Washington, Seattle
Comprehensive NRC: EAST ASIA
Appendix C: Faculty Biographical Information

Knechtges, David	Professor	19
Mack, Edward	Associate Professor	20
Matsuda-Kiami, Izumi	Senior Lecturer	21
Nishikawa, Itsuko	Senior Lecturer	22
Ohta, Amy Snyder	Professor	23
Ohta, Kaoru	Senior Lecturer	23
Won, Eunyoung	Lecturer	31
Yu, Li Ping	Senior Lecturer	32
Yue-Hashimoto, Anne	Professor	33

Department of Comparative Literature

Braester, Yomi	Professor	7
Tweedie, James	Associate Professor	29

Department of Economics

Wong, Kar-yiu	Professor	31
---------------	-----------	----

Department of Geography

Chan, Kam Wing	Professor	8
Bergmann, Luke	Assistant Professor	5

Department of History

Ebrey, Patricia	Professor	11
Guy, Kent	Professor	11

Jackson School of International Studies

Anchordoguy, Marie	Professor Chair, Japan Studies Program	3
Bachman, David	Professor	4
Dong, Madeleine Yue	Associate Professor Chair, China Studies Program	10

University of Washington, Seattle
 Comprehensive NRC: EAST ASIA
 Appendix C: Faculty Biographical Information

Ha, Yong Chool	Professor	12
Hellmann, Donald	Professor	14
Nam, Hwasook	Associate Professor	21
Pekkanen, Robert	Associate Professor	24
Pekkanen, Saadia	Professor	25
Porter, Deborah	Associate Professor	25
Pyle, Kenneth	Professor	26
Sorenson, Clark	Associate Professor Chair, Korea Studies Program	27
Tokuno, Kyoko	Senior Lecturer	28
Yang, Anand	Professor	32

Department of Linguistics

Ogihara, Toshiyuki	Associate Professor	22
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Department of Near Eastern Languages & Civilizations

Mawkanuli, Talant	Lecturer	20
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Department of Political Science

Whiting, Susan	Associate Professor	30
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Department of Sociology

Hamilton, Gary	Professor	12
Lavelly, William	Associate Professor Director, East Asia Center	1

Department of Women Studies

Welland, Sasha	Associate Professor	30
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Professional Schools and Colleges

College of Built Environments

Abramson, Dan	Associate Professor Associate Chair, Department of Urban Design and Planning	2
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University of Washington, Seattle
Comprehensive NRC: EAST ASIA
Appendix C: Faculty Biographical Information

Hou, Jeff	Associate Professor Chair, Landscape Architecture	15
Oshima, Ken Tadashi	Associate Professor	24
Shen, Qing	Professor Chair, Department of Urban Planning	26

Department of Human Centered Design & Engineering

Kato, Masashi	Senior Lecturer	17
Tsutsui, Michio	Professor	28

School of Law

Kang, Yong-sung	Assistant Professor Director, Korean Legal Studies	17
Takenaka, Toshiko	Professor Director, Japanese Legal Studies	27
Zang, Dong Sheng	Associate Professor Director, Asia Law Center and Chinese Legal Studies	33

School of Nursing

Kim, Eunjung	Associate Professor	18
--------------	---------------------	----

Affiliated Faculty

College of Arts and Sciences

Dong, Wonmo	Affiliate Professor	10
Knechtges, Tai-Ping	Affiliate-Assistant Professor	8

*Faculty self-reported time spent on EA-related research and teaching; not to be construed as a measure of faculty effort.

INDEX

Staff

College of Arts and Sciences

Language Learning Center

Aoki, Paul	Director, Language Learning Center	34
Eller, Marlin	Tech Advisor	37

East Asia Library

Bae, Chuyong	Korean Collection Assistant	35
Carkeek, Richard	Circulation Supervisor	36
Harrison, Scott	Head of Cataloging	38
Kurima, Ritsuko	Circulation Technician	39
Lin, Dong Ning	Library Specialist, Serials	40
Ryoo, Heija	Korean Cataloger	42
Shen, Zhijia	Director	44
Sun, Yanyan	Library Specialist, Chinese section	45
Tachibana, Saori	Japanese Collection Assistant	45
Tanaka, Azusa	Japanese Studies Librarian	45
Yi, Hyokyong	Korea Studies Librarian	46

Office of Educational Assessment

Beyer, Catherine	Research Scientist	35
Peterson, Jon	Research Scientist	43

Outreach and Support

Bernson, Mary	Outreach Director East Asia Resource Center	34
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University of Washington, Seattle
 Comprehensive NRC: EAST ASIA
 Appendix C: Faculty Biographical Information

Bowman, Kristina	Communications Specialists, JSIS	35
Butte-Dahl, Jennifer	Office of Academic Services, JSIS	36
Charlton, John	Director, Career Services, Alumni Relations; JSIS	36
Craig, Donald	Database Manager, JSIS	37
Davis, Robyn	FLAS Fellowship Coordinator, JSIS	37
Ephrem, Hidaat	Program Coordinator, JSIS	37
Eskenazi, Ellen	Director of Outreach and Program Development - Japan Studies Program	38
Goehring, Allyse	Assistant Director of Development, JSIS	38
Gonzalez, Filemon	Fiscal Specialists; Payable and Travel, JSIS	38
Haslam, Mark	Director of Computing Services, JSIS	39
Iltis, Linda	Undergraduate Advisor, JSIS	39
Latsch, Wolfram	Director, Office of Student Services, JSIS	40
Lim, Youngsook	Assistant Director, Center for Korean Studies, JSIS	40
Marts, Joan	Undergraduate Advisor, JSIS	40
Milligan, Paula	Graduate Student Advisor, Student Service, JSIS	41
Dvorah, Oppenheimer	Financial Administrator, JSIS	41
Read, Toni	Assistant to the Director, JSIS	42
Reed, Curtis	Program Coordinator, China Studies Program	42
Roundtree, Kristi	Associate Director, Outreach Coordinator East Asia Center	42
Sadlier-Holman, Andrea	Advisor MAAIS, JSIS	43
Scillo, Diane	Fiscal Specialist, JSIS	43
Scott, Sandra	Payroll Coordinator, JSIS	43
Stober, Tracy	Managing Editor of the Journal of Korean Studies and the Center for Korea Studies Publication Series	44
Swantek, Kevin	Business Office Coordinator, JSIS	45

Walsh, Martha	Managing Editor, Journal of Japanese Studies & Senior Program Associate, Japan Studies Program	45
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Professional Schools and Colleges

Global Business Center

Aoyama, Kirsten	Director, Global Business Center (UW CIBER), International Business	34
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Asian Law Center

Murazumi, Mie	Graduate Program Assistant, Asian Law Center	41
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Raigrodski, Dana	Executive Director, Global Affairs	41
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Stokke, Alice	Assistant Director, Asian Law Center	44
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East Asia Law Library

Alberthal, Crystal	Library Specialist, Serials, East Asia Law Library	34
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Britt, Robert	East Asia Law Librarian, Japanese Legal Materials Specialist	36
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East Asia Center Faculty

WILLIAM LAVELY

Professor, International Studies / Sociology (tenured)
Director, East Asia Center

75% EAC
Appointed in 1985

Education: PhD, University of Michigan, 1982
MA, University of California, Berkeley, 1977

Languages: Chinese, Mandarin - 3, French – 2

Academic/ Field Experience: Field research, Hainan, China 1998, Yunnan 1993-1994, Sichuan 1980-81
Numerous short visits to China for conferences and research.

Courses: Seminar: Introduction to the Interdisciplinary Study of China; Demographic Issues in Asia; Contemporary Society in the PRC

Specialization: Teaching: Contemporary Chinese society, demography
Research: Chinese social demography

Distinctions: Member, Hong Kong University of Science and Technology (HKUST), Division of Social Science Advisory Committee, 2014-
Member, Sociology Advisory Panel, National Science Foundation, 2009-2010.
Discussant and advisor, North American Taiwan Studies Association (NATSA) Conference, Seattle, June 28, 2008-
Advisory board, *China Population and Labor Yearbook*, 2008.
Grantee, Henry Luce Foundation United States-China Cooperative Research Program, for "Infant Survival in Rural Yunnan," 1993-2001.
National Institutes of Health Fogarty Senior International Fellow, 1994-96.

Thesis/ Dissertation Supervised: MA: 1 PhD: 5

Publications: Articles:
William Lavely and R. Bin Wong. 2013. "Revising the Malthusian Narrative: The Comparative Study of Population Dynamics in Late Imperial China." In Yue Dong (ed.), *Western Scholarship on Chinese History: Vol. 6, Modern Chinese History* (Hong Kong: Chinese University Press) [a Chinese language translation of Lavely and Wong 1998].
William Lavely. 2012. "Changes in Social Values and Lifestyles." Chapter 2 in Roger Detels, Sheena Sullivan, and Chorh Chuan Tan (eds.), *Public Health in East Asia* (Berkeley: University of California Press).
William Lavely, Li Jianke, and Jianghong Li. 2008. "Zhongguo Hainan Lizu Meifu shequ chusheng yinger de xingbie pianhao" [Sex preference for children in a Meifu Li community in Hainan, China], pp. 283-298. In *Renleixue jingdian daodu [Understanding anthropology]*, Zhuang Kongshao (ed.), (Beijing: Zhongguo Renmin Daxue chubanshe). [A translation of Lavely et al. 2001].
William Lavely. 2007. "Sex, Breastfeeding, and the Marital Fertility in Pretransition China." *Population and Development Review* 33, 2:289-320.

DAN ABRAMSON**Associate Professor, Urban Planning (tenured)****85% EAC
Appointed in 2001**

Education: Postdoc, University of British Columbia, January 1998 – August 2001
PhD Tsinghua University, 1998
M. Arch M.C.P. Massachusetts Institute of Technology, 1992

Languages: Chinese, Mandarin – 4, French – 3

Academic/ Field Experience: One to three visits each year to China for conferences, field research and field studio teaching
Conferences in Tainan and Taipei, Taiwan, August 2012 and May 2013
Conference in Hong Kong, February 2013; Conference in Seoul, Korea August 2012
Conference and field research in Tokyo, Japan March 2008
Conference and field research in Kobe, Nara and Tokyo, Japan, November 2007
Joint Practicum Course with Kobe University, Japan March 2006

Courses: Special Topics: Asian Cities: History, Theory and Practice
Special Topics: Built Environments Lab – China Studio Prep
Study Abroad: China Village Studio

Thesis/ Dissertation Supervised: MA: 8 PhD: 2

Specialization: Urban planning and design, historic preservation, and community participation in multicultural, transcultural, And rapidly urbanizing contexts, especially China

Distinctions: Fulbright Scholarship for field research and action on “Resilience and Sustainability in the Ethnic Minority Settlements of Sichuan, China: Lessons for Community- based Disaster Recovery and Reconstruction,” 2010.

Bibliography: Books:
“A Trans-Pacific Planning Education in Reverse: Reflections of an American with a Chinese Doctorate in Urban Planning and Design,” in *Planning Ideas and Planning Practices: a Critical Look at International Exchange in the Planning Field*, edited by Patsy Healey and Robert Upton, Abingdon, UK; New York: Routledge, 2010, pp. 289-312.
Articles:
“‘Urban-rural integration’ in the Earthquake Zone: Sichuan’s Post-Disaster Reconstruction and the Expansion of the Chengdu Metropole,” *Pacific Affairs*, Vol.84, No.3 (September 2011): 495-523. Co-authored with Qi Yu. (Invited submission.)
“Transitional Property Rights and Local Developmental History in China,” *Urban Studies*, Vol. 48, No.3 (March 2011): 553-568.

ANN ANAGNOST**Professor, Anthropology (tenured)****50% EAC
Appointed in 1990**

Education: PhD, University of Michigan, 1985

Languages: Chinese, Mandarin - 3, French - 1, Italian - 2

Academic/ Field Experience: Field research and conference attendance in China (Nanjing and Guangzhou)
Teaching and research in Italy (Rome)

Courses: Global Futures in East Asia, Global Futures in East Asia II; The Anthropology of Food; Representation and Power in Modern China

Specialization: China, Biopolitics, Anthropology of Food, Globalization and Human Capital

Distinctions: Editor, *Cultural Anthropology*; *Journal of the Society for Cultural Anthropology*

Thesis/ Dissertation Supervised: PhD: 6

Bibliography: Books:
Embodiments of Value: The Politics of Quality in China's Reform. Duke University Press: 2004.
Articles:
“Introduction: Life-Making in Neoliberal Times.” In *Global Futures in East Asia*. Ann Anagnost, Andrea Arai, and Ren Hai, eds. Stanford University Press. 2013
“Strange Circulations.” In Patricia Ticineto Clough and Craig Willse, eds. *Beyond Biopolitics: Essays on the Governance of Life and Death*. Duke University Press. 201

MARIE ANCHORDOGUY**100% EAC
Appointed in 1989****Professor, International Studies (tenured)**

Education: PhD, University of California, Berkeley, 1986
MBA, University of California, Berkeley, 1982

Languages: Japanese - 4
Academic/ Field

Experience: In last 5 years, visited Japan many times; visited China twice.
Lived in Japan for total of 10 years.

Courses: Readings on Political Economy of Japan and Northeast Asia; Introduction to Japanese Studies; Introduction to Contemporary Japan; Japan's Relations With China; Political Economy of Postwar Japan; Japanese Business and Technology; Science, Technology, and Innovation Policies in East Asia

Specialization: Political economy, business of Japan and Northeast Asia

Distinctions: Chair, Japan Studies Program
Numerous grants from the Center for Global Partnership of Japan, the U.S.-Japan Friendship Commission, and the National Science Foundation.
Co-editor, The Journal of Japanese Studies

Thesis/
Dissertation

Supervised: MA: 15

Bibliography: Books:
Japanese language translation of my book, *Reprogramming Japan: The High Tech Crisis Under Communitarian Capitalism*. Bunshindo: 2011.
Reprogramming Japan: The High Tech Crisis under Communitarian Capitalism, Cornell University Press: 2005.

Articles:
"Chandler and Business History in Japan," *Business History Review*, Vol. 82, Summer 2008.
"Japan's Technology Policies and their Limitations," in *Late Liberalizers? Japan and China in the World Political Economy*, Kellee Tsai and Saadia Pekkanen (eds.). Routledge: 2005.

ANDREA ARAI**100% EAC
Appointed in 2010****Lecturer, Anthropology (non-tenured)**

Education: PhD, Columbia University, 2004

Languages: French – 2, Hebrew – 2, Japanese – 3
Academic/ Field

Experience: Japan: 1999-2001, Summers: 2003/04/06/10/12; Korea summer 2012

Courses: Gender and Minorities in Japan; Global Futures in East Asia (undergraduate and graduate); Spaces of Possibility: Korea and Japan; Global Sustainability Movements

Specialization: Japan, Colonialism, Exhibitions and Material Culture, Collaborative Fieldwork
Popular Culture Conventions, Sustainability, Local and Global Movements

Distinctions: NEAC Grant, 2013
Course Development Grant, Winter, 2012
Travel Grant, Winter 2012
Conference and Colloquia Grant, Spring 2012

Thesis/
Dissertation

Supervised: MA: 5 PhD: 2

Bibliography: "Notes to the Heart: New Lessons in Sentiment and Sacrifice from Recessionary Japan," in *Global Futures in East Asia: Youth, Nation and Economy in Uncertain Times*, Ann Anagnost and Andrea Arai (Eds.), Stanford University Press, 2013
"The Wild Child of 1990s Japan," in *Millennial Japan: Rethinking the Nation in the Age of Recession*, *South Atlantic Quarterly*, Vol. 99, No. 4. Republished in *Japan After Japan: Social and Cultural Life from the Recessionary 1990s to the Present*. T. Yoda and H. Harootunian (eds.), Duke University Press, 2006, pgs. 216-238.

PAUL ATKINS**Associate Professor, Asian Languages & Literature (tenured)****100% EAC
Appointed in 2002**

Education: PhD, Stanford University, 1999

Languages: Japanese - 4

Academic/ Field

Experience: In Japan 1990-92, 1996-98, 2001-02, 2006.

Courses: Classical Japanese Grammar; Advanced Readings in Classical Japanese Literature; Classical Japan Grammar; No and Kyogen, Kambun; Seminar in Japanese Literature; Japanese Literature I

Specialization: Teaching: Classical Japanese language, literature, and culture

Research: Medieval Japanese literature, drama, and culture

Thesis/

Dissertation

Supervised: MA: 1 PhD: 2

Bibliography: Books:

Revealed Identity: The Noh Plays of Komparu Zenchiku. Center for Japanese Studies, University of Michigan, Michigan Monograph Series in Japanese Studies, no. 55, 2006.xiii + 293 pp.Co-editor (with Davinder L. Bhowmik and Edward Mack), *Landscapes Imagined and Remembered*, Proceedings of the Association for Japanese Literary Studies, Vol. 6, 2005. 215 pp.**DAVID BACHMAN****Professor, International Studies (tenured)****75% EAC
Appointed in 1991**

Education: PhD, Stanford University, 1984

Languages: Chinese, Mandarin - 3

Academic/ Field

Experience: Many short trips to China, Taiwan; some to Korea.

Courses: International Relations of Modern China; Making of the 21st Century: Examining Systems from Around the World; Rise of Asia; The Chinese Political System; The Security of China; Readings in International Studies: Globalization with partial focus on East Asia; United States-China Relations

Specialization: China politics and foreign policy

US-China relations

Asian studies--politics and history

Global studies

Distinctions: Elected President of the Washington State China Relations Council, 2005

Thesis/

Dissertation

Supervised: MA: 15 PhD: 5

Bibliography:

"China's Defense Industrial Base in 1985." *The China Quarterly*, No. 214 (June 2013), pp. 22-46.*Bureaucracy, Economy, and Leadership: The Institutional Origins of the Great Leap Forward* (New York: Cambridge University Press, 1991).*Chen Yun and the Chinese Political System* (Berkeley: Institute of East Asian Studies, University of California, Berkeley, Center for Chinese Studies, Research Monograph No. 29, 1985)."Global Challenges and Local Stasis: Counter Democratization vs. Democratization in China's Post-Olympics Agenda," in I Yuan, ed., *Cross-Strait at the Turning Point* (Taipei: Institute for International Relations, English Series No. 54), pp. 181-206. 2008."Preparing for War: China's Limited Ability to Cope with the Soviet Threat," *Issues and Studies*, Vol 43, No. 4 (December), pp. 1-38. 2007.

LUKE BERGMANN**25% EAC
Appointed in 2011****Assistant Professor, Geography (tenure-eligible)**

Education: PhD University of Minnesota, 2012

Languages: Chinese – 3

Academic/ Field

Experience: Visiting researcher in China most of 2009-2011 while a Ph.D. candidate; periodic visits and stays of up to three months at a time since 2002

Courses: Geographies of International Development and Environmental Change; Advanced Digital geographies; Hybrid Humanities: Critical, Digital, Geographical; Principles of GIS Mapping; Critical Ecologies of Relational Becoming: Geographies after Nature and Society

Specializations: China and globalization, economy and environment, digital geographies

Distinctions: University of Washington, Simpson Center for the Humanities, Society of Scholars, 2014 -2015; United States National Science Foundation, Graduate Research Fellowship, 2004-2009

Thesis/

Dissertation

Supervised: MA: 1

Bibliography: Bergmann, L. (2013). "Bound by Chains of Carbon: Ecological-Economic Geographies of Globalization." *Annals of the Association of American Geographers*. 103(6): 1348-1370.
Bergmann, L. (2012). "A Coevolutionary Approach to the Capitalist Space Economy." *Environment and Planning A*. 44(3) 518-537.
Wallace, R., L. Bergmann, L. Hogerwerf, and M. Gilbert (2010). "Are Influenzas in Southern China Byproducts of the Region's Globalising Historical Present?" In Giles-Vernick, T., S. Craddock, and J. Gunn, eds., *Influenza and Public Health Learning from Past Pandemics*. Earthscan: London, UK.**DAVINDER BHOWMIK****100% EAC
Appointed in 2001****Associate Professor, Asian Languages & Literature (tenured)**

Education: PhD, University of Washington, 1997

Languages: Japanese - 4

Academic/ Field

Experience: Japan, Italy, Germany

Courses: Advanced Readings in Modern Japanese Literature; Topics in Japanese Culture; Graduate Seminar in Japanese Literature; Undergraduate seminar Japanese Literature; Special Topics: Japanese Cinema; Minority Fiction; Colonial Fiction; Murakami Haruki; Natsume Soseki; Nature and the Environment

Specialization: Modern Japanese fiction, criticism, and culture, Ethnic minority literature, Regional literature
Atomic bomb literature, 3/11 literatureDistinctions: NEAC Grant for Professional Travel to Japan, 2008.
University of Washington: Japan Endowment Research Grant, 2002-12.
Modern Literary Quarterly Travel Grant, 2007, 2013
Junior Faculty Development Award, 2004.Bibliography: Book:
Writing Okinawa: Narrative Acts of Identity and Resistance. Routledge Books, 2008.Articles:
"Subaltern Identity in Okinawa." *Reading Colonial Japan*, eds. Helen Lee and Michele Mason. (Palo Alto: Stanford University Press, 2012)
Forward: Eiji Yoshikawa, *The Heiké Story*, translated by Fuki Wooyenaka Uramatsu) (Tokyo: Tuttle & Co., 2011 reprint of 1956 edition).
"Fractious Memories in the War Tales of Medoruma Shun," in *Imag(in)ing the War in Japan: Representing and Responding to Trauma in Postwar Literature and Film*, eds. David C. Stahl and Mark B. Williams (Leiden: Brill, 2010), 203-229.

NYAN-PING BI**Senior Lecturer, Asian Languages & Literature (non-tenured)****100% EAC
Appointed in 2000**

Education: MA, Indiana University, 1988

Pedagogy Training: OPI Certified; familiar with the ACTFL Proficiency guidelines and the National Standards of Foreign Language Education

Languages: Chinese, Mandarin - 5, Chinese, Min Nan - 4, Japanese - 2

Academic/ Field

Experience: Compiled Chinese language teaching materials in the summers of 2007, 2008, 2009 in China.

Courses: Third-Year Chinese; Second-Year Chinese Heritage; Advanced Readings in Modern Chinese; First-Year Chinese Heritage

Specialization: Chinese Language and Pedagogy

Bibliography: 2013, Integrated Chinese, Level 2, Part 2, Teacher's Handbook (co-author), Cheng & Tsui Company
2012, Integrated Chinese, Level 2, Part 1, Teacher's Handbook (co-author), Cheng & Tsui Company
2011, Integrated Chinese, Level 1, Part 2, Teacher's Handbook (co-author), Cheng & Tsui Company
2010, Integrated Chinese, Level 1, Part 1, Teacher's Handbook (co-author), Cheng & Tsui Company
2009, Integrated Chinese, Level 2, Part 2, Textbook, Workbook, and Character Workbook, 3rd edition (co-author), Cheng & Tsui Company
2009, Integrated Chinese, Level 2, Part 1, Textbook, Workbook, and Character Workbook, 3rd edition (co-author), Cheng & Tsui Company**WILLIAM BOLTZ****Professor, Asian Languages & Literature (tenured)****100% EAC
Appointed in 1981**Education: PhD, University of California, Berkeley, 1974
MA, University of California, Berkeley, 1969

Languages: Chinese, Mandarin - 4, Classical Chinese - 5, French - 3, German - 2, Japanese - 2

Academic/ Field

Experience: Taiwan

Courses: Second Year Classical Chinese; First-Year Classical Chinese; Ancient China

Specialization: China: Languages and Culture; Classical Chinese

Distinctions: Spring, 2006 Visiting Research Professor, Early Chinese Manuscripts Project, University of Hamburg (Germany). October, 2004. Chiang Ching-kuo Visiting Professor, Eotvos Lorand University, Budapest. Spring, 2004. By invitation, gave the 2004 annual Herrlee Glessner Creel Memorial Lecture, University of Chicago.

Thesis/

Dissertation

Supervised: MA: 3

Bibliography:

Articles:
"Character variation in early Chinese manuscripts." To appear in the Journal of Manuscript Cultures (Hamburg), second number, 2014.

"Reflections on Elementary Actions and Professional Practices: The Chinese Mohist Canon and Its Counterparts in Greek Science", co-authored with Matthias Schemmel, to appear in Spatial Thinking and External Representation: Towards a Historical Epistemology of Space, Matthias Schemmel, ed., Berlin: Max Planck Institute for the History of Science, 2013.

"Multilingualism and Lingua Franca in Early China." To appear in Mark Geller & Jens Braarvig, eds., Multilingualism and Lingua Franca in the Ancient World. Berlin: Max-Planck-Institut für Wissenschaftsgeschichte, 2013.

YOMI BRAESTER**75% EAC
Appointed in 2000****Professor, Department of Comparative Literature (tenured)****The Cinema Studies Program**Education: Postdoctoral Fellow, University of California, Berkeley, 1998-2000
PhD Yale University, 1997

Languages: Chinese – 5, Hebrew – 5, Romanian – 5, Arabic – 3, Danish – 3, Dutch – 3, French – 3, German – 3, Italian – 3, Japanese – 3, Norwegian – 3, Spanish – 3, Swedish – 3, Yiddish – 3

Academic/ Field

Experience: China and France

Courses: The Politics of Memory in Modern Chinese Literature, Film, and Art; What Makes a Great Director? A World Cinema Perspective; Chinese Cinemas: A Graduate Level Methodological Introduction; Film in the Digital Age: Parable of Virtual Existence; Cinephilia: Cinematic Experience in Historical Context; History of Cinema: 1989 to the Present; Histories of Cinema in a Digital Age; East Asian Genre Films; Asian Martial Arts Films
Guggenheim Fellowship, 2013; The Joseph Levenson Book Prize, post-1900 category, 2012

Distinctions:

Specialization: Chinese cinema, new media, modern literature and drama, theories of art, visual culture, urban planning, critical theory with special emphasis on theories of space and vision, collective memory, discourses of Enlightenment, Third Cinema, Israeli film and literature

Thesis/

Dissertation

Supervised: PhD: 4

Bibliography:

Monographs:

Painting the City Red: Chinese Cinema and the Urban Contract. Duke University Press, 2010; xiv+405 pgs

Edited Volume:

Cinema at the City's Edge: Film and Urban Networks in East Asia. Co-edited with James

Tweedie. Hong Kong: Hong Kong University Press, 2010; xii+204 pages.

Scholarly Essays:

"The Digital Borders of Public Space: Video Art and Surveillance," *Grey Room* (special issue edited by Margaret Hillenbrand; in progress)."And then the Cinephiles Stopped Coming to Class: The Changing Classroom Discourse in the People's Republic of China," in *Cinephilia and Teaching*, eds. Rashna Wadia Richards and David T. Johnson (in progress).**YUQING CAO****100% EAC
Appointed in 1990****Lecturer, Asian Languages & Literature (non-tenured)**Education: PhD, University of Washington, present
MA, University of Washington, 1992

Pedagogy Training: Participated in workshop by UW Summer Institute of Technology Teaching Fellows

Languages: Chinese - 5, French - 2, German - 3

Courses: First-Year Chinese; First-Year Chinese Heritage; Second-Year Chinese; Second Year Intensive Chinese, Second. Third year Chinese Heritage; Their-Year Chinese, Fourth-Year Chinese Advanced Reading

Specialization: Modern Chinese language; comparative literature

Bibliography: Co-Author, *Speaking Chinese on Campus: A Textbook for Intermediate Chinese Courses*, University of Washington Press, 2003.

KAM WING CHAN**90% EAC
Appointed in 1991****Professor, Geography (tenured)**

Education: PhD, University of Toronto, 1988

Languages: Chinese - 5 (Cantonese, Mandarin, Chaozhou)

Academic/ Field

Experience: Mainland China, Hong Kong, Taiwan

Courses: Geography in Greater China; Industrialization and Urbanization in China; Research Seminar in China: Spatial Dimensions of Chinese Development

Specialization: Urban and economic geography; urbanization; population migration; local finance; China (Greater China); statistics

Distinctions: Distinguished Alumnus Award, Department of Geography and Program Planning, University of Toronto, 2013
 Distinguished Alumnus Award, Centre of Urban Studies and Urban Planning, University of Hong Kong, 2010
 My 1999 paper on China's hukou system and migration was China Quarterly's No.1 or 2 most downloaded article (based on monthly counts) in the last 3 years in 2012 and 2013
 Outstanding Service Award, Association of American Geographers China Geography Specialty Group, 2009
 My 2007 paper "Chinese Cities in Eurasian Geography and Economics" has been selected by Thomson Reuters Science Watch as a featured Fast Moving Front paper in July 2009, based on citations in the research area of China's cities.
 My 2008 paper on China's hukou system, published in *The China Quarterly*, has topped the list of the CQ Editor's Best Picks of the year.

Thesis/

Dissertation

Supervised:

MA: 11 PhD: 5

Bibliography:

Articles:

Chan, Kam Wing, 2013. "China: Internal Migration," in Immanuel Ness (ed.), *Encyclopedia of Global Migration*, Wiley-Blackwell (15 pages).Chan, Kam Wing, 2012. "Migration and Development in China: Trends, Geography and Current Issues," *Migration and Development*, Vol.1, No.2, pp.187-205 (lead article).Chan, Kam Wing, 2012. "Crossing the 50 Percent Population Rubicon: Can China Urbanize to Prosperity?" *Eurasian Geography and Economics*, Vol.53, No.1, pp.63-86. (This article was featured on the frontpage of UW website for a week from February 29, 2012.)Chan, Kam Wing, 2012. "Internal Labor Migration in China: Trends, Geography and Policies" in United Nations Population Division, *Population Distribution, Urbanization, Internal Migration and Development: An International Perspective*, New York: United Nations, pp.81-102.Chan, Kam Wing and Alana Boland, 2012. "Cities of East Asia," in Stanley Brunn, Maureen Hays-Mitchell, Donald Zeigler (eds.), *Cities of the World: World Regional Urban Development*, 5th ed, Lanham: Rowman & Littlefield, pp.470-521.**TAI-PING CHAN KNECHTGES****100% EAC
Appointed in 1996****Assistant Professor, Asian Languages & Literature (non-tenured)**

Education: PhD, University of Washington, 1981

Languages: Chinese - 5, English - 5, French - 2, Japanese - 2

Academic/ Field

Experience: Research on Culture & Civilization of China issues in China
 Research on Business Chinese related issues

Courses: Business in China: CISB Seminar: Chinese Track, Business in Asia

Specialization: Teaching: Business Chinese

Research: Chinese business law on banking and finance

Distinctions: Book awards from the Yale University Press series "The Culture & Civilization of China series."

Bibliography:

Books:

2007 *Chinese Business Law on Trade and Investment* (textbook). Beijing: Peking University Press.2002 *English Tech Slang*. Beijing: Foreign Languages Teaching and Research Press.

IAN D. CHAPMAN**100% EAC
Appointed in 2013****Lecturer, Department of Asian Languages and Literature (non-tenured)**

Education: PhD Princeton University, 2007

Languages: Chinese (Mandarin) – 4; Classical Chinese – 3; Japanese – 2; French – 2; Spanish – 2

Academic/ Field

Experiences: China

Courses: Classical Chinese, second year; Inner Asia through the Eyes of the Other; Medieval China and the Silk Road

Specialization: Chinese language and literature; Chinese history

Distinctions: An Wang Post-doctoral Fellowship, Fairbank Center for Chinese Studies, Harvard University, 2007- 2008; Chi Chung Yu Award, China Times Cultural Foundation, 2006 - 2007

Bibliography: “Yuzhu baodian (Precious Canon of the Jade Candle).” In *Early Medieval Chinese Texts: A Bibliographic Guide*, ed. Albert E. Dien, Leiden: Brill (forthcoming, 2013).

“Festival and Ritual Calendar: Jing-Chu suishi ji.” In *Early Medieval China: A Sourcebook*, ed. Wendy Swartz, Robert Ford Company, Yang Lu, and Jessey J.C. Choo, New York: Columbia University Press, 2013.

“Liuchao zhi Tangdai jieqing yuanliu zhong de jiri dianfan” 六朝至唐代節慶源流中的忌日典範 (The Death Anniversary Paradigm in Six Dynasties-Tang Festival Etiology; in Chinese). In *Zhangxian yu chongsu: 2011 nian Duanwu xisu guoji xueshu yantaohui (Jiaxing) lunwenxuan 《彰顯與重塑——2011年端午習俗國際學術研討會（嘉興）論文選》*, ed. Zhongguo minsu xuehui 中國民俗學會 et al, Hangzhou: Zhejiang University Press, 2012.

HEEKYOUNG CHO**100% EAC
Appointed in 2010****Assistant Professor, Asian Languages and Literature (tenure-eligible)**

Education: PhD Korean Literature, University of Chicago
MA Russian Literature, Yonsei University

Courses: Asian Martial Arts Films; Great Works of Asian Literature; Readings in Korean Journals; Readings in Korean Literature

Specializations: Korean Culture, Postcolonial studies, Translation, Global and Transnational Studies, Print Culture, Modern Korean Literature

Thesis/
Dissertation

Supervised: MA: 1

Bibliography: Review of Pak Wan-so, *Land. The Journal for Korean Studies*, 18:1 (Spring 2013).
Forthcoming: “Imagined, Transcultural, and Colonial Spaces in Print: Newspaper serialization of Translated Novels in Colonial Korea.” *East Asian Publishing and Society*, 3:2 (2013). (Peer-reviewed)

MADELEINE YUE DONG**100% EAC
Appointed in 1996****Professor of International Studies (tenured)**

Education: PhD, University of California, San Diego, 1996
 MA, University of Oregon, 1991
 MA, Peking University, 1989

Languages: Chinese – 5; Japanese – 3; French – 1

Academic/ Field Experience: China

Courses: Social and Cultural Changes in Modern China; Seminar: Introduction to the Interdisciplinary Study of China; Late Imperial and Modern China; History of Chinese Civilization; Seminar: Interdisciplinary Study of China; History of Modern China

Specialization: History of modern China

Distinctions: Chair of China Studies Program

Thesis/ Dissertation Supervised: PhD: 2

Bibliography: Joseph Levenson and Dialogic History” in *Journal of Modern Chinese History*, 2014. No. 1, CASS, Beijing, China.
 “The Fortunes of a Folk Tradition: Yangliuqing New Year’s Pictures,” in James Cook, Joshua Goldstein, Sigrid Schmalzer eds., *Visualizing Modern China*. Rowman and Littlefield, 2014.
 Editor, *The World, The Nation & The Everyday: Major Western Scholarship on Modern Chinese History*. Beijing: Chinese Academy of Social Sciences Press, 2013, 350 pages (Peer reviewed).
 Creating Academic Qing History: Xiao Yishan and Meng Sen” in Brian Moloughney & Peter Zarrow eds, *The Formation of the Discipline of History in Early Twentieth Century China*” in the series *The Formation of Academic Disciplines in Early Twentieth Century China*. Hong Kong: Chinese University Press, 2011, pp. 209-237.

WONMO DONG**100% EAC
Appointed in 2000****Affiliate Professor, International Studies (non-tenured)**

Education: PhD Georgetown University, 1965
 MA University of Kentucky, 1961

Languages: Korean - 4

Academic/ Field Experience: Korea (2001, 2002)

Specialization: Korean Politics

Distinctions: Pioneer of the Korean Democracy Movement by the Korean Institute for Human Rights in Los Angeles, California
 Rotunda Outstanding Faculty Teaching Award

Bibliography: Books:
The Democratization of South Korea: From Transition to Consolidation (Armonk: M.E. Sharpe, 2001)

PATRICIA EBREY**100% EAC
Appointed in 1997****Professor, History (tenured)**

Education: PhD, Columbia University, 1975
 Languages: Chinese - 3, French - 2, Japanese - 3
 Academic/ Field
 Experience: Trips to China virtually every year for conferences or research, mostly under a month.
 Courses: Seminar in Chinese History to 1276; Chinese History to 1268: Pre-Sung Period; Chinese History from Earliest Times to AD 1276; Core Research Seminar in Chinese History; Seminar in Chinese History: 1268-1895; China Research Seminar
 Specialization: Chinese history; social and cultural history of Song Dynasty China
 Distinctions: Visiting Professor, Chinese University of Hong Kong (2009)
 Chiang Ching-Kuo Distinguished Fellow, 2005-06
 Thesis/
 Dissertation
 Supervised: MA: 2 PhD: 5
 Bibliography: Books:
 2008: *Accumulating Culture: The Collections of Emperor Huizong*. University of Washington Press. 497 pp.
 2002: *Women and the Family in Chinese History*. Routledge, 291 pp. In series, Critical Asian Scholarship.
 Articles:
 "Kisōchō no hishosei to bunkazai corekushon" (The Palace Library and the Collection of Cultural Relics, in Japanese) *Ajia yūgaku* 64 (2004): 13-30.
 "Literati Culture and the Relationship between Huizong and Cai Jing," *Journal of Song-Yuan Studies* 36 (2006), 1-24.

KENT GUY**100% EAC
Appointed in 1981****Professor, History / International Studies (tenured)**

Education: PhD, Harvard University, 1980
 Languages: Chinese - 3, French - 1, Russian - 1
 Academic/ Field
 Experience: Lectures in Korea, 2004; Exploration Seminar in Beijing, 2005; Research travel in China, Thailand and India, 2006; Taiwan 2007; PRC 2008.
 Courses: Seminar in Chinese History: 1268-1895; Chinese History 1276-1895; Legal Tradition in China: Comparative Legal Orders; Late Imperial and Modern China
 Specialization: Late Imperial Chinese History, Comparative Imperial History
 Distinctions: Chair, History Department (2007-present)
 Howard and Francis Keller Professor of History (2006-2008)
 Thesis/
 Dissertation
 Supervised: MA: 5 PhD: 4
 Bibliography: Publications:
The Emperor's Four Treasuries: Scholars and the State in the Late Ch'ien-lung Period. Council on East Asian Studies. Cambridge: Harvard University Press, 1987, 300 pp.
Sago Chonso. Translated by Yang Hwi-ung. Thinking Tree Press, 2009. Korean Translation of The Emperor's Four Treasuries.
 Articles:
 "Xifang xueje jinqi dui 'Manzhou' zhi zeyi," Qingshi Lunji, Zhu Chengru, editor, (Beijing, Zichucheng Press, 2004), pp.499-510. Translation and reprint of "Who were the Manchus".
 "Provincial Government During the Ch'ing" Solicited by and submitted for the Cambridge History of China, Volume 10, Part II.

YONG CHOOL HA**75% EAC
Appointed in 2007****Professor, International Studies (tenured)**

Education: PhD, University of California, Berkeley, 1985

Languages: Japanese - 3, Korean - 5, Russian - 3

Academic/ Field

Experience: North Korea, Japan, Russia, China

Courses: Industrialization and International Relations; Research Seminar: Modern Korea; Korea and World Politics; Korea Studies and Comparative Politics; Late Industrialization and Social Change; Research Seminar: Korea and Asia; East Asian Community Building and IR Theories; International Relations of South Korea

Specialization: Soviet politics Russia in Asia, late industrialization and social change, industrialization and international relations comparative politics and Korean studies: Korea, Prussia, Russia, China and Japan, Korean Peninsula and world politics: Korea, Asia, Russia, international relations

Distinctions: President, the Korean Association of International Studies

Thesis/
Dissertation

Supervised: MA: 1 PhD: 3

Bibliography: Articles:
 "The Evolution of South Korean Foreign Policy", special issue of *Outre-Terre*(in French) April 2014
 Co-authored, "The Development of Russian Far East and Eastern Siberia and the Future of Northeast Asia," to *April-June, 2013*
 "Continuity and Change in the Institutional Foundations of Korean Crony Capitalism: A Preliminary Assessment," *Journal of Korean Politics (in Korean)*, vol, 21, no. 3, 2012
 (Co-authored with Myung Koo Kang) "Late Industrialization and the Internal Dynamics of the Developmental State: the Case of South Korea (1948-1979)," accepted and to be published by *Comparative Political Studies*, March. 2011.
 (Co-authored with Jaesung Chun) "North Korea's Brinkmanship and the Task to Solve the Nuclear Dilemma," *Asian Perspectives*, Vol. 34, no. 1, 2010.

GARY HAMILTON**75% EAC
Appointed in 1993****Professor, Sociology / International Studies (tenured)**

Education: PhD, University of Washington, 1975

Languages: Chinese - 1

Academic/ Field

Experience: Research trips to Asia once or twice a year since teaching in Taiwan in 1984-5 academic year.

Courses: Introduction to Sociological Theory; History of Sociological Thought; Special Topics in Sociology; Special Topics in Theory and the History of Sociological Thought

Specialization: Sociology, China studies, international studies, economic sociology, comparative and historical sociology, Organizations

Distinctions: Guggenheim Fellowship
 Fellow at the Center for Advanced Study in the Behavioral Sciences
 Current Grants from the Rockefeller Foundation, Sloan Foundation, and Chiang Ching-kuo Foundation

Thesis/
Dissertation

Supervised: MA: 5 PhD: 2

Bibliography: Books:
 Paperback edition, 2012. *The Market Makers: How Retailers are Reshaping the Global Economy*. (Lead editor, with Misha Petrovic and Benjamin Senauer). Oxford University Press.
 Articles:
 2009 "Getting Rich and Staying Connected: The Organizational Medium of Chinese Capitalists" (with Wai Keung Chung), *Journal of Contemporary China* 18 (58) January, pp. 47-67.
 2006 *Emergent Economies, Divergent Paths: Economic Organization and International Trade in South Korea and Taiwan*. (with Robert C. Feenstra). New York: Cambridge University Press.
 2006 *Commerce and Capitalism in Chinese Societies*. London: Routledge.

J. CHRIS HAMM**100% EAC
Appointed in 2000****Professor, Asian Languages & Literature (tenured)**

Education: PhD, University of California, Berkeley, 1999
MA, University of California, Berkeley, 1994

Languages: Chinese - 5, French - 2, German - 2, Italian - 2, Japanese - 3, Latin - 2

Courses: Literature and Culture of Modern China; Asian Martial Arts Films; Premodern Chinese Narrative in Translation; History of Chinese Literature; Advanced Readings in Modern Chinese; Studies in Chinese Drama; Studies in Chinese Drama; Seminar in Modern Chinese Literature

Specialization: Chinese vernacular literature; modern Chinese fiction, film, and popular culture; genre fiction and print culture.

Distinctions: AL&L Summer Program Coordinator (2008-2009, 2012-2013)
Executive Committee (2008-2009, 2010 - 2011)
Undergraduate Education Committee (chair) (2008-2009, 2009-2010, 2010-2011, 2012-2013)
Yen Fu Prize Committee (chair)
AL&L China Program Coordinator (jointly with Prof. David Knechtges) (2007-2008, 2011-2012, 2012-2013)
Undergraduate Study Committee (chair) (2007-2008, 2009-2010, 2012-2013)
Fritz Faculty Research Grant (2007-2008)

Bibliography: Books:
Paper Swordsmen: Jin Yong and the Modern Chinese Martial Arts Novel. Honolulu: University of Hawai'i Press, 2005.

Articles:
"Canonizing the Popular: The Case of Jin Yong." In *Rethinking Chinese Popular Culture: Cannibalizations of the Canon*, ed. Carlos Rojas and Eileen Cheng-yin Chow, 75-88. London and New York: Routledge, 2009.

ZEV HANDEL**100% EAC
Appointed in 1999****Associate Professor, Asian Languages & Literature (tenured)**

Education: PhD, University of California, Berkeley, 1998
MA, University of California, Berkeley, 1992

Languages: Chinese - 4, French - 2, Japanese - 2, Korean - 2

Courses: Languages and Cultures of China; Special Studies in Chinese; Seminar on Chinese Linguistics; Chinese Historical Phonology; The Chinese Language; Introduction to Asian Linguistics; Studies in Chinese Phonology

Specialization: Teaching: Chinese language and linguistics
Research: Chinese linguistics; Sino-Tibetan linguistics; East Asian writing systems

Distinctions: 2002 Young Scholar Award/Mantaro J. Hashimoto Award (International Association of Chinese Linguistics)
2010/11 Honors Excellence in Teaching Award (UW Honors Program)

Thesis/
Dissertation

Supervised: MA: 4 PhD: 1

Bibliography: 2009 *Preliminary remarks on the influence of linguistic typology on Asian sinography*.
2009 *Reflections on the historical origin of the Northern Min softened initials*.
2008 "What is Sino-Tibetan? Snapshot of a field and a language family in flux." *Language and Linguistics Compass* 2.3:422-441.
2006 Review of "The Chinese rime tables: linguistic philosophy and historical-comparative phonology." *Phonology* 23.3:454-458.
2004 *Tone values of the Northern Min dialects and a reconstruction of "softened initials"*.

STEVAN HARRELL**100% EAC
Appointed in 1974****Professor, Anthropology (tenured)**

Education: PhD, Stanford University, 1974
MA, Stanford University, 1971

Languages: Cantonese - 1, Chinese - 5, Chinese, Min Nan - 4, French - 1, German - 4, Japanese - 2, Portuguese - 1, Spanish - 2, Taiwanese - 4, Yi, Liangshan - 2, Yi, Nuosu - 2

Academic/ Field Experience: Yearly or twice-yearly research and lecturing trips to China, usually 2-3 weeks. 2 research trips to Taiwan, 10 days each. Lecturing trip to Portugal.

Courses: Minority Peoples of China; China's Environment; Han Chinese Society and Culture

Specialization: Ecological anthropology, interdisciplinary environmental studies, ethnicity

Thesis/ Dissertation

Supervised: MA: 6 PhD: 17

Bibliography: Books:
Fieldwork Connections: A Story of International Collaboration (with Bamo Ayi and Ma Lunzy) 2007. Seattle: University of Washington Press.

Articles:
In Press (2010) Stevan Harrell and Bamo Qubumo "The Nuosu Yi of Liangshan, China," in *The Berg International Encyclopedia of Dress and Fashion*.
2009 "Reading Threads: Dress, Identity, and Ethnicity in Southwest China." In Thomas Klobe, et al., eds, *Writing With Thread: Southwest Chinese Textiles from the Evergrand Collection*. Honolulu: University of Hawai'i Press.

DONALD HELLMANN**75% EAC
Appointed in 1967****Professor, International Studies and Political Science (tenured)**

Education: PhD, University of California, Berkeley, 1964
MA, University of California, Berkeley, 1960

Languages: Japanese – 5, French – 4, Spanish – 4

Academic/ Field Experience: Japan

Courses: Japanese Government and Politics; International Relations of Northeast Asia; Policy Issues in East Asia; Towards a New International Architecture: Asian Regionalism and Global Institutions; The United States and Asia in a Globalized World

Specialization: Japanese political economy and international relations; Pacific Rim relations; U.S. foreign policy; international institutions

Distinctions: A Lifetime Achievement Award Class of 1955, Princeton University, February 2014; International Affairs Fellow (Council on Foreign Relations); Individual and institutional grants from the Fulbright; Commission and many foundations (e.g. Ford, MacArthur, Rockefeller, Olin and Bradley) and foreign grant giving; Institutions (e.g. the APEC Education Foundation, the European Union, the Korean Foreign Ministry, and Cambridge University).

Bibliography: Books:
From APEC to Xanadu, M.E. Sharpe 1997.

Articles:
"Managing and Increasingly Independent but Non-Convergent Global Political Economy," presented at a conference in Beijing, China: *The Changing World and China in Development*, published in Chinese by the International Department of the Central Commission of the Chinese Communist Party, November 2012.

LISA HOFFMAN**70% EAC
Appointed in 2002****Associate Professor, Anthropology (tenured)**

Education: PhD, University of California, Berkeley, 2000

Languages: Chinese - 3

Academic/ Field

Experience: Research in Dalian, China since 1993

Lived in Hong Kong 1998-2001, Shanghai 1997-8, Dalian 1995-6, Beijing 1988-9

2010, 2011 and 2012 Dalian, China. Field research on volunteerism and philanthropy as ways to solve social problems in urban China.

Courses: Pacific Rim Cities

Specialization: Urban studies, China, subjectivity, governmentality,

Distinctions: UWT Chancellor's funds and Founders' Endowment funds for Tacoma Japanese Language School research Secretary, Society for East Asian Anthropology, American Anthropological Association 2006-2008

Thesis/

Dissertation

Supervised: PhD: 2

Bibliography: Forthcoming "Decentralization as a Mode of Governing the Urban in China: Reforms in Welfare Provisioning and the Rise of Volunteerism," for a special issue of Pacific Affairs.

In press: Review of *Young Chinese in Urban China*, by Alex Cockain, Routledge Studies on China in Transition, for China Information.2013 Review of *iChina: The Rise of the Individual in Modern Chinese Society*, edited byMette Halskov Hansen and Rune Svarverud for *The China Journal*, Number 69, January 2013.

Books:

(In Press) *Fostering Talent: Professionalism in the Global Chinese City*, Temple University Press 2010 Urban Life, Landscape, and Policy Book Series.**JEFF HOU****25% EAC
Appointed in 2001****Associate Professor, Architecture (tenured)**

Education: PhD, University of California, Berkeley, 2001

M.Arch, University of California, Berkeley, 1994

Languages: Chinese, Mandarin - 5

Academic/ Field

Experience: Program Director, Exploration Seminar -- Taipei, Seoul, Tokyo. 2007/8; co-organizer, the 6th Conference of Pacific Rim Community Design Network, Quanzhou, China. 2007; instructor, Meinung International Field Studio, Taiwan, 2005

Courses: Asian Cities; Special Topics: Asian Cities: History, Theory and Practice

Specialization: Landscape architecture, community design, Asian cities

Distinctions: Places Book Award. Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities,

Jeffrey Hou, ed. Environmental Design Research Association (EDRA)/Places: Design Observer. 2012

Award of Recognition for Excellence in Service-learning Education. Council of Educators in Landscape

Architecture. 2011 Places Book Award. *Greening Cities, Growing Communities: Learning from Seattle's Urban Community Gardens*. Jeffrey Hou, Julie Johnson, Laura Lawson. Environmental Design Research Association and Places: Design Observers. 2010

Thesis/

Dissertation

Supervised: PhD: 4

Bibliography: Books:

Hou, Jeffrey (ed.). 2013. *Transcultural Cities: Border Crossing and Placemaking*. London and New York: Routledge.Hou, Jeffrey. 2012. *Vertical Urbanism, Horizontal Urbanity: Notes from East Asian Cities*. In Bharne, Vinayak (ed.), *The Emergent Asian City: Concomitant Urbanities and Urbanisms*. London and New York: Routledge.Hou, Jeffrey. 2011. *Differences Matter: Learning to Design in Partnership with Others*. In Angotti, Tom, Cheryl Doble, and Paula Horrigan (eds.), *Service-Learning in Design and Planning: Educating at the Boundaries*. Berkeley, CA: New Village Press.

AKIKO IWATA**Lecturer, Asian Languages & Literature (non-tenured)****100% EAC
Appointed in 2004**

Education: MA, Columbia University, 2003
 MA, University of Minnesota, 2002

Pedagogy Training: ACTFL and OPI training

Languages: Chinese - 1, English - 4, Japanese - 5

Academic/ Field

Experience: Japan and Canada

Courses: Advanced Oral Communication: Japanese; Fourth-Year Japanese; Third-Year Japanese; Japanese – Second Year; Japanese – First year

Specialization: Japanese language; Japanese language pedagogy; linguistics

Distinctions: Teaching all levels of Japanese language course
 Worked on creating placement test
 Working on grant projects

JUSTIN JETSY**Assistant Professor, Asian Languages & Literature (tenure-eligible)****100% EAC
Appointed in 2012**

Education: PhD University of Chicago, 2010

Languages: Japanese -5

Courses: Japanese Literature II; Seminar in Japanese Literature; Anime and Animation; Reading in Modern Japanese Literature; History of Japanese Film; Art and Politics in Modern Japan; Japanese Avant-Garde and Contemporary Art Post-1945; First Year Intensive Japanese

Specialization: Japanese Language, art history, film, literature, visual culture

Bibliography: Justin Jesty. "Tokyo 1960: Days of Rage and Grief Hamaya Hiroshi's Photos of the Anti-Security-Treaty Protests." *Visualizing Cultures*. MIT: 2012.

Justin Jesty. "Making Mercury Visible: the Minamata documentaries of Tsuchimoto Noriaki." *Mercury Pollution: A Transdisciplinary Treatment*. Taylor and Francis: 2011. 139-160.

Justin Jesty. "Arts of Engagement: Art and Social Movements in Japan's Early Postwar." Ph.D. Thesis. University of Chicago, Dept. of East Asian Languages and Civilizations, 2010.

Justin Jesty. "Hokkaidō tankō rōdōsha no kyōdō seisaku: 1950-nen no 'Jinmin saiban kirokuga' o megutte." (Collaborative production among Hokkaidō mine workers: the case of the 1950 'Pictorial record of the people's court incident'). *Bunka shigen toshite no tankō-ten (The coal mine as cultural resource exhibition)*. Meguro Museum of Art: 2009. 128-139.

YONG-SUNG (Jonathan) KANG**50% EAC
Appointed in 2006****Assistant Professor of Law (tenure-eligible)****Director of Korean Legal Studies**

Education: JD Harvard, 1998

Languages: Korean – 5; Chinese - 3

Academic/ Field

Experience: Korea, visiting professor

Courses: Contracts, International Business Transactions, Comparative and International Law, Jurisprudence, and Comparative Korean Law

Specialization: Contract theory, private law theory, the rule of law, moral and legal philosophy, comparative law, and Korean law

Distinctions: Director of Korean Legal Studies

Bibliography: Veronica Taylor, Yong-Sung Jonathan Kang and Dongsheng Zang eds., *Private Law in East Asia*. Ashgate 2012.*The Insularity of Korean Law from an International and Comparative Perspective*, 2009 Korea Research Foundation Social Science Webzine, No. 4 (December 2009) (In Korean)**MASASHI KATO****100% EAC
Appointed in 1991****Senior Lecturer, Human Centered Design & Engineering (non-tenured)**

Education: MA, University of Washington, 1981

Languages: English - 5, Japanese - 5

Courses: Professional Practice: Technical Japanese Internship; Reading in Technical Japanese I; Japanese for Technical and Business Professions II; Reading in Technical Japanese III; Japanese for Technical and Business Professions III; Directed Research Seminar: Eye-tracking system for reading comprehension

Specialization: Japanese for Technical and Business Professions

Socio-linguistics

Distance Learning

Technology Enhanced Language Learning

Distinctions: Best Presentation Award, "Alternative Approaches to Teaching Business Language," The 2005 CIBER Business Language Conference, Park City, UT, April 6-9, 2005.

Nominated for University of Washington Distinguished Teaching Award, 2005

Associate Director, Technical Japanese Program

Bibliography: Refereed Archival Journal Publications:

Tsutsui, M., Kato, M., and Mohr, B. (1998) "Closing the Gap between Practice Environments and Reality: An Interactive Multimedia Program for Oral Communication Training in Japanese - Part 1. Theory," *Computer Assisted Language Learning - An International Journal* (Vol. 11, No. 2), 125-150.

SOOHEE KIM**100% EAC
Appointed in 1998****Senior Lecturer, Asian Languages & Literature (non-tenured)**

Education: PhD, University of Washington, 1999
MA, Florida International University, 1991

Pedagogy Training: ACTFL and OPI certification and training

Languages: Chinese - 1, English - 5, French - 1, Japanese - 1, Korean - 5, Spanish - 2

Academic/ Field Experience: Korea

Courses: Heritage First-Year Korean; Second-Year Korean; Special Topics: Korean Language; Special Topics: Business Korean; First Year Korean; Spoken Korean; Social Science Literature in Korean; Readings in Korean Literature; Trauma, Memory Identity, and the City in Korean Cinema; Word Formation Patterns in Native Korean Vocabulary; Readings in Korean Journals; Special Topics: Japanese Language

Specialization: Korean Language, Korean Linguistics

Distinctions: Curriculum Development Award, Jackson School International Studies, UW (2008-2009).
Nominated for the Mortar Board Excellence in Teaching Award (2006)

Bibliography: Books:
Kim, Soohee, Curtis, Emily & Cho, Haewon. *한국말 하시는군요! You speak Korean!: Intermediate Korean Textbook Volumes 3 & 4*. Seattle: Paradigm busters. (2008/2010)

Articles:
Kim, Soohee. (2006). "Hangul and Teaching Pronunciation to Beginners." *Korean Education Research*. Volume 18. Seoul National University Korean Education Research Center. 217-244.
Kim, Soohee. (2005). "Korean Teaching Materials in the United States: Case Study through You Speak Korean!". *Theories on Korean Education*. Vol. 3, No. 1: 299-314. Hyunsik Min et al (Eds.). Korean Culture Press.

EUNJUNG KIM**25% EAC
Appointed in 2002****Associate Professor, School of Nursing (tenured)**

Education: PhD University of Wisconsin-Madison, 2001
MS University of Wisconsin-Madison, 1996

Languages: Korean – 5

Academic/ Field Experience: Clinical experience as primary care pediatric nurse practitioner, Christian Family Care, Federal Way, WA

Specialization: Family and Child Nursing

Distinctions: Faith-based Partnership Promoting Korean Parenting and Child Mental Health, Principal Investigator; NIH/NCMHD, \$275,000 from 2010-2014; Consultant for School of Nursing at the Swaziland Christian University, Curriculum evaluation of the Bachelor of Nursing Science Degree, 2013

Bibliography: Kim, E., Im, H., Nam, E. & Hong, S. (2012). Korean American parents' reconstruction of immigrant parenting in the United States. *Journal of Cultural Diversity*, 21(3), p. 124-32.
Kim, E. (2012). Korean American parental depressive symptoms and children's mental health: The mediating role of parental acceptance-rejection. *Journal of Pediatric Nursing*, 28(1), 37-47.
Kim, E., Choe, H., & Webster-Stratton, C. (2010). Korean immigrant parents' evaluation of the delivery of a parenting program for cultural and linguistic appropriateness and usefulness. *Family & Community Health*, 33(4), 1- 13.
Kim, E., Guo, Y., Koh, C., & Cain, K. C. (2010). Korean immigrant discipline and children's social competence and behavior problems. *Journal of Pediatric Nursing*, 25, 490-499.

DAVID KNECHTGES**100% EAC
Appointed in 1972****Professor, Asian Languages & Literature (tenured)**

Education: PhD, University of Washington, 1968

Languages: Chinese - 4, French - 3, German - 3, Japanese - 3, Latin - 3

Academic/ Field Experience: Taiwan and PRC visited annually in past 5 years
Singapore visited annually in past 3 years

Courses: History of Chinese Literature; Chinese Dialectology; Second Year Classical Chinese; Seminar in Six Dynasties Literature; Seminar in Chinese Poetry; Chinese Business Culture; Language and Communication; Readings in the Thirteen Classics; Business in China, Methods and Materials

Specialization: Teaching: Chinese language and literature
Research: Classical Chinese literature

Distinctions: American Academy of Arts and Sciences, 2006
Institute of Chinese Studies Distinguished Professor, Chinese University of Hong Kong, 2008
Solomon Katz Lecturer, University of Washington, May 2009

Thesis/ Dissertation

Supervised: MA: 12 PhD: 10

Bibliography: Books:
Ancient and Early Medieval Chinese Literature: A Reference Guide. Part I. Leiden: Brill, 2010; Part II: 2013.
Editor of English edition of *History of Chinese Civilization*. 4 volumes. Cambridge: Cambridge University Press, 2012.
Kang Dawei zixuan ji: Handai gongting wenxue yu wenhua zhi tanwei 康達維自選集: 漢代宮廷文學與文化之探微 (Studies of Han Dynasty Court Literature and Culture). Translated by Su Jui-lung 蘇瑞隆. Shanghai: Shanghai yiwen chubanshe, 2013. 310 pp.

Articles:
“Tuckahoe and Sesame, Wolfberries and Chrysanthemums, Sweet-peel Orange and Pine Wines, Pork and Pasta: The *Fu* as a Source for Chinese Culinary History.” *Journal of Oriental Studies* 45.1–2 (2012): 1–26. Issued February 2013.

ZHI LIN**50% EAC
Appointed in 2001****Professor, Art (tenured)**

Education: MA, University of Delaware, 1992
MFA, University of London, 1987

Languages: Chinese - 5

Academic/ Field Experience: One to two research trips to China every year in the last 5 years; also traveled extensively in northern Europe in 2007 for a comparative study of altar-paintings.

Specialization: Teaching -studio art (in painting and drawing)
Research- focus on the searching for commonalities among diverse cultures to convey both a social sensitivity and political message in my studio art work that can be understood across cultures and history.

Distinctions: Milliman Endowment Grant, School of Art, University of Washington. Seattle, WA (2013; 2014).
Washington State Arts Commission/Artist trust fellowship (2011-2012)

Thesis/ Dissertation

Supervised: MA: 15 PhD: 3

Bibliography: Solo Exhibitions:
(Upcoming) Retrieved the 19th Century History: Chinese Immigrants in the Puget Sound; Tacoma Art Museum. Tacoma, WA
(Upcoming) Chinaman’s Chance. SFA University Galleries, Stephen F. Austin state University. Nacogdoches, Texas.
2010. Zhi Lin’s Work: from Tiananmen Square to Promontory Summit (1.7 – 3.17, 2010) – exhibition Brochure Schneider museum of art, Southern Oregon University. Ashland, OR

EDWARD MACK**100% EAC
Appointed in 2002****Associate Professor, Asian Languages & Literature (tenured)**

Education: PhD, Harvard University, 2002
MA, Columbia University, 1996

Languages: French - 1, Japanese - 4, Portuguese - 1, Spanish - 1

Academic/ Field

Experience: Japan and Brazil -- multiple trips of up to 6 weeks each

Courses: Seminar in Japanese Literature; Readings in Modern Japanese Literature; Advanced Readings in Modern Japanese Literature; Literature and Culture of Modern Japan; Readings in Japanese Culture; Japanese Literature II

Specialization: Modern Japanese literature, book history, and the Japanese diaspora, cultural studies, publishing history

Distinctions: Simpson Center for the Humanities Research Fellowship, Society of Scholars, University of Washington (2008-09)

Thesis/

Dissertation

Supervised: MA: 2 PhD: 2

Bibliography:

Books:

Manufacturing Modern Japanese Literature: Publishing, Prizes, and the Ascription of Literary Value (forthcoming in 2010 from Duke University Press).

Articles:

“Nihon bungaku no 'hate': San Pauro no Endō Shoten.” *Ritsumeikan gengo bunka kenkyū* 20:1 (September 2008), pp. 179-85.

“Pure Art as Mass Culture: Industrialized Publishing and ‘Modern Japanese Literature.’” Wilt L. Idema, ed. *Books in Numbers* (Cambridge: Harvard-Yenching Library, 2007), pp. 311-55.

TALANT MAWKANULI**50% EAC
Appointed 2008****Lecturer, Near Eastern Languages & Civilizations (non-tenured)**

Education: PhD, Indiana University, 1999
MA, Xinjiang University, 1988

Pedagogy Training: ACTFL/ILR Certified and OPI Tester in Kazak

Languages: Chagatay – 2, Chinese – 3, Kazakh – 3, Kirghiz – 3, Russian – 1, Tartar – 2, Turkish – 2, Turkmen – 2, Tuvin – 2, Uyghur – 5, Uzbek

Academic/ Field

Experience: Xinjiang Uygur Autonomous Region short research trips in 2012, 2006; Central Asia short research trip 2011, 2007, 2006; China Proper short research trips in 1986, 1987.

Courses: Elementary, Intermediate, and Advanced Uygur; Elementary, Intermediate, and Advanced Kazak; Elementary, Intermediate, and Advanced Uzbek; The Middle East and Central Asia; Peoples and Cultures of Central and Inner Asia; Chagatay; Islam and Muslims in China

Specialization: Central Asian Turkic languages and cultures, language pedagogy

Distinctions: Near Eastern Languages and Civilization Faculty Funds: awarded for the completion of a Jungar Tuvan – Kazak – English Dictionary, 2014; Institute for National Security Education and Research through Near Eastern Languages and Civilization, course development award, for developing Uygur online interactive video based listening comprehension and culture materials, 2009.

Bibliography:

Books:

Jungar Tuvan Texts, Uralic and Altaic Series, Bloomington: Indiana University, 2005, X + 266 pages.

Co-author; Tujue bijiao yuyuan xue (Comparative Turkic Linguistics), Urumchi: Xinjiang Renmin Chubanshe (Xinjiang People's Publishing House), 1997 IX - 743 pages/

Articles:

Co-author with Virginia Martin, “Nineteenth Century Kazak Correspondence with Russian Authorities: Morphemic Analysis and Historical Contextualization,” *Journal of Turkic Languages*, Vol. 16 (1), 68-79, 2012.

“Ethnic Diversity among China's Muslims,” *The Seattle Times*, May 24, 2012.

IZUMI MATSUDA-KIAMI**100% EAC
Appointed in 1996****Senior Lecturer, Asian Languages & Literature (non-tenured)**

Education: MA, University of Wisconsin-Madison, 1992

Pedagogy Training: ACTFL and OPI training and workshops

Languages: Japanese - 5

Courses: Third-Year Japanese; Third Year Japanese; Fourth-Year Japanese; Second-Year Japanese

Specialization: Intermediate/upper level Japanese
Use of Wiki in Japanese language instructionBibliography: "Use of the Wiki Web Tool in 4th-year Japanese". Accepted for publication for October, 2009 *Proceedings of the 21st Annual Conference of the Central Association of Teachers of Japanese.***HWASOOK NAM****100% EAC
Appointed in 2007****Associate Professor, International Studies (tenured)**Education: PhD, University of Washington, 2003
MA, Seoul National University, 1989

Languages: Japanese - 1, Korean - 5

Academic/ Field

Experience: Research in South Korea: every summer for two to three weeks
Visit to Kaesong, North Korea: July 3, 2008 (day tour)
Visit to Japan (Kobe, Osaka, Nara): November 2007 (one week)
Five month research in South Korea: August to December, 2007

Courses: History of Korean Civilization; History of Korea Since 1860; The Cold War and Its Legacies: Part Focus on East Asia; History of Traditional Korea: Earliest Times to the Nineteenth Century; Special Topics: Women in Korean History

Specialization: Modern Korean history, pre-modern Korean history, Korean labor history, comparative East Asian labor and development history, Korean gender history

Distinctions: Fulbright Scholar Research Award, August 2009 to February 2010
Junior Research Fellow Grant, the Academy of Korean Studies, August to December, 2007
Short-term Research Travel Grant, Northeast Asia Council of the Association for Asian Studies, May to June, 2006

Thesis/

Dissertation

Supervised: MA: 12 PhD: 7

Bibliography: Books:
Building Ships, Building a Nation: Korea's Democratic Unionism under Park Chung Hee. Seattle: University of Washington Press, 2009.

Articles:

Co-authored with Keongil Kim (sociology, Academy of Korean Studies), "Alternative Narratives of the 1980s South Korean Labor Movement: Worker Identities in the 'Worker-Student Alliance,'" *Seoul Journal of Korean Studies*, Vol. 25 No. 2 (December 2012): 275-301."Narratives of Women Workers in South Korea's 'Democratic (Minju)' Union Movement of the 1970s," *The Review of Korean Studies*, Vol. 12 No. 4 (December 2009): 14-35.

ITSUKO NISHIKAWA**100% EAC
Appointed in 2005****Senior Lecturer, Asian Languages & Literature (non-tenured)**

Education: MA, Teachers College, Columbia University, 1999

Pedagogy Training: ACTFL and OPI training and workshops

Languages: Japanese - 5

Academic/ Field

Experience: Summer 2007, Senior Lecturer

Summer Courses in Japanese, International Christian University, Tokyo

Courses: First-Year Japanese; Third Year Japanese; Third-Year Japanese; Advanced Writing Japanese; Fourth Year Japanese

Specialization: Teaching: Japanese Language

Research: Japanese Pedagogy

Distinctions: Certified tester of the Oral Proficiency Interview Test in Japanese

Bibliography: Articles:

Nishikawa, I. (2004). "Beikoku Minesota daigaku chukyu nihongo kosu ni okeru denshjimeru no katsuyo [Using e-mail in the intermediate Japanese course at the University of Minnesota]." *Osaka Gaikokugo Daigaku Nenpo [Annual Report of Osaka University of Foreign Studies]*, Osaka, Japan.**TOSHIYUKI OGIHARA****25% EAC
Appointed in 1991****Associate Professor, Linguistics (tenured)**

Education: PhD, University of Texas, 1989

MA, Sophia University, Tokyo, Japan, 1983

Languages: German - 1, Japanese – 5

Courses: Introductory linguistics classes, semantics classes

Academic/ Field

Experience: Japan - some research experience

Germany - presentation at a conference

Specialization: Formal semantics, Japanese linguistics

Distinctions: 2008 GSFEI Graduate Faculty International Travel Award, Graduate School, University of Washington (\$1,000)

2006 Grant from National Institute of Informatics (Tokyo Japan) (1,500,000 yen = \$14,000) "Focus in Natural Language: Integrating the semantics of focus into an explicit model of grammar that also ties together the phonology, syntax and pragmatics of focus." Joint with Makoto Kanazawa (NII) and Christopher Tancredi (University of Tokyo)

Advising: MA: 3 PhD: 3

Bibliography: Articles:

2012. (co-author with Yael Sharvit). 'Chapter 22: Embedded Tenses'. In R.Binnick (ed.), *Handbook of Tense and**Aspect*, OUP.to appear. (joint with Takenobu Fukushima) 'Semantic Properties of the So-called Past Tense Morpheme in Late Medieval Japanese', *Journal of East Asian Linguistics*.

AMY SNYDER OHTA**100% EAC
Appointed in 1995****Associate Professor, Asian Languages & Literature (tenured)**Education: PhD, UCLA, 1993
MA, UCLA, 1990

Pedagogy Training: OPI/ACTFL certification and workshops

Languages: Japanese - 4

Academic/ Field

Experience: Japan

Courses: Introduction to Japanese Sociolinguistics; Foreign Language Teaching Methodology; Japanese Language in Society; First-Year Japanese; Introduction to Japanese Linguistics; Seminar on Japanese Second Language Acquisition; Seminar: Asian Linguistics; Special Topics: Japanese Language; The Japanese Language; Topics in Japanese Sociolinguistics

Specialization: Japanese applied linguistics, sociolinguistics, and second language acquisition.

Bibliography: Articles:

Ohta, Amy Snyder (Ed.) (2012) *Social, Dynamic, and Complexity Theory Approaches to Second Language Development*. In Chapelle, C. (Ed.) *The Encyclopedia of Applied Linguistics*. London: Wiley-Blackwell.Ohta, Amy Snyder (2013). Sociocultural theory, the zone of proximal development, and second language development. In Julia Herschensohn (Ed.) *The Handbook of Second Language Acquisition*. Cambridge University Press.**KAORU OHTA****100% EAC
Appointed in 2001****Senior Lecturer, Asian Languages & Literature (non-tenured)**Education: PhD, UCLA, 1994
MA, UCLA, 1987

Pedagogy Training: OPI/ACTFL certification and workshops

Languages: English - 4, Japanese - 5, Korean - 1

Courses: Introduction to Japanese Linguistics; Second-Year Japanese; First Year Intensive Japanese; The Japanese Language; Japanese Language in Society; Topics in Japanese Sociolinguistics

Specialization: Japanese Linguistics

Language Instruction Technology

Bibliography: Article:

Ohta, Kaoru. 2002. "Kakari-musubi and Focus Structure," in N. Akatsuka, S. Strauss, and B. Comrie (eds.) *Japanese/Korean Linguistics* 10. CSLI Publications. pp. 293-305.

KEN TADASHI OSHIMA**75% EAC
Appointed in 2005****Associate Professor, Architecture (tenured)**

Education: PhD, Columbia University
MA, UC Berkeley

Languages: French - 2, Japanese - 5
Academic/ Field

Experience: London, Post-doc 2003-5

Courses: Special Topics: Asian Cities: History, Theory and Practice; Visions of the Japanese House; Modern Japanese Practice; Special Projects: Critical Practice in a Globalizing World, Pacific Rim Cities

Specialization: Trans-national architectural history, theory, representation, and design (Japan)

Distinctions: Johnston/Hastings Publication Award, 2007
Grants Norman "Bud" and Charlotte A. Aehle Faculty Award, 2005-6
Robert and Lisa Sainsbury Postdoctoral Fellowship, Sainsbury Institute, London, 2004-5.
Handa Postdoctoral Fellowship, Sainsbury Institute, London, 2003-4.
Opler Emerging Scholar Fellowship, Society of Architectural Historians, 2005.

Thesis/
Dissertation

Supervised: MA: 5

Bibliography: Publications:
Visions of the Real: Modern Houses in the 20th Century Vol. I & II. Guest co-editor/author with Toshiko Kinoshita, *Architecture + Urbanism (A+U)* Special Issue. March, October 2000.
Antonin Raymond, Guest editor, *Japan Architect*, No. 33, Spring 1999

ROBERT PEKKANEN**100% EAC
Appointed in 2004****Associate Professor, International Studies (tenured)**

Education: PhD, Harvard University, 2002
MA, Harvard University, 1992

Languages: Japanese - 5
Academic/ Field

Experience: Austria: Symposium of the Freeman Foundation; South Africa: Travel Grant, University of Tsukuba;
Singapore: Travel Grant, National University of Singapore;

Courses: National Security of Japan; Special Topics: Comparative Electoral Systems; Interdisciplinary Seminar on Japan; Issues in Japanese Studies; Political Parties of Japan; Civil Society in Japan and East Asia; Introduction to Contemporary Japan; Special Topics: Japan Colloquium; Japan International Relations; Introduction to Japanese Studies; Law and Politics of International Trade: Developing Countries and the WTO; Japanese Trade Politics; Task Force: U.S., China, and Global Oil

Specialization: Special Project on Civil Society, the State and Culture in Comparative Perspective, Japanese Ministry of Education research project, Tsukuba University, Japan

Distinctions: Research Grant: Principal Investigator. Funding source: Japan Society for Promotion of Science. Grant to conduct preliminary research on US nonprofit sector (2007-2009); National Science Foundation (2008-2011); Abe Fellowship: Social Science Research Council/Center for Global Partnership (2006-2007)

Bibliography: Books:
Neighborhood Associations and Governance in Japan. (Co-authored with Yutaka Tsujinaka and Hidehiro Yamamoto [in Japanese]). Bokutakusha Press: Tokyo. (2009).
Articles:
"Local Organizations and Urban Governance in East and Southeast Asia: Straddling State and Society," In *Routledge Studies on Civil Society in Asia* series, Routledge, London. (Edited by Benjamin L. Read with Robert Pekkanen). (2009).

SAADIA PEKKANEN**100% EAC
Appointed in 2004****Professor, International Studies (tenured)**

Education: MSL, Yale Law School, 2004
PhD, Harvard University, 1996
MA, Columbia University, 1988

Languages: French - 3, Japanese - 3

Academic/ Field Experience: Travel to Japan, China, EU

Courses: National Security of Japan; International Relations of Japan; Japan International Investment Law and Practice; Research tutorial (social science methodology); Field seminar in Peace, Violence, and Security, Field seminar in Law, Rights, and Governance

Specialization: International relations and foreign policy, international law, space security and policy, and the international relations of Japan/Asia

Distinctions: Job and Gertrud Tamaki Professor, Japan-US Friendship Commission (JUSFC), US-Japan Space Security Forum creation grant, 2013. Book Project Grant, Intellectual Exchange Program, Center for Global Partnership (CGP), The Japan Foundation, 2005.

Bibliography: Books:
The Oxford Handbook of the International Relations of Asia (forthcoming, Oxford University Press, 2014).
In Defense of Japan: From the Market to the Military in Space Policy. Lead co-author with Paul Kallender (Stanford University Press 2010).
Japan's Aggressive Legalism: Law and Foreign Trade Politics Beyond the WTO. (Stanford University Press, 2008).
Articles:
"Investment Regionalism in Asia: New Directions in Law and Policy,": *World Trade Review*, Vol. 11, No. 1, 2012.

DEBORAH PORTER**100% EAC
Appointed in 2002****Associate Professor, International Studies (tenured)**

Education: PhD, Princeton University, 1989

Languages: Chinese - 5, French - 3, Japanese - 2

Academic/ Field Experience: Lived and worked in Taiwan, ROC

Courses: Asian Civilizations: Traditions, Social Science Readings in Chinese

Specialization: Early Chinese and Asian Civilizations; Chinese film; Psychoanalysis and International Studies

Distinctions: Published material

Bibliography: Books:
From Deluge to Discourse: Myth, History and the Generation of Chinese Fiction. Albany: State University of New York Press, 1996.
Book Manuscript in Progress: *Family Flesh: Filiality as Symptom in Early China*.
Articles:
"Character Assassination?: Empire Building and Cultural Pathology in Chen Kaige's 'Emperor and the Assassin,'" *Film and History*, vol. 38.2 (2008).
"The Literary Significance of K'un-lun Mountain in the Mu T'ien-tzu chuan," *Early China* 18 (1993), 73-106.
"It's in the Stars: Hypothesizing the Source of the Western Zhou Ritual Reform." Under revision.

KENNETH PYLE**100% EAC
Appointed in 1965****Professor, International Studies / History (tenured)**

Education: PhD, Johns Hopkins University, 1965
BA, Harvard College, 1958

Languages: Chinese - 2, French - 2, German - 2, Japanese - 4

Academic/ Field

Experience: Japan

Courses: History of Modern Japan; The Emergence of Postwar Japan; Hiroshima & Nagasaki; Special Topics: US-Japan Relations; 1945-Present; Special Topics: Hiroshima and Nagasaki; Special Topics: Atomic Bomb Decision

Specialization: History and Asian Studies

Distinctions: Winner of the Japan Foundation's 2008 Prize in Japanese Studies
Keynote address at the convocation marking the 150th anniversary of US-Japan relations, sponsored by Yomiuri newspaper and Japan Foundation, Tokyo 2008
Establishment of Kenneth B. and Anne H. H. Pyle Center for Northeast Asian Studies, National Bureau of Asian Research, 2006

Bibliography: Book:
Japan Rising: The Resurgence of Japanese Power and Purpose, PublicAffairs Books, 2007.
Article:
"Political Generations in East Asia: The Policy Significance," in *Emerging Leaders in East Asia*. (National Bureau of Asian Research, 2009) pp. 3-14.
"Japan in Transition". Roundtable discussion with Richard Samuels, *Oriental Economist* September 2007
"Nationalism in East Asia," *Asia Policy*, Vol. 1, No. 3, pp. 29-37 (2007).
"Reading the New Era in Asia: The Use of History and Culture in the Making of Foreign Policy," *Asia Policy*, Vol. 1, No. 3 (January 2007), pp. 1-11

SHEN QING**25% EAC
Appointed in 2009****Professor, Department of Urban Design and Planning (tenured)**

Education: PhD City and Regional Planning, University of California, Berkeley, USA, 1993
MA Urban Planning, University of British Columbia, Canada, 1986

Languages: Chinese - 4, English - 4

Academic/ Field

Experience: US and China

Courses: PhD Seminar, Urban Economics and Public Policy

Specializations: Urban transportation planning and policy, urban economics

Distinctions: Professor and Chair, Department of Urban Design and Planning, University of Washington
Guest Professor at three Universities in China

Thesis/
Dissertation

Supervised: PhD: 2

Bibliography: Grengs, J., J. Levine, Q. Shen, and Q. Y. Shen. 2010. Intermetropolitan Comparison of Transportation Accessibility: San Francisco and Washington, D.C. *Journal of Planning Education and Research*, Vol. 29, No. 4, pp. 427-443.
Pan, H. X., Q. Shen, and S. Xue. 2010. Intermodal Transfer between Bicycles and Rail Transit in Shanghai, China. *Transportation Research Record*, No. 2144, pp. 181-188.
Pan, H. X., Q. Shen, and M. Zhang. 2009. Influence of Urban Form on Travel Behavior in Four Neighborhoods of Shanghai. *Urban Studies*, Vol. 46, No. 2, pp. 275-294.

CLARK SORENSON**100% EAC
Appointed in 1989****Associate Professor, International Studies / Anthropology (tenured)**

Education: PhD, University of Washington, 1981
MA, University of Washington, 1974

Languages: Chinese - 1, German - 2, Japanese - 1, Korean - 4
Academic/ Field

Experience: Frequent short trips to Korea
Occasional trips to China, Southeast Asia (Thailand, Cambodia, Vietnam, Indonesia)

Courses: Global Futures in East Asia II; Rise of Asia; Social Transformation of Modern East Asia

Specialization: Social change in East Asia. Korea, anthropology, social change, family organization

Distinctions: Fulbright Fellowship. SSRC Fellowships. Upcoming chair Northeast Asia Council, Association for Asian Studies

Thesis/
Dissertation

Supervised: MA: 2 PhD: 1

Bibliography: October 2011. Edited Volume "Reassessing the Park Chung Hee Era, 1961-1979. Edited Hyung A Kim and Clark W. Sorensen (includes co-written introduction, and single author article).

TOSHIKO TAKENAKA**75% EAC
Appointed in 1993****Professor, Law (tenured)**

Education: PhD, University of Washington, 1992
LLM, University of Washington, 1990

Languages: German - 2, Japanese - 5
Academic/ Field

Experience: Germany (Total 2 year research at the Max Planck Institute)
Japan (Joint appointment at Waseda Law School (2004-2011)
Schools in Europe (Visiting Professor, University of Strasbourg)

Specialization: Intellectual property focusing on technology protection

Distinctions: Director for Advanced Study and Research on Intellectual Property at the Law School
Director for Japanese Legal Studies, Asian Law Center at the Law School (2012-14)
Member for Intellectual Property Committee, Industrial Structure Council, Japan's Ministry of Economy, Trade and Industry (2013 – Current)
Research Ambassador, German Academic Exchange Services (2014-15)

Thesis/
Dissertation

Supervised: MA: 20 PhD: 1

Bibliography: Books:
Intellectual Property Systems in Civil Law and Common Law (Toshiko Takenaka ed., Edward Elgar Publishing 2013) 464 pages
Patent Law and Theory: A Handbook of Contemporary Research (Toshiko Takenaka ed., Edward Elgar Publishing 2008). 790 pages
Articles and book chapters:
Jan Krauss & Toshiko Takenaka, *Construction of Efficient and Balanced Patent System: Patentability and Patent Scope of Isolated DNA Sequences under U.S. Patent Act and EU Biotech Directive*, in CONSTRUCTING EUROPEAN INTELLECTUAL PROPERTY: ACHIEVEMENTS AND NEW PERSPECTIVES (Christophe Geiger ed., Edward Elgar 2013).
Toshiko Takenaka, *Patent Practice in Japan and Europe: Liber Amicorum for Guntram Rahn*, 34 EUR. INTELL. PROP. REV. 135-36 (2012) (book review).

KYOKO TOKUNO**100% EAC
Appointed in 2002****Senior Lecturer, International Studies (non-tenured)**

Education: PhD, University of California, Berkeley, 1994

Languages: Chinese - 3, French - 2, Japanese - 5, Sanskrit - 3

Academic/ Field Experience: Libraries and archeological museums in 2013 and 2012 in Kyoto, Nara, Okayam, Hiroshima, Chiba, Mie, Fkui, Kanazawa, Japan; Educational travel for teaching: China, Thailand, Cambodia, India, Korea, Vietnam, Indonesia

Courses: Introduction to World Religions: Eastern Traditions; Religion in China; Religion in Japan; Seminar in Buddhism; Skillful Means in Buddhism; Seminar in Buddhist Studies: Buddhism; Lay Buddhism; Seminar: East Asian Religions; Women in Buddhism, The *Lotus Sutra* in Japanese Religion and Culture; New Religions of East Asia; Engaged Buddhism

Specialization: Teaching: introductory course on Asian religions; upper division and graduate level courses on East Asian religions, especially Buddhism
Research: history and practice of Buddhist scriptures in pre-modern East Asia

Distinctions: Freeman travel grant for Teaching Asian topic, 2004, 2005, 2009, 2010
China Studies faculty research grant, 2004, 2006, 2008

Thesis/ Dissertation Supervised: MA: 14 PhD: 4

Bibliography: Books:
Byways in Medieval Chinese Buddhism: The Book of Trapusa and Indigenous Scriptures. Kuroda Institute Studies in East Asian Buddhism Series, University of Hawaii Press (accepted for publication).
Articles:
"Is Religious Violence Inevitable?" Co-authored with Jim Wellman. *Journal for the Scientific Study of Religion* 43:3 (September 2004), pp. 291-296.

MICHIO TSUTSUI**100% EAC
Appointed in 1994****Professor, Human Centered Design & Engineering (tenured)**

Education: PhD, University of Illinois, Urbana-Champaign, 1984
MA, University of Illinois, Urbana-Champaign, 1980

Languages: Japanese - 5

Academic/ Field Experience: Japan (every year for teaching, conferences and business meetings)
Korea (2008 for a conference)

Courses: Advanced Japanese for Technical and Business Professions I; Advanced Japanese for Technical and Business Professions II; Professional Practice: Technical Japanese Internship; Advanced Japanese for Technical and Business Professions III

Specialization: Teaching: Technical/Business Japanese
Research: Japanese Linguistics; Second Language Acquisition; CALL (supporting tool for self-conversation practice; vocabulary learning)

Distinctions: Donald E. Petersen Professor (1990 - present)
Board Member, Association of Teachers of Japanese (March 2009 - present)

Bibliography: Books:
Tsutsui, M. (editorial supervisor and coauthor), M. Oka, et al. (2008) *Jookyuu e no Tobira: Kontents to Maruchi-media de Manabu Nihongo [Tobira: Gateway to Advanced Japanese; Learning Through Content and Multimedia]* (Pilot version). Tokyo: Kuroshio-shuppan, 407pp.
Articles:
Tsutsui, M. (2006). "The Japanese Copula Revisited: Is Da a Copula?" *Japanese Language and Literature*, 40:1, 59-103.
Tsutsui, M. (2004). "Multimedia as a Means to Enhance Feedback." *Computer Assisted Language Learning*, 17:3-4, 377-402.

JAMES TWEEDIE**50% EAC
Appointed in 2004****Associate Professor, Comparative Literature (tenured)**

Education: PhD, University of Iowa, 2002

Languages: Chinese - 3, French - 4

Academic/ Field

Experience: One to two months in Beijing each summer from 2004-8.
France in fall quarter of 2009.

Specialization: Cinema and media studies

Distinctions: Cross-Disciplinary Research Cluster Grant, Simpson Center for the Humanities, UW
Research Cluster Grant, Institute for Transnational Studies, UW
Course Development Grant, Center for East Asian Studies, UW
Royalty Research Fund Award (RRF Scholar), UW

Thesis/

Dissertation

Supervised: MA: 2 PhD: 1

Bibliography:

Books:

The Age of New Waves: Art Cinema and The Staging of Globalization
(Oxford University Press, 2013)."Growing Up with the French New Wave," *The Companion to François Truffaut*, eds. Dudley Andrew and Anne Gillain (Wiley/Blackwell, 2013)."Edward Yang and Taiwan's Age of Auteurs," *Oxford Handbook of Chinese Cinemas*, eds. Eileen Cheng-yin Chow and Carlos Rojas (Oxford University Press, 2013).*Cinema at the City's Edge: Film and Urban Networks in East Asia*, ed. with Yomi Braester (forthcoming in 2010, Hong Kong University Press).

Articles:

"The Event of Cinema: Alain Badiou and Media Studies" (*Cultural Critique*, 2012).**HAICHENG WANG****100% EAC
Appointed in 2008****Assistant Professor, Art History (tenure-eligible)**

Education: PhD, Princeton, 2007

MA, Peking University, 2000

Languages: Chinese - 5, German - 1, Japanese - 3

Academic/ Field

Experience: Excavation and survey in China - 1998-99, 2002-05

Courses: Chinese Art and Visual Culture; Buddhist Art and Painting 200 AD to 1800; Seminar in Chinese Art; Ancient Chinese Lyricism; Topics in Chinese Art: Chinese Paintings and Ceramics; Chinese Art and Architecture: Neolithic to Han; Arts of Imperial China; Art History and the Study of Chinese Bronzes

Specialization: Art and archaeology of early China; the use of writing in early civilizations; steppe art.

Distinctions: Mellon postdoctoral fellowship, Society for the Humanities, Cornell University, 2008-2009 (declined).

Postdoctoral fellowship, Center for Chinese Studies, University of California at Berkeley, 2007-2008.

Fagen Prize for the best dissertation 2005-2008, Department of Art and Archaeology, Princeton University, 2008.

Bibliography: Articles:

"China's First Empire? Interpreting the Material Record of the Erligang Expansion." In *Art and Archaeology of the Erligang Civilization*, ed. Kyle Steinke. Princeton: Princeton University Press, forthcoming.

SASHA WELLAND**50% EAC
Appointed in 2006****Associate Professor, Gender, Women and Sexuality Studies / Anthropology (tenured)**

Education: PhD, University of California, Santa Cruz, 2006

Languages: Chinese - 3, French - 2

Academic/ Field

Experience: 2012 Summer research (Beijing) and urban and rural development in China and India Conference, Sichuan University, Chengdu
2010 Summer research (Beijing)
2007 Faculty Advisor/tour leader, national consortium for Teaching about Asia, Northwest region, China Study tour for K-12 teachers; Summer research (Beijing and Kunming)
2006 Exhibit curatorship in Hong Kong

Courses: Global Asia; Gender and Sexuality in China

Specialization: Feminist ethnography; oral history and art history; transnational feminist formations; visual and expressive culture; visual anthropology; digital humanities; China, East Asia, Asian America, Asian America

Distinctions: Editorial Board Member, Journal of Visual Culture

American Council for Learned Societies Comparative Perspectives and Culture and Society Grant for "New Geographies of Feminist Art; China and the World" international conference (\$25,000)

Thesis/
Dissertation

Supervised: PhD: 10

Bibliography:

Books:

(Forthcoming) *Experimental Beijing: Contemporary Art Worlds in China's Capital* (Book manuscript and interactive digital platform, under review at The University of California and Duke University Presses.)

Articles:

(Forthcoming) "Showcase Beijing: Art, Real Estate, and Urban Planning," in *China on Display: Past and Present Practices of Selecting, Exhibiting and Viewing Chinese Visual and Material Culture*, Francesca Dal Lago, ed., Leiden: Brill.**SUSAN WHITING****75% EAC
Appointed in 1995****Associate Professor, Political Science (tenured)**

Education: PhD, University of Michigan, 1995

Languages: Chinese - 4, French - 3

Academic/ Field

Experience: China

Courses: Government & Politics of China; Law and Development in East Asia

Specialization: Government and Politics of China, Late Industrialization in East Asia

Distinctions: Chiang Ching-kuo Foundation for International Scholarly Exchange Research Grant, "Explaining Diverse Property Regimes in China's Rural Land," \$34,960 2013-2015

National Committee on US-China Relations, Public Intellectuals Program (Group I)

Co-Principal Investigator with Loren Brandt, International Fellowship, China Program, Lincoln Institute of Land Policy, Boston, Massachusetts, 2009-10, \$30,000

Bibliography:

Books:

白素珊, *乡村中国的权力与财富: 制度变迁的政治经济学*, 译者: 郎友兴, 方小平 (浙江人民出版社, 2009).

Book chapter:

Rural Land Rights, Dispute Resolution, and the Role of the Courts in State-Society Relations, Hualing Fu and John Gillespie, eds., *EXPLORING THE LIMITS OF LAW*, Cambridge University Press, forthcoming.

Articles:

"大调解与我国基层法院的功能: 以湖南两个县的土地纠纷调查为例 (Comprehensive Mediation and the Function of Local Courts: An Investigation of Land Disputes in Two Hunan Counties)," (co-authored with Hua Shao) *政法论丛* (Journal of Political Science and Law) 2012 No. 2.

EUNYOUNG WON**100% EAC
Appointed in 2011****Lecturer, Department of Asian Languages and Literature (non-tenured)**

Education: MA-TESOL, Michigan State University, 2004
Pedagogy Training: ACTFL Oral Proficiency interview; OPI Tester Training Workshop
Languages: Korean - 5
Academic/ Field
Experience: Numerous conferences and workshops across the U.S. and South Korea
Courses: First Year Korean Heritage and Non-heritage; Second Year Heritage and Non-heritage
Specialization: Korean Language
Distinctions: Campus Project Grant for Online Korean Learning Material for Beginning Level Non-Heritage Students, Columbia University, 2009; TESL Certificate Pacific International College, Victoria, B.C. Canada
Bibliography: (2001). [Review] "Heinle & Heinle's Complete Guide to the TOEFL Test, CBT" Paper present online at <http://www-writing.berkeley.edu/TESL-EJ/index.html>

KAR-YIU WONG**50% EAC
Appointed in 1983****Professor, Economics (tenured)**

Education: PhD, Columbia University, 1983
MA, Chinese University of Hong Kong, 1979
Languages: Chinese - 5, Japanese - 3
Academic/ Field
Experience: Hong Kong, Taiwan (2009)
Courses: International Trade
Specialization: International trade, economic development and growth, and Asia studies
Distinctions: More than 30 conferences organized or co-organized since 1996
Bibliography: Books:
Trade, Globalization, and Poverty, edited by Elias Dinopoulos, Pravin Krishna, Arvind Panagariya, and Kar-yiu Wong, New York: Routledge, 2008.
WTO and World Trade, edited by Guenter Heiduk and Kar-yiu Wong, Heidelberg: Physica-Verlag, 2005.
Papers:
"Interbank Rate Behavior and Financial Crisis: The Case of Hong Kong", 2004.
"China's WTO Accession and Its Trade with the Southeast Asian Economies", published in *China Economic Review*, November 2003.

ANAND YANG**25 % EAC
Appointed in 2002****Professor, International Studies/History (tenured)**

Henry M. Jackson School of International Studies

Education: PhD University of Virginia, 1976

Languages: Hindi – 5; Urdu – 5; Chinese – 3; Spanish – 2; French – 2

Academic/ Field

Experience: India 1974-75, 1984-85, and 1994-95; Summers in England 1972-2002

Courses: SIS 200, States and Capitalism; SIS 495, Task Force on Migration; SISSA 512, Seminar on South Asia

Specialization: Migration, peasants, imperialism, colonialism, comparative and world history, human security, South Asia, Southeast Asia, East Asia, Comparative Asia

Distinctions: President of the Association for Asian Studies 2006; Board of Directors of the American Council of Learned Societies 2006- present

Bibliography: *Empire of Crime*, book manuscript in production2010 “Asian Studies Past, Present, and Future,” *Asia Policy* 9: 21-25.2008 “Introduction,” in Salahuddin Malik, 1857. *War of Independence or Clash of Civilizations? British Public Reactions*. Oxford: Oxford University Press.**LI PING YU****100% EAC
Appointed in 2004****Senior Lecturer, Asian Languages & Literature (non-tenured)**

Education: MA, Louisiana State University, 1998

Pedagogy Training: Will be receiving ACTFL and OPI training fall of 2014

Languages: Chinese - 5

Academic/ Field

Experience: UW Exploration Seminar in China (Program Director)

Courses: Third-Year Chinese; Second-Year Chinese Heritage; First-Year Chinese; Advanced Readings in Modern Chinese through Film

Specialization: Chinese language

Distinctions: Nominee for Outstanding Teacher’s Award, University of Washington, 2008

East Asia Center Course Development Award 2004, University of Washington, \$5000

Bibliography: Books:

Co-author, *A Reflection of the Reality, Readings in Contemporary Chinese Short Stories, An Advanced Modern Chinese Reader*, Chinese Linguistic Projects, Princeton University, 2004.

Articles:

“The Selection of Advanced Reading Material in Chinese”, Proceedings of the 2005 International Symposium, Taipei, 2005.

ANNE YUE-HASHIMOTO**100% EAC
Appointed in 1980****Professor, Asian Languages & Literature / Linguistics (tenured)**

Education: PhD, Ohio State University

Languages: Chinese - 5, French - 3, German - 3, Japanese - 3

Academic/ Field

Experience: China, Taiwan, Hong Kong

Courses: Fourth-Year Chinese; Seminar on Chinese Linguistics; Seminar on Chinese Dialectology; Structure of Chinese; Seminar on Chinese Grammar

Specialization: Chinese linguistics -- grammar, dialectology, typology, language contact, areal linguistics

Distinctions: Member, Review subcommittee (languages/linguistics/literature), North America Region, Chiang Ching-Kuo Foundation for International Scholarly Exchange, 2009-2010
Member, Humanities, Social Sciences & Business Studies Panel, Hong Kong Research Grants Council, 2006-2008

Editor-in-chief, *Bulletin of Chinese Linguistics*, 2006 – current
Academic Advisory Committee member, Institute of Linguistics, Academia Sinica, 2004-current

Thesis/
Dissertation

Supervised: MA: 2 PhD: 7

Bibliography: Books:
2005 *The Dancun Dialect of Taishan*. Information Sciences Research Centre, City University of Hong Kong, 434pp.

Articles:
2010 *Studies in Honor of Jerry Norman* 《羅杰瑞先生七秩晉三壽慶論文集》, co-edited with South Coblin, Ng Tor-tai Chinese Language Research Centre, Institute of Chinese Studies, Chinese University of Hong Kong, 522pp.

DONG SHENG ZANG**50% EAC
Appointed in 2006****Associate Professor, Law (tenured)****Director of Asia Law Center and Chinese Legal Studies**

Education: SJD, Harvard University, 2004
LLM, Harvard University, 1996

Languages: Chinese – 5, Japanese – 3

Academic/ Field

Experience: China and Singapore

Courses: Law of East Asia: China; Comparative Law Seminar

Specialization: Torts, comparative law: law in modern China, international trade law, international commercial arbitration

Research:
International trade law: World Trade Organization, legal framework, law in China: China's climate change regime; legal regulation of food safety

Distinctions: Doctoral dissertation: "One-way Transparency: The Establishment of the Rule-based International Trade Order and the Predicament of Its Jurisprudence", was awarded the 2004 Yong K. Kim '95 prize.

Bibliography: Articles:
China's "Attitude" Toward Human Rights: Reading Hungdah Chiu in the Era of the Iraq War, 27 *Md. J. Int'l L.* 263-303 (2012).
Rise of Political Populism and the trouble with the Legal Profession in China, *Harvard China Review.*, Jan. 79-99 (2010)
Dongsheng Zang, "Green from Above: Climate Change, New Developmental Strategy, and Regulatory Choice in China," 45 *Texas International Law Journal* 201 (Fall 2009, No.1).

East Asia Center Staff

CRYSTAL ALBERTHAL

25% EAC

Library Specialist, Serials, East Asia Law Library, Law

Education: BA, University of Washington, Bothell
AA, Bellevue Community College, 1996

Languages: Spanish - 1

Field Experience: Spain, Southern Portugal

Specialization: Organizes and catalogues all serials for the East Asia Law Library

PAUL AOKI

25% EAC

Director, Language Learning Center

Education: PhD University of Washington, 1981
MA, University of Washington, 1976
BA, University of Washington, 1971

Languages: French - 2, German - 3, Hindi - 1, Japanese - 2, Korean - 1, Russian - 2, Swedish - 1, Xhosa - 1

Field Experience: Travel to Germany, France, Japan, Russia

Distinctions: Membership to professional organizations: American Association for Artificial Intelligence, Association for Computational Linguistics, Computer-Assisted Learning 7 Instruction Consortium, International Association of Learning Laboratories, Cognitive Sciences Society, American Translators Association

Experience: Language and Culture Learning Leveraging Digital Multimedia Technology. Co-Principal Investigator, "Elementary Bangla Online," South Asia Language Resource Center, Chicago, Ill, 2005-2006. The integration of technology, e.g., MOODLE, for many language curricula, including testing.

KIRSTEN AOYAMA

30% EAC

Director, Global Business Center (UW CIBER), International Business

Education: MA, University of Washington, 1994
BA, Tufts University, 1990

Languages: French - 1, Japanese - 2

Field Experience: Trade Development Alliance North China Study mission 2008
Trips to Asia (Japan, Korea) and Europe (Scandinavia) to meet with potential students, alumni and university Partners

MARY BERNSON

100% EAC

Associate Director and Outreach Director, East Asia Center, International Studies

Education: MAT, Johns Hopkins University, 1971
BA, Wellesley College, 1969

Languages: French - 1, Japanese - 1

Field Experience: Lead study tours for K-12 educators annually and sometimes attend meetings in Asia. Most recent tour leadership or co-leadership: 2008 Japan, 2007 China, 2006 Japan, 2005 Japan/Korea, 2004 Japan.

Specialization: Designing and directing professional development programs about East Asia for K-12 educators

Distinctions: Hyogo Prefecture Award, 2000, Hyogo Prefecture, Japan
World Educator Award, 1998, World Affairs Council of WA
Commendation from the Foreign Minister of Japan, 1996, Tokyo
Distinguished Service Award, 1994, Washington State Council for the Social Studies

CHUYONG BAE**100% EAC****Korean Collection Assistant, East Asia Library**

Education: BA, University of Washington, 1998
Languages: Korean – 5
Specialization: Assists with filing, processing and organizing of Korean language materials

CATHARINE BEYER**25 % EAC****Research Scientist, UW Office of Educational Assessment**

Education: MA University of Michigan, 1970
BA University of Michigan, 1969
AA Grand Rapids Junior College, 1967
Experience: Associate Dean for Instruction, Assessment, and Institutional Effectiveness at Edmonds Community College, Lynnwood, WA; Lecturer and Senior Lecturer, Interdisciplinary Writing Program, English Department UW
Specialization: Design, direct, collaborate on, and write reports on research and assessment studies
Distinctions: Award for Excellence, University of Washington's Office of Undergraduate Education, 2003
Bibliography: Inside *the Undergraduate Teaching Experience: The UW Growth in Faculty Teaching Study*. Co-authored with Ed Taylor and Gerald Gillmore. SUNY Press, 2013.
"Facilitating Long-Term Changes in Student Approaches to Learning Science," Co-authored with Brian J. Buchwitz, Jon E. Peterson, Emile Pitre, Nevena Lalic, Paul D. Sampson, and Barbara T. Wakimoto. *CBE—Life Sciences Education*, 2012.

KRISTINA BOWMAN**25% EAC****Communications Specialists, JSIS**

Education: MA, University of Washington, 2009
BA, Pacific Lutheran University, 2003
Experience: Over 4 years experience as a copy editor at daily newspapers; more than 4 years of experience in communications in higher education at the UW
Specialization: Create and manage comprehensive communications plan for the Jackson School, write and edit articles to reflect exceptional research and activities, social media outreach, coordinate e-newsletter, write press releases.

ROBERT BRITT**100% EAC****East Asia Law Librarian, Japanese Legal Materials Specialists**

Education: MA, University of Washington, 1987
MA, Southern Illinois University, 1983
BA, Bowling Green State University, 1975

Languages: Chinese - 2, Japanese - 4, Korean - 2

Field Experience: 2007: Traveled to Australia for presentation

Specialization: East Asian Librarianship
Japan Area Studies

Distinctions: 2008-2011: Serving as Chair of the Council on East Asian Libraries (CEAL), Library Technology Committee.
(also Webmaster for CEAL website)
2009, Feb. Presentation: "Essential Materials for Japanese Legal Research" Presented at: UC San Diego, UCLA, UC Berkeley
2007, Sept. and Nov. Presentation: "New and Improved Tools for Japanese Legal Research", Columbia University Law Library, Harvard University Law Library, Cornell University Law Library
2007, Oct.: "New and Improved Tools for Japanese Legal Research: Mostly in English", Westpac annual meeting in Honolulu, Hawaii (Western Pacific group of American Association of Law Libraries)
2007, July: Presentation on Japanese legal materials at the Japan Studies Association of Australia, Canberra, Australia

JENNIFER BUTTE-DAHL**25% EAC****Office of Academic Services, Jackson School of International Studies**

Education: MS, Georgetown University, 2004
BS, Georgetown University, 2004

Languages: Arabic – 4, Portuguese – 3, Spanish – 3

Field Experience: United Arab Emirates, South Africa, and Latin America

Experience: A senior advisor to the U.S. Department of State, 2004-2010, Senior Advisor to President Obama's Special Envoy for Middle East Peace, Advisor to Georgetown University's Global Human Development Program, Term Member Council on Foreign Relations, Seattle World Affairs Council Fellow, Advisory Boards member of the J. Christopher Stevens Fund

RICHARD CARKEEK**100% EAC****Circulation Supervisor, East Asia Library**

Education: BA, Central Washington University, 1984

Specialization: Oversees circulation of all library materials, including ordering, cataloging and helping patrons locate research Materials; contributes to special programs and quarterly newsletter

JOHN CHARLTON**25% EAC****Director, Career Services; Alumni Relations, JSIS**

Education: MA University of Washington, 2011
BA Durham University, 2003

Languages: Japanese, French, Swedish

Field Experience: Japan

Specialization: A background in managing strategic programs, student services, and professional development, cross-cultural communication skills, extensive international experience

DONALD CRAIG**50% EAC****Database Manager, JSIS**

Education: D. MA (Doctor of Musical Arts) University of Washington, 2006

Experience: Database building and management

Specialization: Manage data for the yearly federal reporting; build and maintain the online FLAS application; develop and build surveys; develop and manage database schema to manage faculty, courses, events, alumni, students, jobs, media information; provide consultative support to the Associate Directors of the National Resource Centers and Student Services on information systems best practices and identify redundancies

ROBYN DAVIS**FLAS Coordinator****100% EAC**

Education: MA Georgetown University, 2006

BA University of Washington, 2001

Experience: 3 years experience as fellowship coordinator, 1.5 years experience managing cultural program of The Jerusalem Fund, 1.5 years experience as Resident Director of Arabic Flagship Program Alexandria

Specialization: Promote and manage fellowship applications for undergraduate and graduate students

MARLIN ELLER**50% EAC****Tech Advisor, Language Learning Center**

Education: MS University of Washington

BA, Whitman College, 1974

Experience: Graduate Student Coordinator at Language Learning Center University of Washington. Duties include recording audio, video, web pages and creating quizzes; use a variety of editors, tools and CMS systems such as Moodle, Ruby on Rails, Catalyst, Java, Javascript. 30 years experience with software development and computer science. 2001, US patent for method and system for improved tablature notation in digital music scores.

HIDAAT EPHREM**25% EAC****Program Coordinator, JSIS**

Education: BA, University of Minnesota, 1980

Specialization: Coordinator for processing and generating all FLAS application files; associate data in the process of awards given by the committee; maintenance and disposition of both electronic and hardcopy records

Distinctions: Worked with FLAS since 2004

ELLEN ESKENAZI**100% EAC****Director of Outreach and Program Development - Japan Studies Program**

Education: BA, University of Washington, 1989
Language and General Studies Diploma, Tsuda College, Tokyo, Japan, 1986-87

Languages: Japanese - 4

Field Experience: Japan University study - 12 months
Japan professional employment - 4 months
Japan, Italy, Germany, U.K., Canada

Experience: Over 15 years of project and program management in the private and public sectors; over 7 years of outreach and development experience in an academic setting; fund raising and grant writing expertise

Specialization: Japan Regional Studies - Political Economics

ALLYSE GOEHRING**25% EAC****Assistant Director of Development, JSIS**

Education: BA, University of Washington, 2006

Experience: Over two years experience at UW; over three years experience at Pacific Northwest Ballet; one year as Assistant Project Manager at The British Museum, London, England

Specialization: Development administrator with strong background in individual and corporate giving and community involvement; experience with face-to-face solicitations, grant proposal writing, event management, and stewardship.

FILEMON, GONZALEZ**25% EAC****Fiscal Specialist; Payables and Travel, JSIS**

Education: MA, Nova Southeastern University, 2011
BA, University of Washington, 2003

Experience: Over 5 years experience as operations compliance auditor, performing financial activities for non-profit Institutions

Specialization: Review requests for completeness, accuracy of supporting paperwork, and compliance with regulations; process eReimbursements, Non-PO Invoices, eTravel requests, purchase orders, check requests, cash transmittals, gift transmittals, expense transfers, journal vouchers, CTIs; track and calculate balances on budgets, reconcile budgets; liaise with central departments to ensure proper and timely processing of payments

SCOTT HARRISON**100% EAC****Head of Cataloging, East Asia Library**

Education: MLS, University of Washington, 1978
BA, University of Washington, 1972

Languages: Japanese - 4

Field Experience: Japan 1979-80, 1991

Specialization: Updates and maintains all East Asia material for the library using online database

Distinctions: Japan Foundation Research Fellow, Keio University, 1991

MARK HASLAM**25% EAC****Director of Computing Services, JSIS**

Education: BA, University of Washington, 1997
Specialization: Provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting
Distinctions: 15 years experience supporting academic computing

LINDA ILTIS**25% EAC****Undergraduate Advisor, Student Services (Assistant Director and Lead Advisor), JSIS**

Education: PhD, University of Wisconsin-Madison, 1985
MA, University of Wisconsin-Madison, 1979
Languages: Dagaari, Southern - 1, French - 3, German - 3, Nepali - 5, Newari - 5, Sanskrit - 5, Spanish - 3, Tibetan - 1, Twi - 1
Field Experience: Research and teaching in Ghana for three semesters and two summers, 2001-2007; one-month research in Central America, 2000
Specialization: Provides lead academic advising for JSIS Student Services Office, for all JSIS undergraduate programs, with primary responsibility for majors in International Studies, Comparative Religion, Latin American Studies, Asian Studies, South Asian Studies, Southeast Asian Studies, Canadian Studies, and Jewish Studies. Primary advising for Human Rights and African Studies minors; extensive Pre-Graduate School, internship, and foreign study advising; oversee competitive undergraduate admissions process, and serve on scholarship committees. Maintains internal database for tracking undergraduate majors; advisory board member for Department of Global Health.
Distinctions: 21 years academic advising, and administrative leadership experience at the University of Washington; 23 years teaching experience on campus, for study abroad, and for online learning, including authoring of a textbook, and reader for Eastern Religions course; 23 years service on graduate admissions, FLAS Fellowship, and other scholarship, and PhD committees; ten years of foreign study program development and implementation leadership and six years service learning project leadership.

RITSUKO KURIMA**100% EAC****Circulation Technician, East Asia Library**

Education: AA, Japan Editor's School, 1980
Languages: Chinese - 1, Japanese - 5, Korean - 1
Field Experience: Japan, Italy, Thailand, China
Specialization: Helps patrons locate research materials and use online databases and serials; helps process and file Japanese language materials
Distinctions: Communication skills

WOLFRAM LATSCH**25% EAC****Director, Office of Student Services, JSIS**

Education: DPhil, University of Oxford, 2000
ASC, Institute of World Economics, 1992
MSc, University of Oxford, 1991
BA, University of Sussex at Brighton, 1990

Languages: German – 4; French – 3

Field Experience: Lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Specialization: Directs functions at the Student Services Office, including advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs.

YOUNG SOOK LIM**100% EAC****Assistant Director, Center for Korean Studies, JSIS**

Education: PhD, University of Washington, 1999
MA, University of Washington, 1995

Languages: Korean – 5

Experience: Senior Researcher at the Washington Research Institute in Seattle; United Seattle Korean School, Korean Language Teaching advisor

Specialization: Curriculum and instructions development; bilingual education

DONG NING LIN**100% EAC****Library Specialist, Serials, East Asia Library**

Education: PhD, University of Maryland, 1994
MA, University of Keele, 1986
BA, University of British Columbia, 1969

Languages: Chinese - 5, French - 1

Specialization: Catalogs and organizes all East Asia library serial

JOAN MARTS**25% EAC****Undergraduate Student Advisor, JSIS**

Education: BA, University of Washington

Languages: Spanish - 3

Field Experience: Travels in Spain, Denmark, Germany, Austria, Italy, Morocco, Mexico, and Canada

Specialization: Academic advising through in-person appointments, online, and phone; works extensively with student database systems and various software packages to present up-to-date information for students; serves as information liaison between students, faculty, campus-wide departments, and the public-at-large; assists as needed in planned campus events; attends information sessions and meetings with Advisors, SLINK, and APAC.

Distinctions: Over 15 years at UW, with ten years in student advising; over 15 years event and conference coordination

PAULA MILLIGAN**25% EAC****Graduate Student Advisor, Student Services, JSIS**

Education: BA, University of Washington, 1993

Languages: Greek - 1, Latin - 1

Specialization: Advises JSIS students; conducts graduate recruitment; assists faculty petition for GO-MAP (Graduate Opportunities and Minority Achievement Program) funding

Distinctions: Twelve years experience in academic counseling

MIE MURAZUMI**50% EAC****Graduate Program Assistant, Asia Law Center**

Education: JD, University of Washington School of Law, 2001

MA, Oxon., University of Oxford, 1981

BA, University of Oxford, 1978

Languages: Cantonese - 1, French - 3, Japanese - 5

Field Experience: Japan, Hong Kong

Specialization: Corporate Counsel Master of Laws program coordinator and student advisor for Ph.D. law program

DVORAH OPPENHEIMER**25% EAC****Financial Administrator, JSIS**

Education: BA, University of Washington, 1983

Specialization: Helps manage financial aspect of grant and all budgets within JSIS; communicates with Office of Sponsored Programs; coordinates FLAS

Distinctions: 30 years experience in bookkeeping

DANA RAIGRODSKI**25% EAC****Executive Director, Global Affairs, Asia Law Center**

Education: LLM, Tulane University, 1998

SJD, Tulane University, 2002

Specialization: Human trafficking, constitutional criminal procedure, feminist legal theories and jurisprudence, and law and development

Courses: Comparative Legal Studies Seminar; Graduate Writing Seminar for annual core courses for the Asia, Global Business and Development LL.M. Program

Bibliography: Forthcoming Spring 2014. Dana Raigrodski, *What Can Comparative Legal Studies Learn from Feminist Legal Theories in the Era of Globalization*, U. BALT. L. REV.Dana Raigrodski, *Property, Privacy and Power: Rethinking the Fourth Amendment in the Wake of U.S. v. Jones*, 22 B.U. PUB. INT. L.J. 67-128 (2013).

TONI READ**25% EAC****Assistant to the Director, JSIS**

Education: BA, University of Washington, 1999
Specialization: Conducts all aspects of faculty and staff searches and hiring; ensures proper staffing needs are met in all programs and at sponsored events; represents JSIS by assisting with University-sponsored events; determines space allocation for all programs and office assignments for faculty and staff; processes visa applications for international Visiting Scholars to JSIS programs; assists Director and programs with broadening visibility of JSIS across campus and the wider community.
Distinctions: 30 years experience in office management, executive support, and human resources administration

CURTIS REED**50% EAC****Program Coordinator, China Studies Program**

Education: MA University of Washington, 2011
BA Utah State University, 2009
Languages: Chinese (Mandarin) – 2, French – 1, German – 1, Uyghur – 1, Spanish – 1,
Field Experience: U.S. Embassy in Beijing (internship)
Specialization: Manage East Asia Center web presence, coordinate events and lectures, manage faculty and student databases

KRISTI ROUNDTREE**100% EAC****Associate Director, Outreach Coordinator, East Asia Center**

Education: MA, Columbia University, 2001
BA, University of Washington, 1992
Languages: French - 2, Japanese - 2, Tigrinya - 2
Field Experience: East Asian Institute representative to the Women's International War Crimes Tribunal Against Japan's Military Sexual Slavery, Tokyo
Leader for China Leadership Study Tour, China
Leader, National Consortium for Teaching About Asia, Japan and Korea
Specialization: International education with a regional specialization in East Asia.

HEIJA RYOO**100% EAC****Korean Cataloger, East Asia Library**

Education: MLS, Indiana University, 1980
Languages: Korean - 5
Field Experience: Attended one week workshop, "Workshop for Overseas Librarians" in Korea in Oct. 2005
Specialization: Cataloging of Korean language materials; Korean legal research resources

JON PETERSON**25 % EAC****Research Scientist, UW Office of Educational Assessment**

Education: MA, University of Michigan, 2002
BA, University of Washington, 2000

Experience: Undergraduate Research Opportunities Program at the University of Michigan, graduate student research assistant and statistical consultant

Specialization: Design, direct, and collaborate on research and assessment studies; assist academic departments in design and implementation of outcomes and methods for assessing student learning at the program, major, and course levels; develop formative and summative evaluation plans for UW departments and grant recipients; design and implement surveys, interviews, and focus groups; supervise and train staff and undergraduate researchers.

ANDREA SADLIER-HOLMAN**25 % EAC****Advisor MAAIS, JSIS**

Education: BS Kansas State University, 2010
BA University of Washington, 2003

Experience: 11 years experience working with college students at the University of Washington and Seattle University; currently navigates and strengthens partnerships within the Jackson School and across the UW campus; work closely with JSIS Student Services team, UW Graduate School, UW Educational Outreach, and beyond.

DIANE SCILLO**25% EAC****Fiscal Specialist, JSIS**

Specialization: Handles all travel-related businesses within JSIS; knowledge of travel policies; assists with reimbursement

Distinctions: 25 years experience with UW Travel Office

SANDRA SCOTT**25% EAC****Payroll Coordinator, JSIS**

Education: BA, Del Mar College

Specialization: Ensures that grants are current to fund research and other operations; communicates with faculty, staff, and students regarding payroll deadlines; liaison between JSIS and UW Payroll Office

Distinctions: More than ten years experience with UW payroll, formerly a payroll coordinator for Civil and Environmental Engineering

ZHIJIA SHEN**100% EAC****Director, East Asia Library**

Education: PhD, University of Chicago, 1997
MA, University of Chicago, 1986

Languages: Chinese - 5, French - 2, Japanese - 2

Field Experience: Traveled numerous times to Mainland China and Taiwan to attend conferences and give talks in the field of library and information science. Collaborated with colleagues in Mainland China and Taiwan for research.

Courses 2012 Fall 2012 Fall “Conducting Research Using Electronic Resources” presented at China Studies Colloquium

Specialization: East Asian Librarianship, Chinese studies librarianship, Modern Chinese History

Distinctions 2013.3 CLIR project of “Cataloging Hidden Special Collections and Archives: Building a New Research Environment.” Co-investigator of project “Discovering Modern China: University of Washington & University of British Columbia Collections.” A total of \$185,581.00 was requested; the proposal has made into the final competition.

Bibliography Forthcoming in 2013
Shen, Zhijia. Compiler and Editor. “Important Editorials and Articles in Official Newspapers and Magazines during the Great Leap Forward-the Great Famine, Part IV in the Great Leap Forward-Great Famine Database, ed. Yongyi Song. ; Cambridge, Mass. : Harvard University Fairbank Center for Chinese Studies; Hong Kong: Hong Kong Chinese University Service Center for Chinese Studies.

Shen, Zhijia; Zhang, Haihui; and Zou, Xiuying. “Chapter 3: China” in Asato, Noriko ed. *The Asian Studies Handbook: A Guide to Research Materials and Collection Building Tools*. Santa Barbara, California: ABC-CLIO, INC

Presentations
“Chinese rare book collection at UW East Asia Library” at Forum on Preservation of Chinese Ancient Books in North America hosted by National Library of China, Beijing, June 2013.
“Report on UWL-NCL collaboration: Chinese rare books digital project” presented at Chinese Materials Committee Session during CEAL in San Diego, March 2013.

TRACY STOBER**100% EAC****Managing Editor of the Journal of Korean Studies and the Center for Korean Studies Publication Series, Korean Studies Program**

Education: MA, University of Washington, 2007

Languages: Korean - 2

Specialization: Certified editor (received certificate from the UW in 2008); oversees submissions and publication of Journal of Korean Studies; edits all submissions

Distinctions: Editing Certificate

ALICE STOKKE**75% EAC****Assistant Director, Asia Law Center**

Education: JD, University of Virginia Law School, 1989
BA, Connecticut College, 1985

Languages: French - 2

Field Experience: Contributor - World Bank Doing Business Report - Vietnam (2006)

Specialization: Law

KEVIN SWANTEK**25% EAC****Business Office Coordinator, JSIS**

Education: BA, University of Washington, 2003

Experience: Over 5 years experience as program assistant at UW, 2 years as program coordinator at Harborview Medical Center

Specialization: Reception; liaison for faculty, students; donors; advise JSIS of UW policy procedures; support for appointments; direct visitors; coordinate faculty search interviews; manage departmental rosters and inventory; update JSIS online calendar; mail distribution

YANYAN SUN**100% EAC****Library Specialist, Chinese Section, East Asia Library**

Education: BA, Fudan University, China, 1982

Languages: Chinese - 5

Specialization: Assists with cataloging and filing of Chinese-language material; helps patrons find Chinese-language research materials

SAORI TACHIBANA**100% EAC****Japanese Collection Assistant, East Asia Library**

Education: BA, University of Nagasaki, 1991

Languages: Japanese - 5

Field Experience: Japanese language teacher in Australia

Specialization: Helps order, catalog and file Japanese-language material

AZUSA TANAKA**100% EAC****Japanese Studies Librarian, East Asia Library**

Education: MLS Syracuse University, 2008

MA University of Washington, International Studies Korea, 2005

A Doshiisha Women's College, English Literature, 2002

Languages: Japanese -- 5, Korean -- 3

Field Experience: Workshops in Korea, Canada, and the United States

Specialization: Japanese catalog librarian, subject librarian

Distinctions: Chair, Multi-Volume sets project committee of North American Coordinating Council on Japanese Library Resources 2010- present

Chair, Cooperative Collection development working group of North American Coordinating Council on Japanese library Resources 2011- present

MARTHA WALSH**100% EAC****Managing Editor, Journal of Japanese Studies & Senior Program Associate, Japan Studies Program**

Education: MA, University of Washington, 1989

BA, University of Washington, 1983

Languages: French - 1, Japanese - 1

Specialization: Japan Studies

HYOKYOUNG YI

100% EAC

Korea Studies Librarian, East Asia Library

Education: MLS, Rutgers, 1995

BA, Ewha Woman's University, Korea, 1993

Languages: Korean - 5

Field Experience: Workshop for Overseas Korean Studies Librarians, October 8-15, 2012

Participated 2006 World Library and Information Congress in Seoul; Acquisition trips to Korea in 2008;

Korean Studies Librarian Workshop 2007 in Seoul, Korea

Specialization: Korean librarianship

Distinctions: Appointed to head of East Asia Library Public Services in January 2013

University of Washington, Seattle
 Comprehensive NRC: East Asia
 Appendix D: NRC Performance Measure Form

Project Goal Statement: To build EA language learning capacity								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase by 5% the # of UW students enrolling in Chinese language courses at immediate and advanced levels over the course of the four-year cycle	A1) Disseminate course information to potential students, including the professional schools. A2) Recruit more heritage language students to enroll in courses. A3) Hire a Chinese language coordinator.							
B) Increase instructional capacity of UW and NW language instructors over the course of the four-year cycle. (Absolute Priority)	B1) Provide ACTFL Training and Certification B2) Hold AP Chinese Workshop B3) Host NW Conference on Japanese Pedagogy B4) Offer Chinese and Japanese linguistics courses for pre-service teachers to count towards the Chinese and Japanese College of Education endorsement in Chinese and Japanese, and to offer advanced pedagogical							

University of Washington, Seattle
 Comprehensive NRC: East Asia
 Appendix D: NRC Performance Measure Form

	<p>training for current Chinese and Japanese language teachers.</p>					
<p>C) Improve pipeline for students from CC and MSIs to enter the UW Chinese, Japanese and Korean language programs (Competitive Priority 1)</p>	<p>C1) Develop a base-line of CC and MSI students in UW language classes. C2) Work with Highline and Shoreline language instructors to promote UWs Chinese and Japanese language programs. C3) Have the new Chinese Language Coordinator work with CC and MSI instructors to ensure proper articulation exists between the UW curriculum and the CC and MSI curriculum.</p>					

Project Goal Statement: To expand EA area expertise on and off-campus									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% the number of course offerings in imperial Chinese history over the course of the four-year cycle	A1) Recruit and hire a tenure-track imperial Chinese historian. A2) Develop Chinese history course offerings. A3) Review course offerings and revise according.								
B) Increase by 10% the number of course offerings at Highline Community College (MSI institution) with significant East Asia content over the course of the four-year cycle. (Absolute and Competitive Priority 1)	B1) Create advisory board for Highline-UW project to vet course development grants and assign UW EA faculty mentors. B2) Annually hold course development award competition and choose courses to develop EA modules. B3) Assign UW faculty to mentor Highline faculty in developing EA course modules. B4) Offer courses with significant EA								

University of Washington, Seattle
 Comprehensive NRC: East Asia
 Appendix D: NRC Performance Measure Form

	content at Highline Community College.						
<p>C) Improve the pipeline for students from CC and MSIs to enter the China, Japan, Korea majors and International Studies (IS) EA majors over the course of the four-year cycle. (Competitive Priority 1)</p>	<p>C1) Develop a base-line of CC and MSI students in UW's China, Japan, Korea majors and IS EA majors.</p> <p>C2) Work with Highline and Shoreline CC administration to promote UW's China, Japan and Korea majors and IS EA majors.</p> <p>C3) Work with Highline, Shoreline and UW to improve articulation of courses.</p>						

Project Goal Statement: To create increased EA capacity in K-12 Educators								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase by 5% the number of pre-service teachers at UW Bothell able to teach East Asia topics over the course of the four-year period. (Absolute and Competitive Priority 2)	A1) Work with Professor C. McGee Banks, Education Program faculty at UW Bothell, on incorporating substantial EA content for the course "Educational Policies and Politics: A Global Perspective." A2) Disseminate information about the course to UW Bothell Students. A3) Review course and revise accordingly.							
B) Increase by 5% the number of UW Seattle pre-service teachers getting an endorsement in Chinese and Japanese over the course of the four-year period. (Absolute and Competitive Priority 2)	B1) Offer Japanese and Chinese linguistics courses to count toward Chinese and Japanese College of Education endorsement in Chinese and Japanese. B2) Disseminate information about the courses to the UW College of Education.							

University of Washington, Seattle
 Comprehensive NRC: East Asia
 Appendix D: NRC Performance Measure Form

	<p>B3) Review courses and revise accordingly.</p>					
<p>C) Increase by 5% the number of pre-service teachers at UW Tacoma able to teach East Asia topics over the course of the four-year period. (Absolute and Competitive Priority 2)</p>	<p>C1) Work with Professor Kathleen Beaudoin, Teachers' Prep and School Leaders Program faculty at UW Tacoma on incorporating EA content into current courses offered by the Education Program at Tacoma.</p> <p>A2) Disseminate information about the course to UW Tacoma Students.</p> <p>A3) Review EA course modules and revise accordingly.</p>					



Office of the President

MS 1-1
P.O. Box 98000
Des Moines, WA 98198-9800

June 12, 2014

Dr. Laurie Sears
Professor of History
Director, Southeast Asia Center
JSIS, University of Washington
Seattle, WA 98195

Re: Letter of Support for Collaborative Project between Highline Community College
and the University of Washington

To: Laurie Sears, Anand Yang, Bill Lavelly, Sara Curran, and Scott Radnitz:

It is my pleasure to submit this letter in support of the participation of Highline Community College in the "Global Competencies in 21st Century Asian Studies, 2014-2018," a collaborative project with the University of Washington Title VI National Resource Center Asia and International Studies colleagues. Each of our institutions has considerable international experience and strong institutional support for this project. The process has been a collaborative one so far with the Asia Centers willing to integrate efforts on a four-year plan that speaks to the needs of innovative Community College faculty.

Our UW colleagues are aware of the recent recognition that Highline has received as a recipient of the AACC Award of Excellence for Advancing Diversity, and by engaging external colleagues, it is hoped that increased awareness will provide additional successful strategies. In so doing, our institutions can further develop a shared commitment to providing access to higher education for underserved populations and for creating campus communities that value diversity and global understanding. Highline Community College already has ongoing Asia Programs with Indonesia and China, and in future, we look forward to engaging with Japan and Korea as well as the Islamic parts of South and Central Asia.

Highline Community College in Des Moines is located in South King County, a neighborhood where many Asian Americans from Southeast and East Asia reside, and it serves a highly diverse student population, many of whom have backgrounds linked to Asian Studies.

We are pleased that our UW colleagues are aware of our faculty needs for professional development opportunities as well as course development opportunities with UW faculty colleagues as collaborators. Highline faculty are leaders in the development of curriculum in cultural competencies and these combined experiences will prove beneficial for both institutions to further global understanding in higher education. To implement this initiative, it is proposed that a Project Steering Committee made up of three faculty and staff from both Highline Community College and the University of Washington will be able to initiate discussions of how to develop various modules. We look forward to institutionalizing

new curriculum modules in Asian and International Studies at Highline Community College over the next four years.

Thank you for the opportunity to support this unique and important higher education partnership.

Sincerely,

A handwritten signature in cursive script that reads "Jack Bermingham".

Jack Bermingham, PhD

President

Highline College

June 20, 2014

To Whom It May Concern:

As dean of undergraduate academic affairs at the University of Washington, I am writing to give my full support for the course proposal and mentorship program that will connect the students in the Jackson School of International Studies (Arctic Minor) and the Honors Program with the students in our Ida B. Wells School High School.

Ida B. Wells High School serves students in grades 11 and 12 who have been underserved in traditional public high schools. The program is a partnership with the UW College of Education and is housed in the Office of Minority Affairs and Diversity. One of our goals is to encourage a greater number of Ida B. Wells' students to consider higher education.

This initiative will partner undergraduate students enrolled in the Jackson School and Honors Program with Ida B. Wells' student to create a more dynamic learning experience and to help smooth the path from high school to the University.

I am very pleased to be working with the centers in the Jackson School – Canada, West Europe, East Asia, Russia, and Global Studies – to ensure that this initiative is a success. Thanks to the proposed design of this program and bridge funding from the US Department of Education, an increased number of UW students will gain a truly international perspective on the impacts of climate change.

Sincerely,



Ed Taylor
Vice Provost and Dean
Undergraduate Academic Affairs
Professor of Education

cc: Vince Gallucci, Chair/Director, Canadian Studies Center
Nadine Fabbi, Associate Director, Canadian Studies Center
Julie Villegas, Associate Director, UW Honors Program

W
UNIVERSITY of WASHINGTON | BOTHELL
EDUCATION PROGRAM

June 18, 2014

Dear Title VI Grant Review Committee:

On behalf of the Education Program at UW Bothell, we are writing to express our support for the development of a new 400-level course focused on international educational policies.

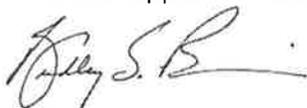
We anticipate the course will be popular as it will serve students in both the Education and Society and Teaching and Learning minors, in the Masters in Education, and in the new undergraduate degree in Educational Studies. Our student body is the most diverse in the region, so there is no question the new course will serve low-income and underrepresented students.

We are delighted to collaborate with five Title VI centers in the Henry M. Jackson School of International Studies on the development and implementation of the course, including: the Canadian Studies Center, Center for Global Studies, Center for West European Studies, East Asia Center, and, Russian, East European and Central Asian Studies Center. The course will compare and contrast international educational policies from three of the world largest regions – East Asia, West Europe and Russia – as well as First Nations and Inuit educational policies in Canada.

Professor Banks is a leading scholar in diversity, multiculturalism and citizenship education and has been an affiliated faculty in Canadian Studies for many years. She is the associate editor of the nation's first handbook on multicultural education, *Handbook of Research on Multicultural Education* and co-editor of *Multicultural Education: Issues and Perspectives*, now in its second edition (2004). Professor Banks will be either the faculty of record for the course or will work with colleagues to design the course.

It is our understanding that the Title VI centers will fund the development of the course in 2014-15 and provide partial support for the course through 2017. UW Bothell's Education Program is committed to making the course a permanent offering within four years, and will absorb the costs for the course at that time.

With the support of Dr. Banks, I enthusiastically endorse this proposal.



Bradley Portin, Professor/Director
Education Program