

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180004**

**Grants.gov Tracking#: GRANT12653255**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180004

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/15/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of Washington"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-6001537"/>	* c. Organizational DUNS: <input type="text" value="0428035360000"/>

**d. Address:**

* Street1:	<input type="text" value="4333 Brooklyn Ave NE"/>
Street2:	<input type="text" value="Box 359472"/>
* City:	<input type="text" value="Seattle"/>
County/Parish:	<input type="text" value="King"/>
* State:	<input type="text" value="WA: Washington"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="98195-9472"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Jackson School of Int. Studies"/>	Division Name: <input type="text" value="East Asia Center"/>
---	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Carol"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Rhodes"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Office of Sponsored Programs"/>
--

Organizational Affiliation: <input type="text" value="University of Washington"/>
--

* Telephone Number: <input type="text" value="206.543.4043"/>	Fax Number: <input type="text" value="206.685.1732"/>
---	---

* Email: <input type="text" value="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:**

Department of Education

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

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

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

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

**13. Competition Identification Number:**

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers & Foreign Language & Area Studies Fellowships Program--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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="616,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="616,500.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

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

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

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	122,599.00	118,907.00	123,462.00	128,200.00		493,168.00
2. Fringe Benefits	36,630.00	35,844.00	37,236.00	38,681.00		148,391.00
3. Travel	17,000.00	17,000.00	17,000.00	17,000.00		68,000.00
4. Equipment						
5. Supplies	25,171.00	25,449.00	25,102.00	25,419.00		101,141.00
6. Contractual						
7. Construction						
8. Other	48,600.00	52,800.00	47,200.00	40,700.00		189,300.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	346,500.00	346,500.00	346,500.00	346,500.00		1,386,000.00
12. Total Costs (lines 9-11)	616,500.00	616,500.00	616,500.00	616,500.00		2,466,000.00

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/21/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is 8.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P015A180004

Name of Institution/Organization University of Washington	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524

## 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>Richard S Sewell</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>06/15/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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: Box 359472

\* City: Seattle    State: WA: Washington    Zip: 98195-9472

Congressional District, if known: WA-007

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
---	---

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    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: N/A    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: Richard S Sewell

\* Name: Prefix: Ms.    \* First Name: Carol    Middle Name:    \* Last Name: Rhodes    Suffix:    Title: Director, Office of Sponsored Programs    Telephone No.: 206.543.4043    Date: 06/15/2018

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

1235-GEPA Statement FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

**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 Ana Mari Cauce

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.

UW Policy Presidential Orders

Executive Order – Nondiscrimination and Affirmative Action

1. Nondiscrimination and Non-Retaliation

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.

University policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.
- Prohibits any member of the University community, including, but not limited to, academic personnel, staff, temporary staff, academic student employees, student employees, and students at all University campuses and locations, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation under this policy, or any individual who is perceived to have engaged in any of these actions.

This policy is adopted in compliance with Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq) and the Pregnancy Discrimination Act, Title IX of the Education Amendments of 1972 (20 USC § 1681), Title I and II of the Americans with Disabilities Act (ADA) of 1990 as amended, the Rehabilitation Act of 1973 (P.L. 93-11) and 45 C.F.R. Part 84, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq), Title IV of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq), Chapter 49.60 RCW, and Gender Equality in Higher Education (Chapter 28B.110 RCW).

## 2. Affirmative Action

In accordance with Executive Order 11246, as amended, and other applicable federal and state laws and regulations, the University, as a federal contractor, takes affirmative action to ensure equality of opportunity in all aspects of employment without regard to race, color, religion, sex, and national origin, and to employ and advance individuals with disabilities and protected veterans.

## 3. Access for Individuals with Disabilities

In accordance with the Americans with Disabilities Act (ADA), as amended, the Rehabilitation Act of 1973, and applicable federal and state laws, the University is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

## 4. Definitions

Terms used in this policy are intended to have the meaning given to them by applicable federal or state laws and regulations.

A. Discrimination is conduct that treats a person less favorably because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability or veteran status.

B. Harassment is conduct directed at a person because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status that is unwelcome and sufficiently severe, persistent, or pervasive that:

1) It could reasonably be expected to create an intimidating, hostile, or offensive work or learning environment, or

2) It has the purpose or effect of unreasonably interfering with an individual's work or academic performance. Harassment is a form of discrimination.

C. Retaliation means to take adverse action against individuals because they have (or are perceived to have) reported concerns under this policy or cooperated with or participated in any investigation related to this policy.

D. Sexual harassment is a form of harassment characterized by:

1) Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:

a) Submission to such conduct is made either an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or

b) Submission to or rejection of the conduct is used as the basis for a decision that affects tangible aspects of the individual's employment, academic status, or use of University facilities; or

2) Unwelcome and unsolicited language or conduct that is of a sexual nature and that is sufficiently severe, persistent, or pervasive that it could reasonably be expected to create an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance. This also includes acts of sexual violence, such as sexual assault and sexual exploitation.

Domestic violence, relationship violence, stalking, and sexual assault are addressed in Executive Order No. 51, Sexual Violence Elimination Policy, and Chapter 478-121 WAC, Student Conduct Code for the University of Washington. Depending on the circumstances, each or all policies may apply.

E. Veteran status includes protected veterans as defined by current federal and state laws. It also includes individuals affiliated with the United States armed forces as defined by any federal or state law establishing protection for veteran service, including the Uniformed Services Employment and Reemployment Rights Act (USERRA), Executive Order 11246, and Chapter 49.60 RCW.

## 5. Application of Policy

### A. Academic Freedom

The University will interpret this policy on nondiscrimination and non-retaliation in the context of academic freedom in the University environment.

### B. Selective Admissions

The University's admission policy provides for a selective admission process with the objective of attracting students who demonstrate the strongest prospects for high quality academic work. This selective admission process shall assure that the University's educational opportunities shall be open to all qualified applicants without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. The process of admission shall be mindful of the need for diversity in the student body and for highly-trained individuals from all segments of the population.

C. Employment

The University will recruit, hire, train, and promote individuals without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status and based upon their qualifications and ability to do the job. Except as required by law, all personnel-related decisions or provisions such as compensation, benefits, layoffs, return from layoff, University-sponsored training, education, tuition assistance, and social and recreational programs will be administered without regard to race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. Additionally, in accordance with Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the University prohibits discrimination and harassment in any aspect of employment on the basis of genetic information. The University will also not request or require genetic information of an employee or family member of the employee, except as specifically allowed by GINA.

D. Recruitment

The University seeks affirmatively to recruit qualified minority group members, women, protected veterans, and individuals with disabilities in all levels of employment as part of its commitment as a federal contractor.

E. Nondiscrimination

Except as otherwise required by law and as provided in Section 6 below:

- 1) The University will operate its programs, services, and facilities without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status, and
- 2) The University will make its programs, services, and facilities available only to organizations or government agencies that assure the University that they do not discriminate against any person because of race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status.

F. University Housing

Except as required by law, assignments to University residence halls and other housing facilities provided for students are made without regard to race, color, creed, religion, national origin, age, disability, sexual orientation, gender identity or expression, or veteran status.

G. Contracting

The University will make reasonable efforts to lease, contract, subcontract, purchase and enter into cooperative agreements only with those firms and organizations that comply with all applicable federal and state nondiscrimination laws, including, but not limited to: Executive

Order 11246, Title VII of the Civil Rights Act, 42 U.S.C. Sec. 2000e et seq.; the Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.; and Washington State's Law Against Discrimination, Chapter 49.60 RCW.

## 6. Exceptions

### A. Organizations Not Subject to Applicable Laws

This policy does not apply to organizations and government agencies that are not subject to otherwise applicable state or federal laws or regulations concerning nondiscrimination and non-retaliation.

### B. University Housing

In accordance with RCW 49.60.222, the University may consider sex, marital status, or families with children status in assignments to residence halls and other student housing.

### C. Citizenship Status

It is not a violation of this policy to discriminate because of citizenship status which is otherwise required in order to comply with law, regulation, or executive order, or required by federal, state, or local government contract, or which the State Attorney General determines to be essential for an employer to do business with an agency or department of the federal, state, or local government.

## 7. Complaint Procedures

The University provides internal procedures for the investigation and resolution of complaints alleging discrimination, harassment, or retaliation under this policy. The process for bringing a complaint against a University employee is described in Administrative Policy Statement 46.3, Resolution of Complaints Against University Employees. The process for bringing a complaint against a University student is described in Chapter 478-121 WAC, Student Conduct Code for the University of Washington.

## 8. Responsibility to Report and Cooperate

All University employees, including academic personnel, staff, temporary staff, academic student employees, and student employees are required to report to their supervisors or the administrative heads of their organizations any complaints of discrimination, harassment or sexual harassment. And/or retaliation they receive. In addition, all University employees are encouraged to inform their supervisors or the administrative heads of their units (and their Academic Human Resources Consultant or Human Resources Consultant), of inappropriate or discriminatory or retaliatory workplace behavior they observe. Supervisors and administrative heads who receive such reports have the responsibility to initiate a response by contacting an appropriate office as indicated in APS 46.3.

All University employees are also required to participate, provide information as requested, including personnel or student files and records and other materials recorded in any form, and otherwise fully cooperate with the processes described in APS 46.3.

## 9. Consequences of Violation of Policy

Any member of the University community who violates any aspect of this policy is subject to corrective or disciplinary action, including, but not limited to, termination of employment or termination from educational programs.

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](mailto: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 president and provost have allocated significant funds to support initiatives that enable the Office for Faculty Advancement (OFA) to work collaboratively with deans, chancellors and department chairs or directors to build and retain a diverse and inclusive faculty across the three campuses of the University of Washington.

Funds totaling \$500,000 are available to contribute to the recruitment of faculty whose research, teaching, mentoring, service, and/or outreach expands or enriches traditional disciplinary boundaries. In some disciplines the emphasis may be on historically underrepresented and/or underserved communities, while in others it may be on broadening methodological approaches to address questions of special relevance to communities that have been understudied or underserved.

President Ana Mari Cauce launched a Race and Equity Initiative in Spring 2015 with a challenge: that all of us — UW students, faculty, staff and university leadership — take personal responsibility for addressing our own biases and improving our university culture. And it began with a commitment: that together we would combat the racism and inequities, both individual and institutional, that persist here and throughout our society.

This is what universities are all about. They are places of discovery and difficult conversations — where we learn new ways of looking at and acting in the world.

In order to support and sustain diversity and equity at the UW, as well as in the local, regional and global communities we serve, we must directly confront bias and racism at the individual, institutional and systemic levels. These are three key ways:

- Confronting individual bias and racism
- Transforming institutional policies and practices
- Accelerating systemic change

The Race and Equity Initiative also offers a series of workshops on race, power and privileged.

The University of Washington's Diversity Blueprint articulates the tri-campus community's aspirations for becoming a truly inclusive and equitable environment for learning, research, service, and outreach.

The Diversity Blueprint begins with the University of Washington's Diversity Council, a body composed of faculty, staff, and students from across all academic and administrative units, which is charged with advising the Vice President for Minority Affairs and Diversity and Chief Diversity Officer on campus diversity issues. In 2010, the Diversity Council responded to the campus community's calls for the creation of a comprehensive plan that would guide the University of Washington toward achieving its stated goals for diversity and inclusion. In the spirit of those calls, a Diversity Blueprint was developed to challenge the University to live up to

its mission of valuing diverse perspectives, creating a welcoming learning environment for all students, and promoting broad access and equal opportunity.

Although a number of the 2010-2014 Blueprint goals were attained or exceeded, others require additional attention. There is room for continued improvement in the areas of student, faculty, and staff diversity, for instance, as well as in diversity research, campus climate, and diversity leadership.

To effectively respond to ongoing needs as well as to enhance progress already made, and in order to reflect current concerns of the University community, the Diversity Council has produced a new Diversity Blueprint for 2017-2021 organized around these six goals:

- Cultivate an Inclusive Campus Climate,
- Attract, Retain, and Graduate a Diverse and Excellent Student Body,
- Attract and Retain a Diverse Faculty,
- Attract and Retain a Diverse Staff,
- Assess Tri-Campus Diversity Needs, and
- Improve Accountability and Transparency.

For each goal, the Diversity Council has identified a number of strategic priorities and suggested action steps that are essential to progress.

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 UW's Center for Communication, Difference and Equity strives to be a space where the UW community of students, faculty, staff, and alumni gather to promote greater equity. Through research collaborations, networking opportunities, action-oriented classes, mentorship programs, and community engagement they engage in dialogue to think critically about race and its intersections, to interrupt privilege, and ultimately to change the structures of power around us.

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.

**University of Washington, Seattle**  
**Comprehensive NRC: EAST ASIA**  
**FY 2018 - 2021**

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.

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## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="University of Washington"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Carol"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Rhodes"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director, Office of Sponsored Programs"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Richard S Sewell"/>	* DATE: <input style="width: 150px;" type="text" value="06/15/2018"/>

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

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

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

Address:

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

Phone Number (give area code)	Fax Number (give area code)
206.543.6805	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) #:  1  2  3  4  5  6

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
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

1234-EAC Abstract FINAL 2.pdf

Add Attachment

Delete Attachment

View Attachment

**Proposal for a Title VI National Resource Center  
in East Asian Studies at the University of Washington, 2018-2021**

**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 825,000 volumes in East Asian languages. BA, MA, and PhD programs on East Asia are in place in many departments, and the Law, and Business schools have special tracks and certificate programs in East Asia Studies. Nineteen departments or schools have a total of 67 faculty who teach and do research on East Asia.

We offer around 250 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 2,800 students each year study an East Asian language at UW, more than 550 major in an East Asia field, and enrollments in East Asia-related courses total over 5,600.

We are seeking additional funds from the US Department of Education to strengthen our programs and enhance our contribution to East Asian studies locally and nationally. To deepen our curriculum, we would add instruction in Japanese language. 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 (CC), we plan to work with MSI and CC on a four-year plan to infuse East Asia content into their curriculum; offer professional development opportunities and research travel to East Asia to faculty from MSIs and HBCUs around the country; work with Everett CC on offering business Japanese and an internship program; partner

with South Puget Sound CC to provide internships working in industries that work with East Asia; 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-Seattle College of Education to build East Asia content into its curriculum and Seattle Pacific University's Center for Curriculum Studies to offer annual conferences on international education and pedagogy.

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. We will partner with UW in the High Schools to offer Chinese, Japanese and Korean language classes in Washington State high schools. We plan to work with Highline School District to provide professional development and workshops to K-12 teachers.

To address national needs and prepare our students for careers in the global sector, we plan to offer an annual course on cybersecurity and the program *Training Area Studies Students for Government Service* to provide training in the skills needed to pursue government work such as memo writing, and connect students and alumni through career panels and mentoring.

For the business community and general public, we plan to offer a conference for business professionals on Taiwan; the China Trade and Transaction Project, consisting of a quarterly forum on key and cutting-edge China related business, trade and legal topics; China Town Hall, a national conversation about issues in the U.S.-China relationship, via an interactive webcast and in-person discussion with leading experts; and we plan to bring in high level speakers for public lectures.

These programs will have long-term impact by adding a permanent position in Japanese language; adding courses in East Asian studies; infusing East Asian studies into courses and curriculum at Community Colleges, MSIs and the UW COE at Seattle; providing pedagogy workshops and ACTFL training and certification for East Asian language instructors; educating K-16 educators on East Asian studies and assisting them with developing curriculum for their classrooms; building the East Asia library collections; and facilitating program evaluations.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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## **Guide to Acronyms**

ACTFL—American Council for Teaching Foreign Languages	OMAD—Office of Minority Affairs and Diversity
ALC—Asian Law Center	OSPI—WA State Office of Superintendent of Public Instruction
AL&L—Department of Asian Languages and Literature	OWN—OneWorld Now!
AS—Asian Studies	PMF—Performance Measurement Form
AY—Academic year	RA—Research Assistant
CI—Confucius Institute	REECAS—Russian, Eastern European and Central Asian Studies
CIA—Central Intelligence Agency	SPU—Seattle Pacific University
CESSI—Central Eurasian Studies Summer Institute	SAR—Student Aid Report
COE—College of Education	SPCC—South Puget Sound Community College
CC—Community College	TA—Teaching Assistant
CTL—Center for Teaching and Learning	TCEDC—Thurston County Economic Development Council
DOD—Department of Defense	UG—Undergraduate
DO-IT—Disabilities, Opportunities, Internetworking, and Technology	US/ED—United States Department of Education
EA—East Asia	UW—University of Washington
EAC—East Asia Center	UW CIBER—UW Center for International Business Education and Research
EAL—East Asia Library	UWHS—UW in the High Schools
EALD—East Asia Law Department	WA—Washington
EARC—East Asia Resource Center	WSCSS—WA State Council for Social Studies
EAS—East Asia Studies	
EvCC—Everett Community College	
FLAS—Foreign Language and Area Studies Fellowship	
FC—Foreign Language and Area Studies Fellowship Coordinator	
GEPA—General Educations Provisions Act	
GAO—Government Accountability Office	
GRPA—Government Performance and Results Act	
IS—International Studies	
JSIS—Jackson School of International Studies	
LCTL—Less Commonly Taught Languages	
LLC—Language Learning Center	
MSI—Minority Serving Institution	
MOODLE—Modular Object-Oriented Dynamic Learning Environment	
NCTA—National Consortium for Teaching about Asia	
NIE—Newspapers in Education	
NRC—National Research Center	
OGA—Office of Global Affairs	

**University of Washington, Seattle  
Comprehensive NRC East Asia Center Proposal  
2018-2021**

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**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 (NRC) at the University of Washington (UW) Henry M. Jackson School of International Studies (JSIS) 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 Japanese language instruction; and creating sustainable ties to community colleges (CCs) and Minority Serving Institutions (MSIs) as well as to the business community and the wider public.

**A. Program Planning and Budget**

**1. Proposed Use of Federal Funds:** Our proposed NRC activities focus on key strategic priorities: training teachers; encouraging diverse perspectives and debate; encouraging

<b>Table A.1 Summary Budget by Category (Not including benefit rates or indirect costs)</b>		
<b>Category</b>	<b>\$ Amount</b>	<b>%</b>
Instruction	378,887	38
Outreach	291,969	29
Administration	89,864	9
Libraries	100,000	10
Travel	68,000	7
Evaluation	47,000	5
Technology training	24,280	3
Total	\$1,000,000	100

government service; increasing advanced proficiency in Less Commonly Taught Languages (LCTLs) and area studies knowledge at UW and other institutions of higher education; collaborating with Minority Serving Institutions, Community Colleges, and the UW College of Education; 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. We propose to strengthen our Japanese language program by seed-funding a Japanese language instructor (Item 4). Japanese language enrollments have risen significantly over the past three years. First-year Japanese currently has over 300 students enrolled, and demand is still unsatisfied; we estimate unmet demand at around 400 additional students. There is also a demand for greater differentiation of post-third year instruction. With the help of this additional position, we would develop a fifth-year class to provide students with the training to become truly professionally competent in Japanese. We are requesting four-years of funding for this position with the UW picking up the position at the end of the grant period.

Currently, the field of Chinese language is challenged by a shortage of quality advanced level business language courses, teaching materials and research-based pedagogical practices. Through a new initiative, Chinese for Professional Purposes: An Advanced Course Series, the EAC will partner with faculty from AL&L to design, implement, and disseminate new business Chinese course materials. This project will 1) create a revised course sequence for advanced Chinese (4th year) at the UW focused on advanced language skills necessary for professional fields, 2) create a website and related materials to disseminate and distribute the materials, and 3) facilitate participation in professional conferences to exchange ideas and share best practices on applied language learning. This program sets the stage for longer term goals which include the development of 5th Year Chinese and the publication of the course package for 'Chinese for Professional Purposes' (Item 29).

Other language projects include CC and K-12 partnerships. The first is a program with Everett Community College (EvCC), located in NW Washington (WA). The East Asia Center (EAC) and the UW Center for International Business Education and Research (CIBER) will partner with EvCC to expand its Japanese Language and associated interdisciplinary studies by developing business Japanese courses as well as internship opportunities in businesses in Japan and in the

Pacific Northwest to help students thrive in a global society. This will expand the potential pool of Japanese language learners by offering EvCC students, other college students, business professionals, and dual enrollment high school students greater access to unique business Japanese language courses. To reach these goals, business Japanese language curricula at the 100 and 200 course levels will be developed to allow students to learn, practice, and interact with an instructor and with peers. Students will also practice business conversation using the interactive software platform Language Partner (Item 30). Students who successfully complete at least the first-year sequence will be eligible to apply for internships at companies in Japan and the Pacific NW that conduct business in Japanese.

The second is a project with UW in the High School (UWHS) to offer Chinese, Japanese and Korean language programs in high schools across the state (Item 18). UWHS offers UW courses for UW credit in Washington state high school classrooms. Courses are official UW courses, taught by the high school's own teachers, who have been approved and trained by UW faculty. Each year, more than 100 schools in Washington participate in UWHS. We will work with UWHS to identify new schools in which to implement Chinese, Japanese and Korean programs.

The third is a partnership with OneWorldNow! (OWN) to develop its Korean language program (Item 20). OWN is an after-school global leadership program that serves low-income and youth of color from Seattle public high schools. Korean has seen a rise in popularity at the college-level. However, there is a startling lack of Korean options at the high school level in Washington state. We propose to work with OWN to develop its Korean language offerings to fill that gap.

We have also budgeted to develop Uyghur through the consortium Central Eurasian Studies Summer Institute (CESSI) (Item 27). CESSI is an eight-week summer language intensive course for undergraduate and graduate students, researchers and professionals. We will also fund American Council for Teaching Foreign Languages (ACTFL) certification for our language instructors (Item 28), and host annual language pedagogy workshops 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 20).

Our other instructional requests are in non-language areas. We plan to bolster our East Asia (EA) religion course offerings by offering a course annually on EA religions, such as “Chinese Popular Religion: Past and Present.” This is a joint undertaking with the China and Japan Studies programs to provide three courses a year to ensure proper coverage in the religions of East Asia. We will also offer “Turning to the Periphery: Alternative Lifestyles and Livelihoods in the Japanese and Korean Countrysides.” This new course will focus on the creative and productive activities and migration of young urban Japanese and Korean to the peripheries (Item 5 and 7).

Cybersecurity is one of the top concerns on the international agenda. Cybersecurity is one of the areas supported by a grant to JSIS from the Carnegie Corporation of New York to bridge the divide between academia and the policy world. To prepare our students for careers in the global sector, we propose to offer the course “Fundamentals of Global Cybersecurity.” This course will be offered annually and will focus on cybersecurity politics in different regions around the world (Item 6).

To address Competitive Priority One and better serve MSIs and CCs, we plan to work in partnership with the other Asian Studies Centers at the UW and the UW CIBER on a four-year plan to infuse Asian content into CC and MSI curriculum entitled “Asian Studies Fellows.” To institute this program, in the fall of 2018, we will offer a course development competition. Each year the EAC will offer one to three awards for courses and modules on East Asia. We will also offer travel grants to CC and MSI faculty to attend professional development opportunities on EA, such as the Association for Asian Studies conference, and offer funding for research trips to East Asia (Item 21).

We also plan to partner with the Thurston County Economic Development Council (TCEDC), South Puget Sound Community College (SPSCC) and the five other Jackson School of International Studies (JSIS) NRC’s to develop an Internship Pipeline for SPSCC students in Thurston County (70 miles South of Seattle) to work in the industries of Market Research and Analysis, Translation or Transcribing Services, and Import/Export activities with East Asia. By partnering with the TCEDC, EAC contributes directly to job placements in regions outside of the

Greater Seattle Area, encouraging and promoting their continued economic growth. Students will find internships in small to mid-sized businesses that work with China, Japan, Korea and Taiwan (Item 23).

We will offer travel awards for educators from Title III and Title V institutions (Item 12) to attend our existing workshops and 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 22). Since 2003, over 350 faculty from MSIs and CCs across Washington state have participated in the workshop.

To address Competitive Priority Two and better serve in-service teachers, we will work with the College of Education (COE) at the UW to internationalize the curriculum and their teacher preparedness programs, as well as to enhance opportunities for world language certification of pre-service teachers. The College of Education and the EAC will collaborate on several projects over the next four years intended to increase and support EAS course content and activities among students, staff, and faculty at the COE. Our collaboration will include: teacher-training; course development grants; a speaker series; symposia; conferences; faculty travel and research; partnerships with local K-12, community colleges, and minority-serving institutions; projects on diversity and immigration in education (Item 16). We also propose to work with the Center for Curriculum Studies at Seattle Pacific University's (SPU) College of Education to offer annual conferences on international education and pedagogy. Presenters will be represented from China, Japan and Korea to discuss educational best practices in their respective countries (Item 17). These conferences will expose pre-service teachers to educational pedagogy and best practices around the globe.

Our main area studies K-12 request is to support the Highline School District K-12 project over the next four years. The Asia Studies Centers at the UW will hold workshops and provide professional development opportunities for teachers from Highline School district during required Highline School District professional development (in-service) days. We will also provide curriculum development and resources, such as digital curricular materials. This project will

respond to the District's needs as it introduces new units associated with the upcoming Race and Equity Initiative (Item 14). We have also requested funds to offer EA workshops at the Washington State Council for the Social Studies Leadership Retreat (WSCSS) (Item 15)—an annual three-day retreat co-sponsored by JSIS and the Office of Superintendent of Public Instruction (OSPI), which brings together social studies teachers from across the state.

We have budgeted for three 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 every other year) on Global Asia, on Cybersecurity and Taiwan and the World. The Cybersecurity conference will work in tandem with the Cybersecurity course we are offering, affording economies of scale by providing experts in the field for both the course and the conference. The Taiwan conference will be in partnership with our new Taiwan Studies program, and will look at Taiwan from its geographical connections as an island society to its Japanese colonial legacy, and its modern rise as a global economic power. The conference will explore the implications of Taiwan's global connections on Taiwanese society and culture, as well as Taiwan's influence upon the rest of the world (Item 25).

The second is a partnership with the UW Global Business Law Institute (GBLI), the UW Asia Law Center (ALC), and UW CIBER to offer the China Trade and Transaction project. The project consists of: 1) a quarterly forum on key and cutting-edge China related business, trade and legal topics (Item 32) and a course to be offered at UW Law on Trade and Transactions with China. 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 24).

The third aims 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 35), offer speakers during international education week (Item 34), 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 36).

China Town Hall provides Americans the opportunity to participate in a national conversation

about issues in the U.S.-China relationship, via an interactive webcast and in-person discussion with leading experts. It is organized by the National Committee on U.S-China Relations. The eleventh annual China Town Hall took place in October 2017 at 86 venues in 40 states across the U.S. and Greater China, and featured Ambassador Susan Rice, former national security advisor and U.S. ambassador to the UN, as the national webcast speaker. The webcast was preceded or followed by presentations from local speakers at each of the venues. Beginning in 2018, UW CIBER and the EAC will provide the first university venue in Seattle, joining NW colleagues at the University of Oregon, the University of Montana, Boise State University and Washington State University in engaging faculty, students and community members in these important conversations (Item 31).

Taiwan is the 10th largest trading partner of the U.S. and Washington State's 4th largest export market in Asia. For business professionals, in partnership with the recently launched Taiwan Studies Program, the Taipei Economic and Cultural Office in Seattle, the Washington Export Outreach Team, and UW CIBER, we will host a conference to identify the needs and opportunities of this market. The conference will tap into industry, academic and government expertise to take a deep dive into the business opportunities presented by greater trade cooperation and cross-border innovation. Planned speakers include representatives from Taiwan Semiconductor Manufacturing Company and the leading tablet and smartphone manufacturer from Taiwan, HTC, both of which have operations in Washington State (Item 33).

Administrative expenses account for approximately 9% of our request (Table A.1). The main expense is for 10% of the salary of our managing director (Item 1), who directs administration of the EAC and spends half her time on outreach. The other salary items represent a fraction of the JSIS evaluation/data manager's (Item 2) and the Foreign Language and Area Studies Fellowship (FLAS) director's salaries (Item 3).

Our EA library collections are core educational resources for our programs. Funds for acquisitions (Item 13) will enable us to build our collections in new research areas, particularly key areas of interest to junior faculty.

<p align="center"><b>Table A.2</b> <b>Program, Planning and Budget Timeline</b></p>	Year1 2018	Year 2 2019	Year 3 2020	Year 4 2021
<b><u>Language Training &amp; Instruction</u></b>				
Seed-funding for a Japanese Language Lecturer	*			
<b><u>Area Studies Instruction</u></b>				
East Asia Religions Course	AP1			
Fundamentals for Global Security	AP1 *			
Turning to the Periphery: Japan and Korea Course	AP1 *			
<b><u>Travel</u></b>				
Foreign travel for professional development	AP2			
Domestic travel for professional development	AP2			
Travel awards for Title III / Title V Institutions or Community Colleges	AP/CP1			
Library acquisitions – East Asia Library	AP1/AP2			
<b><u>Outreach - K-12 Programming</u></b>				
Highline K-12 Project	AP1/AP2			
UW in the High Schools	AP2	*		
WA State Council for the Social Studies Leadership Retreat	AP2			
UW College of Education Partnership	AP2/CP2	*		
Seattle Pacific University-College of Education Partnership	AP2/CP2	*		
<b><u>Outreach - Language Pedagogy Training K-12 teachers</u></b>				
OneWorld Now! Korean language and leadership program	*			
Language Pedagogy Workshops for K-12 and CC educators	AP2/CP1			
<b><u>Outreach - Post-Secondary Programming</u></b>				
Asian Studies Fellows Programs	AP1/AP2	CP1*		
Community College Master Teacher Institute	AP1/AP2	CP1		
Global Mondays - UW Law Lecture Series	AP1/AP2			
Global Asia Conferences	AP1/AP2			
Training Area Studies Students for Government Service	AP1			
<b><u>Outreach - Post-Secondary Language Pedagogy and Proficiency</u></b>				
Central Eurasian Studies Summer Institute (CESSI)	AP1			
ACTFL certification				
Chinese for Professional Purposes	*			
Business Japanese at Everett CC	CP1*			
<b><u>Outreach Public Affairs Programming: Business, Media, Public</u></b>				
China Town Hall				
China Trade and Transaction Project	*			
Taiwan Business Conference	AP1			
International Education Week	AP1			
Lectures on-campus for business, media, general public audiences	AP1			
Seattle International Film Festival	AP1			
* (activity to be picked up by the institution) AP1 (absolute priority1), AP2 (absolute priority 2), CP1 (competitive priority 1) CP2 (competitive priority 2)				
All activities listed in the timeline are leveraged at 50% or greater.				

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 10). The domestic travel budget will permit faculty and staff to attend professional development meetings and training sessions (Item 11).

The EAC's technology assistant (Item 9) 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, and assists with our social media strategies.

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 37 and 38).

**2. Project Timeline:** The timeline shows the progression of project activities and indicates when project funding will be assumed by the institution (Table A.2). Section C outlines the objectives that guide our project activities. It defines goals and measurement of outcomes. EAC relies on the established resources of JSIS and the UW to implement our programming. NRC resources are used to effectively supplement, expand, and focus what is provided by this larger institutional context.

**3. 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.

**4. Long-term Impact on Training:** Our proposal promises long-term impact by seed-funding a lecturer position in Japanese language; adding courses in EA studies; infusing EA studies into courses and curriculum at community colleges, MSIs and the UW COE at Seattle; 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 evaluations.

## **B. Quality of Staff Resources**

**1. Qualifications:** The productivity of our EA faculty and staff is evidence of their energy and dedication. In 2016-17 alone, EA faculty and staff published 17 books and 32 articles (see Appendix C). Many of our faculty and staff members have received top honors in their fields. For example Patricia Ebrey was given the Award for Scholarly Distinction from the American Historical Association and has 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. Zhijia Shen, The Director of the East Asia Library, is the President of the Society of Librarians (North America) and President-elect of the Council on East Asian Libraries; she is the recipient of the distinguished service award from the Chinese American Library Association in 2018. Outreach Director Mary Bernson has received the Order of the Rising Sun, Gold Rays with Rosettes, for her contribution to promoting the understanding of Japan in the US and for promoting educational exchange between Japan and the US. The Director of JSIS, Reşat Kasaba, is the elected president of the Association of Professional Schools of International Affairs.

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 Yong-chool Ha's Samsung research grant for \$100,000; Zev Handel's \$71,000 grant for Korean Linguistics from the Academy of Korean Studies and Chris Hamm's Chiang Ching-Kuo Foundation Scholar award for \$18,184. The EA library staff is also successful in raising outside funding. In the past four-years they have raised \$280,000 for library projects.

Our faculty also has a remarkable record in raising outside funds for EA-related institutional development. Since 2015, William Lavelly and Madeleine Dong have raised over five-hundred

thousand dollars to develop a Taiwan Studies program, and secured the hiring of James Lin, a Taiwan historian; The Donald Hellmann Endowment has raised more than \$1 million to support JSIS's Task Force; and since 1997, Mary Bernson has raised over \$11.7 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 Asian Development Bank, United Nations Population Division, World Bank, and Paulson Institute on several policy projects on China. Susan Whiting has consulted for the World Bank and is a member of the US-China working group for briefing Congressman Rick Larsen and the National Committee on US-China Relations.

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 Korea book series in the U.S., with fifteen books published in the series, and twelve still in print. A second series, *Publications of UW Center for Korean Studies* has produced six books since 2010. UW hosts the *Journal of Japanese Studies* now in its 44th year. In addition, many of our faculty and staff have served on editorial boards of academic journals, including *Journal of Chinese Cinemas*, *Cultural Anthropology*, and the *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 10). We also request funds for domestic travel for faculty and staff to attend national conferences and workshops to stay abreast of the latest developments in the scholarship of our region (Item 11).

The Center for Teaching and Learning (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, InDesign, 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 undergraduate (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 Jeff Hou's Asian Urbanism Exploration Seminar in Taipei and Tokyo. EA faculty also mentor UG students through the International Studies (IS) capstone Task Force projects. Recent Task Forces have been led by David Bachman and Clark Sorensen, and Robert Pekkanen and Sadia Pekkanen will both be leading a Task Force in 2018. 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 H2, Academic and Career Advising.

**2. 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, Managing 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's Assistant Director, Yurika Kurakata, holds a teaching degree from Harvard University and is a former teacher, and EARC outreach coordinator Chelsea Toczaer holds an MA in International Studies from John Hopkins University-Nanjing University. Ellen Eskenazi is the Associate Director of Japan Studies and holds a degree in Japan Studies from JSIS. Young Sook Lim is the Associate Director of Korean Studies and holds a PhD from the UW.

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 (Items 2 and 3). Sarah Homer is our full-time outreach coordinator who handles scheduling of speakers, announcements of programs, and course-related responsibilities for EAC and the China program. Sarah holds a BA in Chinese from the University of Puget Sound. A graduate student maintains the EAC website, Facebook and Twitter pages, trains EA faculty and staff on computing issues, and provides direct assistance to all EA faculty on computing (Item 9).

**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 Managing Director Kristi Roundtree, who directs EAC operations and manages all center outreach. 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 Asian Languages and Literature (AL&L) and the China, Japan, and Korea Studies programs, the director of outreach, 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 managing director meet annually to discuss proposed projects and outreach activities, 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.

**3. 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. 42% of the EA faculty is female, and 51% is of Asian descent. Since 1995, 49% of appointments have been of women and 57% Asian (Table B.1). Because WA State law bans the use of race, gender, or ethnicity in hiring decisions, UW has 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. The UW 2017-2021 Diversity Blueprint created by the Diversity Council and Office of Minority Affairs and Diversity (OMAD) was released in January 2017 to serve as a framework for guiding units across the University

	Total	Hired Since 1995
Male	39	25
Female	28	24
White	33	21
Asian	34	28

toward achieving diversity, equity and inclusion goals. JSIS has adopted the Diversity Blueprint’s recommendation and now requires: 1) job descriptions for faculty and staff to include a diversity statement; 2) job candidates to complete a personal diversity statement or have it interwoven into their application; and 3) all search committees engage in diversity and equity training for hiring committees. The EAC works on all levels to insure equal opportunity in employment, admissions, education and use of facilities and Kristi Roundtree is a founding and current member of the JSIS Diversity and Equity Committee.

**C. Impact and Evaluation**

**1. 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 F.1 and G.1. Last year a total of 36 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 5,700 people (for a sample of events see Table I.1) and 1,976 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, 509 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. Major corporations such as Nintendo of America, Apple, 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, Associated Press, the State Department, the Department of Defense (DOD) the US Government Accountability Office (GAO), the Central Intelligence Agency (CIA) and the Gates Foundation. UW as a whole also has a strong history of

<b>Table C.1</b>			
<b>Careers of JSIS East Asia MA/PhD Graduates by concentration, 2011-2016</b>			
	<b>China</b>	<b>Japan</b>	<b>Korea</b>
Federal Government	3	2	2
Foreign Government	2	1	1
International Organizations—including World Bank	1		
Business	14	15	7
Non-Profit	6	4	1
Translator/Scholar			1
Think Tank/Research Fellow	2		
Writers: Newspaper Journalism and Freelance Writing/Research	4		
University Position—including CC Faculty and Administration	8	4	4
Students pursuing higher education	6	5	3
Law Firm	1		
Other—Chinese Teacher, K-12 Educator, ESL Teacher	1		6
Total Surveyed/Total Respondents	55/48	44/31	33/25

international volunteerism. The UW ranked second in 2018 among large universities for alumni currently serving in the Peace Corps. 3,027 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 Elizabeth Perry, Henry Rosovsky Professor of Government at Harvard and Director of the Harvard-Yenching Institute; Steven B. Miles, Associate Professor of Chinese History at Washington University St. Louis; Mary Brinton, Reischauer Institute Professor at Harvard 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 2016 (Table C.1). Of the survey respondents 82% were employed and 13% were pursuing

	<b>Chinese</b>	<b>Japanese</b>	<b>Korean</b>	<b>Tibetan</b>
University Professors/Scholar—Active and Emeritus	69	52	13	
Government Federal—including State Department, Military	4	4	3	
Government State/Local	3	1		
International Organization—including World Bank	1			
Attorney	8	5	3	
Business—incl. American Express, Microsoft, Amazon & IBM	11	14	2	
Non-Profit	8	1		
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	8	5	3	
Other—including Publisher, Artist, Acupuncturist, Teacher	10	3	1	1
Total Surveyed/Total Respondents	305/142	232/103	70/27	30/19

further education. Of those employed, most work in the private sector (Table C.1). Most of our FLAS recipients go on to become professors (Table C.2).

Our PhD students usually take university-level teaching jobs. For example, over the last three years, new PhDs have taken positions at University of Southern California, Yonsei University, Central Washington University, University of Washington, Yale University, Cardoza School of Law, University of Utah, University of Minnesota and Cornell University.

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

**2. Addressing National Needs:** All of the EAC's activities focus on critical priority languages or the areas where those languages are spoken. We regularly provide training for military personnel from Joint Base Lewis-McChord. We train and prepare students for careers in government, business and education. In 2016-17, attendance at our seminars and public outreach programs totaled over 5,700 people (Table I.1) and 1,976 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 88 countries, 48 states and D.C., and 25 cities in WA. Another way we disseminate information is through our Newspapers In Education (NIE) program with *The Seattle Times* (Section I). EA faculty also serve as resources to media outlets all over the world.

**3. Commitment to Diversity:** The University of Washington is committed to increasing access to programs for students, staff and faculty regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines. The UW encourages student applicants who have varied cultural experiences or educationally or economically disadvantaged backgrounds to provide a statement concerning their personal history, the social and economic disadvantages they have had to overcome, and the ways in which these experiences have affected them. Financial aid awards from the Minority Educations Division are now based on the above factors. The entering class of 2017 is the most diverse group in UW history, coming from over 100 different countries. In 2017, 34.8% of entering undergraduates across all three campuses were the first in their family to go to college.

UW enrollment of underrepresented undergraduate students has increased from 16.2% in 2013 to 19.7% in 2016, while underrepresented graduate enrollments have increased from 10.8% to 12.3% during this same period. In addition, the Office of Minority Affairs and Diversity (OMA&D) provides a three-week Summer Bridge program for selected students who have been accepted at the UW and offers a wide range of mentoring and tutorial services. In the Jackson

School, in the 2016/17 AY, 63% of enrolled undergraduates and 52% of graduate students are female. In EAS, 55% of our UG students were female, 36% were international and 41% were of minority backgrounds. At the graduate level, 55% are women, 45% are international and almost 15% are from minority backgrounds. In 2016, JSIS established its own Diversity and Equity Committee to identify and implement school-wide initiatives on diversity and equity for faculty, staff and students. The committee is focused on two main targets: to increase faculty and staff diversity and retention and to decrease barriers for students to apply and enroll in JSIS. The committee meets monthly throughout the academic year, publishes upcoming events on the UW website, and works closely with OMA&D to identify upcoming training initiatives for all those included in the JSIS community.

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. DO-IT was recently honored with the prestigious Susan M. Daniels Mentoring Hall of Fame award from the National Disability Mentoring Coalition for their outstanding and nationally recognized work.

**4. 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 2018-2021 evaluation plan represents a joint effort between seven current UW Title VI centers, and our outside consultant Ed Phippen, with specific tailoring to the activities described in this proposal. In the previous two grant cycles, JSIS received \$80,000 in institutional support to develop evaluation methods for all eight UW NRCs, which has created the groundwork for the 2018-2021 evaluation plan. 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 develop and improve our programs 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 2018-2021 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.

Ed Phippen (See Appendix C) worked with staff from the EAC to develop our strategic goals; develop performance measures (Appendix D – PMF); complete the performance measures form in order to assess progress towards those goals; and 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 United States Department of Education (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 C.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 C.3 provides an overall picture of our evaluation plan. Note that Table C.3 includes the EAC and US/ED goals, and the Government Performance and Results Act (GPRA) performance indicators and priorities that each goal addresses.

At UW, reviews of departments and programs are conducted at least once every 10 years and always involve an outside evaluator. The EAC also conducts a review of East Asian Studies every four years. 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 Japanese language lecturer. UW, contingent on seed money from the EAC, has committed to fully funding the Japanese language lecturer position by 2022 (Item 4).

In coordination with other NRCs, we used UW funds to gather and analyze data on enrollments over the past eight 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. 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, we conducted focus groups with EA faculty, CC educators, and East Asia Community partners as well as surveyed affiliated students and alumni. All resulted in quality feedback about these programs that has influenced and improved our programming. For example, the faculty survey showed that new faculty have little

<b>TABLE C.3 – Description of Evaluation Methods &amp; Timeline</b>				
<b>EAC Goal (What will change?)</b>	<b>Method (How will we measure change?)</b>	<b>Sample Metrics &amp; Purposes</b>	<b>Timeline (When will change take place)</b>	<b>USED Goal/ GPRA/ Priority</b>
Build EA Language Learning Capacity	Surveys, proficiency testing	-Assessment quality of language courses -Assessment student progress in language	Annual testing and adjustments	Train experts, FLAS GPRA 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 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 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 NRC affiliation on their 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, FLAS GPRA 2-3
Increase EA Capacity in Educators	Survey of educators	-Impact of EC workshops on teaching -Use of resources at K-12, CC and MSI institutions -Assess 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 -Assess impact on students	Yr 3: interviews Yr 4: 3Rs	AP, CP1, CP2
Increase EA Capacity in Educators	Sign-in at events	-Number of University, business, media and general public attendees	Annual	Conduct outreach
Increase EA Capacity in Educators	Survey for outreach attendees	-Assess impact of activities on knowledge and awareness	After events	Train experts, conduct outreach

knowledge of the EAC and its mission. To respond to this, we have set-up meetings with new faculty to educate them about the Center and discuss ways they can contribute to our outreach efforts. Our student 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 student surveys also showed a need to better network students in East Asian Studies across campus, so we are setting-up an East Asia graduate student Web-page and email listserv. 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.

**5. 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 Homeland Security, the National Security Program, the CIA, the State Department and the DOD. To encourage students to go into areas of national need and address Absolute Priority One, we are proposing the program Training Area Studies Students for Government Service (Item 26). This program would provide training in the skills needed to pursue government work such as memo writing and connect students and alumni through career panels and mentoring.

**6. 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 F.1 and G.1 and course list), in the large number of UG students taking 15 credits of EA (509) and our success at job placement (Section C1).

**7. FLAS Addressing of National Needs:** We address national needs by awarding FLAS fellowships in priority LCTL languages (Chinese, Japanese, and Korean). Former FLAS fellows can be found at the State Department, DOD and the US Department of Commerce. However, most of our FLAS fellow alumni (134 of them) are university professors (Table C.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 26), described above in C5.

**D. Commitment to Subject Area**

**1. Institutional Support:** The UW is a national and international leader in East Asian Studies, 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 outreach program, it is among the most comprehensive programs on China, Japan, and Korea in the United States.

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

<b>Table D.1 Key Facts About UW East Asian Studies, 2016-2017</b>	
Number of faculty	67
Number of EA books	828,861
Courses offered	243
Total enrollments	5,651
University support	\$10,913,515

million annually in recent years (Table D.1). Financial support for EA is described by category in Table D.2. These figures include only the most direct support for EA programs and do not 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 seven new faculty members in China, Japan, and Taiwan Studies (Section F3), hiring plans for a Japanese language lecturer and ongoing support of 70% of the EAC Managing Director’s salary, and 60% of the FLAS Director’s salary.

Inner Asian languages have a distinguished tradition in China Studies at UW, and our China faculty remains deeply engaged in Western and Southwestern China. To continue this tradition, the EAC has partially funded a Uygur language lecturer position for the past two grant rounds. Starting in 2018-19, the UW has agreed to take over support of our Uygur language lecturer position, enabling us to continue to offer advanced training in Uygur, as well as two other minority languages of China, Kazakh and Uzbek.

UW President Ana Mari Cauce stated: "As a public research university in a state dependent on international trade and collaboration, the University of Washington is proud of its long history of outstanding global engagement through faculty and research networks. The Title VI programs of

<b>Table D.2 UW Direct Support (dollars) for East Asian Studies, 2016-2017</b>	
Faculty compensation	7,632,247
Outreach staff salary	1,024,212
Library	1,149,271
Graduate student support	1,107,785
Total	10,913,515

the U.S. Department of Education are vital to the success of our mission. They provide critical resources to advance the study of foreign countries and languages and they help to enable collaboration across boundaries, benefiting students, residents, governments and our economy in an increasingly competitive world."

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, is considered one of the top university global affairs administrators in the country.

The UW annually provides over \$7.6 million to support 67 EA faculty members. The EAC at UW is administered through JSIS, but Center faculty come from departments and colleges across campus, including the School of Art and the professional schools of Law and Built Environment. Language instruction in Chinese, Japanese, and Korean is the responsibility of the Department of Asian Languages and Literature.

The East Asia Library (EAL) holds over 820,000 books in EA languages, putting it among the 12 largest collections in the United States. UW support for the EA libraries amounted to over \$1.6 million in 2016-17. Of this amount, acquisitions accounted for \$451,751 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 2016-17, 367 students spent at least a quarter abroad on exchange programs with various EA institutions. The Global Innovation Exchange (GIX) is a global partnership

between UW, Tsinghua University and Microsoft. The OGA funds the UW Beijing Center located in the Haidian District of Beijing.

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 \$1,024,212.

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; Anthropology; Business; and Law (See Section H).

**Student Support:** UW offers one of the lowest tuition rates of any major US institution at \$10,974 per year. UW ranks number 5 on the Forbes list of Best Value Colleges 2018 as one of the best values in education among schools identified as offering academic excellence at affordable prices. Each year 56% of UW UG students receive more than \$410 million in financial aid. In 2016-17, 30% (about 9,900) of UW undergraduate residents were eligible for the Husky Promise, which provides free tuition to students with financial need. There are a number of fellowship opportunities for UGs at JSIS. In 2016-17, five EA UG students received fellowships from the China, Japan and Korea program, two of which were for study abroad. The UW also offers the “Go!” and “Fritz” scholarships to fund UG study abroad. In 2016-17 these two fellowships funded 190 students \$362,050.

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 over \$1.1 million in 2016-17 (Table D.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 20 per year. Usually there are also 20-25 EA students supported as TAs in other departments such as JSIS, History, and Political Science. The China, Japan and Korea Studies Programs offered seven full fellowships, exclusive of FLAS, and 22 small fellowships in 2016-17. 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 TA-ships. 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.

## E. Strength of Library

**1a. Holdings:** The East Asia Library (EAL), founded in 1937, holds approximately 772,000 items in EA languages, including books, serials, electronic books, and audiovisual materials (at the

Chinese	325,705
Japanese	207,290
Korean	150,027
Western (estimated)	38,679
Tibetan	9,124
Other Asian languages	1,203
CJK Electronic Books	68,108
CJK media materials	54,359
<b>Total</b>	<b>828,861</b>

graduate, UG, and professional levels) putting it among the 12 largest collections in the US. Table E.1 enumerates the EAL and Law Library's East Asian Law Department (EALD) collections at the University of Washington. The UW EAL and EALD's printed holdings include over 325,000 volumes in Chinese, over 207,000 in Japanese, and over 150,000 in Korean (Table E.1). The EAL also subscribes to 1,954 printed journals and many full-text

databases of EA e-journals and serials collections, classical texts, newspapers, statistics and census tabulations in East Asian languages.

The EAL has outstanding geographic and subject coverage. The Chinese collection is strong in

all fields in the humanities and social sciences, with particular strength in history, art, archaeology, political economy, classical literature, ethnic minorities of Southwest China, religion, philosophy, local gazetteers, and local census materials. EAL holds the largest print collection in North America of periodicals published during the Chinese Republican period (1911-1949). 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. Its special collection of graphic novels is one of the two largest such collections in North America.

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 East Asian law collection, managed by the EA Law Department (EALD) at Gallagher, includes 57,153 volumes; 31,509 of these are in Japanese, 13,078 in Chinese, 4,307 in Korean, and 8,249 in western languages. In addition, Law Library staff provide access to special online resources that include full text court decisions for China, Japan and South Korea. EALD staff also maintain detailed online guides to legal research in those jurisdictions. Gallagher's law collection is one of only four academic EA law collections in the US staffed with at least one East Asian law specialist. The other three are 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 12,500 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 studies materials. The EAC also provides library reserves for EA classes at the UG, graduate and professional levels.

**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 \$1.6 million in 2016-17. Of this amount, acquisitions accounted for \$451,751 (EAL); over \$1 million went to salaries for library staff (Table E.2). These sums do not include the cost of acquisitions by the main or branch libraries. In 2016-17, the EAL had a staff of 7 librarians, 6.5 support staff, and 6.1 full time equivalent student assistants. EAL librarians all have professional credentials, specializing in China, Japan and 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 Clair Yang in economics and James Lin in Taiwan studies. For this reason, we are seeking Title VI funds to supplement our acquisition budget (Budget Item 13).

<b>Table E.2. Direct Support for the EAL and EA Law Library, 2016-2017</b>	
Salaries	\$1,149,271
Total	\$1,601,022

**1b. 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. As the largest of the 37 academic libraries of the Orbis Cascade Alliance, UW Libraries' collections are heavily shared by other institutions. 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 2016-17 the EAL circulated over 114,000 items, making it the third most circulated collection among the 20 libraries on the three UW campuses. Many members of the local and regional community,

as well as post-secondary and K-12 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. In the past year, UW Libraries acquired six major Chinese databases including five Wanfang databases, two Japanese studies databases, and a special research e-resource of “North Korean Text Books” (Kindergarten through University). As of June 2017, UW Libraries holds 45 e-resource databases in the EA languages including searchable databases, indexes, and bibliographies.

## F. Non-Language Instructional Programs

**1. Course Offerings, Including Professional Schools:** UW offers approximately 250 courses on EA at the BA, MA, and PhD levels. In all but a minor number of cases, these courses are

	UG	G	UG/G	Total	Enrollment
EA	41	6	2	49	1700
China	26	13	0	39	700
Japan	30	10	4	44	654
Korea	15	2	3	20	391

available to students in all colleges, including the professional schools. In 2016-17, Center faculty offered 152 non-language courses (see Appendix B). Total enrollment in these courses was 3,445. These courses were well distributed

by country (Table F.1). UW offered over 22 classes via professional schools in 2016-17 that are focused on EA or include EA content (Appendix B).

**2. 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,

Department	2016-19	2016-17
Anthropology	15	9
Art History	8	6
Asian L&L	55	28
Cinema/Media	5	4
Comp Religion	11	9
Geography	3	3
History	19	15
Int'l Business	33	10
JSIS	91	36
Law	8	9
Political Science	16	3
Other	44	20
Total	308	152

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 Marie Anchordoguy teaches *Tech Policy in East Asia*, Andrea Arai teaches *East Asia: Global Futures* and Clark Sorensen teaches *Social Change in 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 Studies in Demography and Ecology; and the Center for Human Rights.

**3. Non-Language Faculty, Teaching Assistants, and Pedagogy Training:** We have 67 “core

<b>Table F.3 East Asia Faculty by Department and Country of Specialization</b>			
	China	Japan	Korea
AL&L	11	9	2
Anthropology	3	0	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	0
JSIS	6	7	3
Law	1	1	0
Landscape Arch.	1	0	0
Linguistics	0	1	0
NELC	1	0	0
Political Science	1	0	0
School of Nursing	0	0	1
Sociology	2	0	0
Engineering	0	1	0
Urban Planning	2	0	0
Women’s Studies	1	0	0
Total	40	21	6

faculty,” defined as those who conduct research in an EA language and devote half or more of 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 F.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 130 non-language courses a year. Over the past four years, we have hired seven faculty with

specializations in such fields as Taiwan History, Chinese Economy, Japanese History, Chinese Literature, Chinese History, and a tenure-track Chinese language coordinator. Over the next four years, UW is committed to hiring a Japanese language lecturer.

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 “The 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 (common instructional topics include: course and syllabus design, teaching large classes, employing inclusive teaching strategies, and teaching with technology). CTL offers several workshops and experiential evidence-based courses a quarter 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 Conference on Teaching, Learning, and Research,” attended by over 600 TAs a year. The conference is designed to help graduate students prepare for their roles and responsibilities as TAs 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. 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 2016-17, there were 112 non-language UG courses (200-499-level) and 31 graduate courses (500+-level) offered. Nine 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 24% of all EA courses were 500-level or above. Many more courses are available over a three-year period (Table F.2). By department, JSIS, AL&L, History, and Anthropology and Business have the most offerings, but 11 departments offered one to ten courses

(Table F.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.

## G. Language Instruction

**1. & 2. Course Offerings and Enrollments:** UW offers a comprehensive program of instruction in the three main EA languages: Chinese, Japanese, and Korean. Table G.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

Level	Chinese	Japanese	Korean
1 <sup>st</sup> year	317	720	318
2 <sup>nd</sup> year	137	373	163
3 <sup>rd</sup> year	155	291	43
4 <sup>th</sup> and above	96	200	23
Total	705	1584	547

four years of modern Chinese, four quarters of classical, and advanced readings courses in literature. The program also offers two years of a separate heritage student track, which is the equivalent of three years in the non-heritage track. Korean offers three years of regular instruction, a fourth-year reading course, and

three quarters of advanced reading on social science or literature. Four years of modern Japanese are offered, plus additional fourth-year reading courses in academic and professional texts and modern and classical literature, and we are currently developing a fifth-year class to be offered in 2018-19. Classical Japanese and Kambun are also offered. Students in our language classes come from departments across campus; a large percentage come from the Sciences as well as from Business and Engineering.

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 academic year (AY) course offerings, we facilitate language proficiency among our students in many other ways. First, we offer intensive summer courses. In summer 2017 our 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. AL&L has recently

Table G.2 Content-based Language Classes & Enrollments by Language and Level, 2016-2017 Academic Year & Summer			
Language	Chinese	Japanese	Korean
No. of Courses	9	11	0
Enrollment	69	234	0

developed an 8-week summer intensive program in Beijing led by Professor Chan Lu. This program is designed to provide UW students with opportunities to study Chinese in an immersive environment, as well as to gain advanced level Chinese language skills. In 2016-17, over 367

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 Japanese Film taught in Japanese. There were 20 content-based courses offered in 2016-17, with 303 total enrollments (Table G.2).

**3. Language Faculty and Training:** Twenty-two 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. Each program is coordinated by or has the close involvement of specialists with doctorates in linguistics or MAs in language pedagogy. The lecturers and TAs in the program bring to their work an impressive combination of experience and training. For example, the Chinese language program is coordinated by a professor who holds a PhD in second language acquisition (Chan Lu). 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 third-year Chinese and Senior Lecturer Liping Yu (MA in Linguistics) supervises first-year. In 2016, lecturer Nyan-ping Bi won the UW Distinguished Teaching Award.

TAs who assist in first-, second-, and third-year classes are selected through a rigorous review process (written application, including a statement of purpose; recommendation letters, and transcripts; in-person interviews that include questions on pedagogy and questions in the language to gauge proficiency), 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. All four levels of Chinese, Japanese and Korean courses emphasize performance of tasks that are level-appropriate. Classes have been designed with the backwards design model and student's learning outcomes are aligned with the national standards. At the 400-level, we offer courses in four skills and reading. These courses use unedited materials drawn from newspapers, blogs, academic writing, prose, YouTube, and fiction. All of our language faculty and many of our 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. She also collaborated with the Center for Teaching and Learning on collaborative writing assignments using online mediums like Google Docs. The assignments were designed to encourage peer-learning and peer-assessment. The EAC offers Chinese, Japanese and Korean pedagogy workshops annually that are attended, and in many cases led, by our faculty. Nyan-ping Bi recently offered two pedagogy workshops entitled: "Developing Effective Lesson Plans for Chinese Language Teaching" and "Teaching Writing: Instructional Scaffolding and Lesson Planning." TAs can participate in EAC professional development workshops for free and are required to take a methodology course in AL&L in addition to their initial orientation and weekly TA meetings with the lecturers.

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. This summer, Chan Lu, Eunyoung Won and Yuqing Cao will become certified in ACTFL. 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.

**4. 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 TV and online media; 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, including email, 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. The LLC offers audio/video editing and recording software and equipment; self-study language software; Webcams; full support for specialized language computing; cloud-hosted, online streaming audio and video; online streaming foreign language television; online foreign language media content curated and annotated for learners

(SCOLA); and distance language partner.

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 Uyghur. MOODLE also facilitates web-based assessment: e.g. students can make web-based recordings that instructors can evaluate. They also offer student video exchange and language partnering; full video production support for language learning, and linguistic research and projects; professional development and training for language teachers. 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.

## **H. Quality of Curriculum Design**

**1. 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 (91 students in 2016-17; Table H.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 H.2). Another UG option is the Asian Studies major in JSIS with separate concentrations in EA-China, Japan, or Korea Studies (149 students in 2016-17). Students in these programs take two or more years of a

relevant EA language, an introductory course (“The Rise of Asia”), two concentration Asian

<b>Table H.1 UG Enrollments, 2016-2017</b>	
AL&L majors with an East Asia focus	91
AS majors in JSIS with EA focus	149
IS majors in JSIS on the East Asia Track	13
East Asia minor in JSIS or AL&L	71
International Business East Asia Track	33
Total	357

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 (13 students in 2016-17),

specifically designed for students interested in international trade, law, or politics. Students take

<b>Table H.2 UG EA Degree Requirements, 2016-2017</b>		
<b>Degree</b>	<b>Language Requirement</b>	<b>Course Requirement</b>
Chinese	4 <sup>th</sup> year proficiency	50-80 credits depending on language ability
Japanese	4 <sup>th</sup> year proficiency	75 credits
Korean	3 <sup>rd</sup> year proficiency	75 credits
Asian Studies-China	2 <sup>nd</sup> year proficiency	Min. 50 credits
Asian Studies-Japan	2 <sup>nd</sup> year proficiency	Min. 50 credits
Asian Studies-Korea	2 <sup>nd</sup> year proficiency	Min. 50 credits
IS-East Asia	2 <sup>nd</sup> year proficiency	70 credits, including Task Force
Asian Studies-China (minor)	2 <sup>nd</sup> year proficiency + 5 credits	25 credits
Asian Studies-Japan (minor)	2 <sup>nd</sup> year proficiency + 5 credits	25 credits
Asian Studies-Korea (minor)	2 <sup>nd</sup> year proficiency + 5 credits	25 credits
Chinese (minor)	3 <sup>rd</sup> year proficiency	30 credits
Japanese (minor)	3 <sup>rd</sup> year proficiency	30 credits
Korean (minor)	3 <sup>rd</sup> year proficiency	30 credits

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 to take an intensive Task Force class which asks them to examine 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 2016-17, 71 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 33 UGs. Business students may also take an Asian Studies or AL&L minor. Of all UW students who received bachelor's degrees in 2016-17 509 students took at least 15 credits of EA coursework. Of this 509, 24 were from Business and 19 from Engineering.

JSIS offers 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 teach 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.

**2. Academic and Career Advising for Students:** Academic and career advising are offered at every level of UW. Every department and school have 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 Sonja Garrett, 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, skills workshops and employer information sessions (45-50 a year), networking opportunities with program alumni, year-long alumni mentor program, job search support, 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 in the past five-years has awarded \$110,000 to 53 students to pursue these internships. FLAS students

are mentored by Robyn Davis our FLAS Fellowship Director. She provides intensive guidance on academic and career development for fellows. Career advising for PhD students is the joint responsibility of their faculty advisors and their departments' placement committees.

**3. 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 2016-17, seven students were enrolled in these programs (Table H.3).

UW offers 37 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 Health, Nonprofit Management 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, Anthropology, Gender and Women Studies, History and Law. It is possible to do a dissertation on EA in many other departments as well, ranging from Economics to Geography. 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 seminars, plus an oral examination. In 2016-17, eleven 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 2016-17, this program had 21 EA students enrolled. The PhD in History, with six EA students in 2016-17, 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,” research tutorial, two field seminars, two specialization courses, two methods courses, and completion of 27 Dissertation Credits. In 2016-17, eleven of the 27 PhD students were focusing on EA.

JSIS offers a Master of Arts in Applied International Studies (MAAIS). This is a 10-month long 43-credit program for midcareer professionals. Throughout the 10-month program, students engage with a multidisciplinary group of business, government, non-profit, and foundation leaders tackling pressing global challenges from diverse perspectives. Coursework allows students to polish their skills in critical data analysis, policy and business writing, briefing, negotiation, and public speaking. In 2016-17, there were 19 MAAIS students enrolled.

We constantly monitor the quality of our courses and programs through the assessment tools described in Section C, but the best measure of the quality of

East Asian Law	7
MAAs in AL&L and JSIS,	36
AL&L PhDs	21
Anthropology graduate students	11
Comparative Literature PhDs	2
Gender and Women Studies PhDs	6
Geography PhDs	2
History PhDs	6
JSIS PhDs	11
Political Science PhDs	4
Total	106

training our students receive is their success in the job market. As discussed in Section C, UW students with EA expertise are in high demand for government, law, business, and university positions.

**4. Research/Study Abroad:** According to the Institute for International Education’s Open Door 2017 data, the UW ranks 16<sup>th</sup> in leading institutions by study abroad total with 2,213 students. In

2016-17, 367 UW students studied in EA. Since its founding in 2000, over 140 students have studied in China under the UW-Sichuan program. 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 “Construction of Japanese Identity” in Tokyo, “Business China: Comparing and Contrasting the Fastest Growing Economy Under Two Systems” in Beijing, “Chinese Bridge: China Study Trip” in Chengdu, “Finding Chinese American Roots: Exploring the Cantonese and Hokkien Diaspora” in Hong Kong, and “Information Technology and Society in South Korea” in Busan.

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. Graduate students engaged in research abroad remain in contact with mentors via email, and in some cases are assisted and mentored by faculty at host institutions. Our students have received more Blakemore Fellowships for advanced study in EA (72 grants) than students from any other university.

**Access to Other Programs Abroad:** The UW maintains exchange agreements with academic institutions throughout EA, with 19 institutions in China, three in Taiwan, 28 in Japan and nine 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 encourage our students to attend these programs by advertising them and advising them on the available opportunities. We have long been among the main sponsors of the Inter-University Centers in Yokohama and Beijing and regularly send students there.

## **I. 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 2016-17, we hosted 134 professional development programs, conferences, symposia and events attended by a total of more than 5,789 people. All our events and professional development activities are

led by EA faculty, including faculty from the professional schools of Law and Built Environment, or staff that specialize in these fields.

**1a. 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 32,833 alumni in 50 states. Of this total, the EARC has 2,900 alumni in the region it serves (Washington, Alaska, 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. 2016-2017 institutes were “East Asia Philosophies and Religions: A Visual and Literary Introduction” and “Neighborhoods in Japan: Learning and Teaching About Community Through Stories, Videos and Images.” The EARC has taken 462 teachers to EA on a total of 28 study tours designed and led by EARC staff. Alumni of all these programs work with UW to share their knowledge through curriculum development, school leadership, and presentations at conferences. The EARC offers seminars and book discussions online or partially 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 21,092 students and nearly 247 educators in districts all over WA State. Our 2016-17 NIE curriculum was downloaded 99 times.

In an effort to better serve minority and low-income high-school students, the EAC works with OneWorld Now! (OWN). In 2016, the East Asia Center assisted OWN in developing its Korea program, teaching two levels of Korean to 45 low income students. We propose to continue to work with OWN to grow Korean in this next grant round (Item 19).

In the spring of 2016, the East Asia Center worked with the UW in the High Schools (UWHS) program to offer Japanese in five WA state public high schools: Auburn Mountainview, Ballard, Lindbergh, Shorewood and Kelso. We propose to continue to work with UWHS (Item 16).

**1b. Postsecondary Institutions:** We serve educators at the CC and four-year college level through

<b>Table I.1</b>	
<b>Selected Business, Media and General Public Outreach Activities 2016-2017</b>	
<b>Activity</b>	<b>Attendees</b>
Katsura Sunshine	190
The Challenges of North Korean Instability	107
Taiwan 2016 Elections: Retrospect and Prospect	101
Modern China’s Age of Irreverence	45
Japan-China Relations under the Abe Administration	46
Tendo Mokko: Wood Craft for the 21 <sup>st</sup> Century	238
An Early 9 <sup>th</sup> Century Shipwreck and Its Implications for the History of Tea	62
US-ROK 123 Nuclear Cooperation Agreement: Exploring the Road Ahead	103
China’s Women Workers: Breaking Taboos and Striving for Social Justice	54
A Conversation with Hirokazu Kore-eda	105
<i>After the Storm</i> : A film screening with Hirokazu Kore-eda	715
G. William Skinner Book Launch	107
<i>Becoming Who I Was</i> : Korean Film Screening	426
<b>Total</b>	<b>2,299</b>

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 and attend. The JSIS calendar is emailed to 1,143 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. Over 1,100 people attended our events for post-secondary educators in 2016-2017.

We also host symposia, workshops, special events and regional and national conferences. In 2016-2017, we held two major workshops. The UW was one of the first institutions in the US to concentrate on the study of the Mongols, their empire, and its legacy. In recognition of the recent resurgence of interest in the Mongol Empire, we held the event “The Mongol Empire and Its Legacy.” This event brought together three of the most eminent scholars in Mongol Studies currently working in the US (Christopher Atwood, U Penn; Johan Elverskog, SMU; and Steven West, ASU), and offered a range of perspectives that included history, literature and religious studies. We also offered the workshop, “Sky Protest and Hope Buses: The South Korean Labor Movement Confronts Neoliberal Restructuring.” The workshop focused on major new developments in industrial relations and the labor struggle in South Korea.

In 2016-17, the East Asia Center funded the development of nine courses containing East Asia taught at Title III or Title VI institutions. One of these courses, is a new 10-credit learning community developed by Melanie King and Tracy Lai scheduled to be offered winter quarter 2018 at Seattle Central College. The focus of the course is East Asia’s response to colonialism and imperialism and the ways that art and culture express new national identities and other forms of resistance. To facilitate the development of the course, the EAC sent Melanie and Tracy on a four-week trip to Japan (Tokyo, Nagasaki, Hiroshima, Kyoto); Seoul, Korea; Taiwan; China (Shanghai, Nanjing, Xian, Guangzhou); and Hong Kong to research the themes of memory, memorialization and cultural identities in East Asia.

Another course developed this year is "Asia Unmasked" a new 10 credit interdisciplinary course taught at Shoreline CC. The course is cross-listed with Interdisciplinary Studies 100, English 102 and East Asia 216. The course explores art, philosophy & revolutions of East Asia. Mayumi Steinmetz was sent on a four-week research trip to Japan to develop this course. We propose to continue to offer course development awards to CC and MSI faculty with our Asian Studies

Fellows program (Item 21) and have included a letter from Green River College describing the work we have been doing with them.

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 around the region speaking on such topics as “Constitutional Founding and Sovereign Peoplehood: Japan and Korea after WWII” and “The New Silk Road: Perspectives from International Law.” We will continue to work with the ALC on the Asian Law Lecture Series and propose to work with the School’s Global Mondays speaker series (Item 24).

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 2016-17, we hosted two one-day pedagogy workshops for Chinese language teachers focusing on creating effective lesson plans for Chinese. The first workshop looked specifically at teaching writing and instructional scaffolding and the second examined what criteria should be considered when designing a theme-based unit. Average attendance has been over 70 for each event with UW instructors leading the sessions. Additional workshops held for language teachers in 2016-17 included “Exploring a Flipped Classroom Approach in a Japanese Language Classroom,” and “Using Japanese Resources in the Classroom.” We plan to continue providing language pedagogy workshops in the next grant cycle (Items 20).

**1c. 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 2016-2017 (Table I.1). The EAC collaborates regularly on events with such organizations as the Seattle Art Museum, the Seattle International Film Festival (SIFF), 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 2016-17, we co-sponsored the event “Global Business Today: Throw Out the Playbook.” Nintendo of America President and COO Reggie Fils-

Aimé addressed global business strategy from the perspective of the Japanese-owned, multinational gaming company. We also co-sponsored the event “Incentivized Development: Explaining Divergent Patterns of Economic Growth in China’s Counties.” We propose to continue to work with UW CIBER to further develop our business-related programming (Items 30-33).

Our faculty work regularly with the media to provide up-to-date and accurate information on EA. A few examples from 2016-17 include Clark Sorensen’s interview with the *Los Angeles Times* on the 2018 Winter Olympics and multiple interviews on *KOMO News* about North Korea; David Bachman’s discussion on energy security concerns in China on *Radio Free Asia*, and his quotes in the *Los Angeles Times* on the US China trade gap and interviews on *KOMO News* and the *Seattle Times* about US-China relations under the Trump administration and the US-North Korea standoff; and Saadia Pekkanen’s “Editors Pick” in *Forbes* for her piece on China’s recent launch of a quantum communications satellite and quotes in *Geekwire* and *Lens* as an expert on outer space governance and security and policy.

The EAC has provided training to the United States Military for over a decade. We have trained I-Corps members from Joint Base Lewis-McChord (JBLM) at the UW campus for day-long sessions on China, Japan, Korea and Taiwan and sent EAC faculty down to JBLM to lead overview sessions on China, Japan, Korea and Taiwan. We have provided intensive trainings with as few as 25 recruits and large lecture style sessions with as many as 250 recruits. Our most recent training, held in 2017, was for the US Army Intelligence Division and covered *21st Century Security Issues in East Asia* including sessions on *Security in the South China Sea* and *Japan's Military Build-Up*. JSIS has been hosting one Army War College fellow each year since 2015. We are the only west coast school to host these active duty officers.

The EAC provides regional expertise to federal, state and city government officials and professionals. David Bachman has provided updates on China for Congressman Rick Larson and Professor Clark Sorensen has provided briefings to the State Department.

For the general public, the EAC and the Taiwan Initiative held the event *Taiwan’s 2016 Elections: Retrospect and Prospect*. The event marked the launch of the Taiwan Initiative, which

is now the Taiwan Studies Program, and was attended by over 100 people. We also co-hosted Thomas M. Countryman, former United States Assistant Secretary of State for International Security and Nonproliferation, to discuss the future of the U.S.-South Korea Nuclear Cooperation Agreement, the implications of the agreement for bilateral relations, and its impact on nonproliferation in Northeast Asia. Over 100 people attended this event. We hosted several film screenings at the Seattle International Film Festival, and Japanese Director Hirokazu Kore-eda gave a discussion for the general public at the UW and for students in Davinder Bhowmik's class. The partnership with SIFF brought EA film to over 1,600 people. We propose to continue this partnership in the next grant round (Item 36).

## **J. 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 2016-17, we had 34 graduate academic year FLAS applications and 10 graduate summer applicants. We had 17 UG AY FLAS applications and 15 UG summer applications. Although we support Uygur jointly with the Russian East European and Central Asian Studies Center (REECAS), we have agreed that the Uygur FLAS should be administered through REECAS.

**1. How Awards Will Be Advertised:** The FLAS Fellowship is advertised all year in online and print formats. A continuous stream of news about FLAS fellows and alumni is maintained on the Jackson School and EAC websites. These news articles are further distributed on YouTube, Twitter and Facebook. Postcards with FLAS information are also available all year in advising offices and other locations across the three UW campuses. The FLAS website receives an average of fifty visitors per day and includes the following clearly-labeled pages for applicants: (1) FLAS Application, (2) FLAS FAQ (3) FLAS Guidelines (4) FLAS Information Sessions (5) FLAS News (6) FLAS Priorities (7) Make an Advising Appointment.

The FLAS Coordinator (FC) reaches approximately five thousand students each year with in-person advertising efforts. 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. These faculty and academic adviser referrals are crucial to the FLAS advertising process, as students rely on these trusted departmental sources for information. The success of the FLAS advertising is demonstrated by the 32 departments represented in the applicant pool.

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, the Office of Minority Affairs, the Veterans Center, Disability Services, and the Offices of Grad and UG Fellowship Advising. Print flyers are also distributed at orientations, all FLAS information sessions, and events (such as language club and ROTC meetings).

The FLAS Coordinator (FC) holds ten to fifteen FLAS information sessions at various locations across the UW campuses and online, as well as five sessions in the professional schools. The FC visits foreign language and area/international studies classrooms and speaks at new student orientations and panels in departments such as International Studies, Business, 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. The FC also offers individual advising sessions.

**How Students Apply for Awards:** Students apply for FLAS fellowships through our online award management system, which is available through a publicly-accessible link on our website. The application follows best practices in accessibility and navigation and is clearly organized into the following six pages: (1) Profile; (2) Academic Status and Career Goals; (3) Educational Background; (4) Financial Need Information; (5) Recommendations; and (6) Proposal.

The application gathers information on academic ability in order to ensure that awards are given to students who demonstrate potential for high academic achievement. The application also 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) federal student aid report (SAR) or UW Office of Financial Aid offer letter (both of which include the student's expected family contribution (EFC)); (6) three letters of recommendation for graduate students and two letters of recommendation for undergraduate students, including one for both graduates and undergraduates which attests to the applicant's foreign language ability; (7) list of foreign languages spoken and at what level; and (8) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals.

The FC manages the application process and advises students on all steps in the application. Disability accommodation in the application process is provided by the UW Disability Services.

**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.

**Selection Process:** The EAC FLAS Selection Committee is appointed by the Director of the EAC and is comprised of one language instructor, one professional school faculty member and two EA faculty members, with representation from the humanities, and social sciences.

**FLAS Calendar:** The annual FLAS competition is announced campus-wide all year round, with informational meetings held in early November. The application is open mid-October through January 31. 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 and April for both summer and AY awards. New FLAS recipients are given an orientation by the FLAS coordinator around October 15.

**Correspondence to Announced Priorities:** The EAC will award only in priority LCTL's and will prioritize meritorious students applying for advanced-level language study. The EAC will also prioritize applicants who are interested in government service and/or who demonstrate potential

in meeting critical national security needs, who have financial need, and to those who are pursuing a career in a professional field.

The EAC has a demonstrated record of awarding FLAS fellowships in a manner which corresponds to the announced competitive priorities. 11% of EAC FLAS alumni from 2000-2014 work for the U.S. government (local, state or federal), and 23% work in the private sector. In the 2014-17 grant cycle, 61% of EAC FLAS fellowships were awarded to students aiming for government careers, and 40% were awarded to students in professional UW programs.

## **K. Priorities**

**1.** We have addressed **Absolute Priority One** in our **Diverse Perspectives and Areas of Needs Descriptions** and budget items (5-7, 13, 14, 21-22, 24-27, 33-36). We have addressed **Absolute Priority Two** in several items, including teacher training and pedagogy workshops (see budget items 9-12, 13-17, 18, 20-22, 24, 25 and 28 and Section A). **Competitive Priority One** is addressed in our *Asian Studies Fellows Program*, our *Community College Master Teacher Institute*, our *Pedagogy* workshops, our internship program through South Puget Sound CC, and our partnership with Everett CC (Items 12, 20-23 and 30). **Competitive Priority Two** is addressed by our collaboration with the UW COE (Items 16) and Seattle Pacific University's COE (Item 17).

**2.** We address **FLAS Competitive Priority One** 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 Two** is addressed by offering all 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 Japanese language, as well as to our plans to enhance work with MSIs, CC, the UW and SPU COE, and the community. With Title VI funding, the East Asia Center 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.

## Other Attachment File(s)

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# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

**Type of Application (check all that apply)**

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

**Type of Applicant**

- Single institution University of Washington
- Consortium of institutions
  - Lead \_\_\_\_\_
  - Partner 1 \_\_\_\_\_
  - Partner 2 \_\_\_\_\_
  - Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA   | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese, Japanese, Korean

## **Diverse Perspectives in Funded Activities**

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 viewpoints 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 viewpoints. 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. This past year, we have developed a Taiwan Studies program, one of only a handful in the country, which has allowed us to expand our programming around Taiwan. In our proposal, we request funding for a Taiwan academic conference and a conference on Taiwan for business professionals.

We also offer Uygur language and culture classes at a time when this language group is under totalitarian pressure. Annually we host events on the Xinjiang region, and in our grant proposal we are supporting Uygur language at the Central Eurasian Studies Summer Institute.

### **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), Defense (Chinese, Japanese, Korean), Health & Human Services (Chinese, Japanese, Korean), Justice (Chinese, Uzbek), Labor (Chinese, Korean), State (Chinese, Korean, Kazakh, Uzbek), and Transportation (Chinese).
- The Jackson School of International Studies (JSIS) 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.
- The JSIS career office also coordinated the following events to encourage government service in 2017-2018:
  - Meet the Employer - CIA
  - Virtual Info Session – Presidential Management Fellowship (x2)
  - Career fair – Government job and internship fair
  - Career workshop – Public Service Opportunities
  - Alumni event – Foreign policy and international studies careers symposium/ networking reception
  - Meet the employer – Defense Intelligence Agency
  - Career workshop – Careers in the Foreign Service
  - Info Session - Rangel International Affairs Fellowships
  - Career Talk – Navigating USAjobs for federal careers (with JSSA)
  - Alumni Careers talk – creativity in problem solving through USAID with Janet Stormes
  - Career workshop – Careers in DC
  - Career workshop – Public Service Opportunities
  - Meet the employer – National Nuclear Security Administration/ Pacific Northwest National Labs
  - Career workshop – Careers in Global Development
  - Career fair – spring job and internship fair
- The JSIS Alumni Relations office coordinates events and facilitates connections between current students and alumni, many of whom 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.
- 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.
- The East Asia Center 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.

## Course Index

### Courses (listed alphabetically)

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Comparative Literature	10
Gender, Women & Sexuality Studies	10
Geography	10
History of Asia	10
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Religion	16
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UW Tacoma Campus	17
College of Built Environment	17

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %	
				UG	G	UG	G	2019			
<b>Anthropology</b>											
ANTH 210	Intro Environ Anthropology (Asia)	Harrell	W	87	0				5	25% ~	
ANTH 235	Global Feminist Art	Welland	SP			23	0		5	25% ~	
ANTH 269	Intro To Silk Road	Mawkanuli	A	10	0	12	0		5	50% ~	
ANTH 269 (B)	Intro To Silk Road	Mawkanuli	SU	2	0				5	50% ~	
ANTH 328	Gender and Sex in China	Welland	SP	12	0				5	100% ^	
ANTH 357	Cultures of Central and Inner Asia	Mawkanuli	SP	9	0	17	0		5	100%	
ANTH 369	Problems in Anthro (Central Asia)	Mawkanuli	W			7	0		5	25% ~	
ANTH 407	East Asia Global Futures	Arai	SU	4	1	9	0		5	100% ^	
ANTH 442	Global Asia	Welland	W			7	2		5	50% ~	
ANTH 443	Anthropology of Modern Japan	Arai	A	12	0	0	0	X	5	100% ^	
ANTH 443	Anthropology of Modern Japan	Arai	SP			24	2	X	5	100% ^	
ANTH 444	Politics of Representation in Modern China	Anagnost	SP	12	1	24	2		5	100% ^	
ANTH 448	Modern Korean Society	Sorensen	A	12	0	5	1	X	5	100% ^	
ANTH 449	Social Change of East Asia	Sorensen	SP	3	0	30	2	X	5	100% ^	
ANTH 522	Cultures of Central and Inner Asia	Mawkanuli	SP				15		5	100%	
<b>Architecture</b>											
ARCH 402	Architectural Design VI (Global)	Oshima	SP	3	0				6	25% ~	
ARCH 441	Visions of the Japanese House	Oshima	W	6	1				3	100%	
ARCH 441	Visions of the Japanese House	Oshima	A			9	1		3	100%	
ARCH 502	Architectural Design III (Global)	Oshima	SP	0	3				6	25% ~	
ARCH 504	Architectural Design Studio Option	Oshima	SP	0	6				6	25% ~	
ARCH 541	Visions of the Japanese House	Oshima	W	0	10				3	100%	
ARCH 541	Visions of the Japanese House	Oshima	A				9	0	3	100%	
L ARCH 498	Advocacy & the Built Environ (Global)	Hou	SP	4	0				3	25% ~	
L ARCH 598	Advocacy & the Built Environ (Global)	Hou	SP	0	2				3	25% ~	
<b>Arctic Studies</b>											
ARCTIC 200	Indigenous Diplomacies and International Relations in the Arctic	Ray	AU	0	0		19	1	X	3	25% ~

^Cross-listed course; \*Supported with NRC funds in 2018-19

#2014-15: Anticipated course offerings

~See Endnote

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UW East Asia Center 1

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
ARCTIC 391	Climate Change - An Int'l Perspective	Pavia	W	9	0				5	25% ~
ARCTIC 400	Integrating Policy and Science in Arctic Studies	Gallucci	W	22	2			X	3	25% ~
<b>Art History</b>										
ART H 212	Chinese Art	Wang	A	143	3			X	5	100%
ART H 310	Chinese Art and Architecture	Wang	W	65	0				5	100%
ART H 311	Art Imperial China	Silberstein	SP			62	0		5	100%
ART H 412	Chinese Bronzes	Wang	SP	24	0				5	100%
ART H 413	Topics in Chinese Art: Qing Workshops	Wang	A	5	0					100%
ART H 413	Topics in Chinese Art: Curatorial Themes	Foong	SP	8	1	10	0		5	100%
ART H 511	Seminar in Chinese Art	Wang	A		3				5	100%
ART H 521	Topics in Asian Art: Chinese Bronzes	Wang/ Foong	SP	0	1	0	6		5	100%
<b>Asian Language and Literature</b>										
ASIAN 201	Literature and Culture of China	Wang	SP	22	1	31	0		5	100%
ASIAN 201	Literature and Culture of China	Chapman	SU			13	1		5	100%
ASIAN 204	Literature and Culture of Modern China	Hamm	A					X	5	100%
ASIAN 205	Literature and Culture of Modern Japan	Mack	SU	12	3	9	0		15	100%
ASIAN 207 A	Narrating History in Korean Literature and Film	Cho	W	19	1				5	100%
ASIAN 207 A	Special Topics in Literature and Culture of Asia	Hamm	W			60	0		5	25% ~
ASIAN 207 B	Anime and Animation	Jesty	SP			65	0		5	100%
ASIAN 211	Languages and Culture of China	Yue-Hashimoto/Handel	SP	27	2	31	0		5	100%
ASIAN 263	Great Works of Asian Literature	Chapman	A	23	2				5	25% ~

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

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UW East Asia Center 2

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
ASIAN 401	Introduction to Asian Linguistics	Handel	W	34	1				5	25% ~
ASIAN 498	Literacy Across Cultures	Lu	W			11	0		5	25% ~
ASIAN 498	4th Year Japanese	Ohta	A	15	0				5	100%
ASIAN 503	Seminar in Asian Linguistics	Ohta	SP	0	3	0	9	X	5	100%
ASIAN 590	Seminar in Translation studies	Cho	SP	0	4				5	25% ~
<b>Chinese Language</b>										
CHIN 101 (A)	1st Year Chinese Non Heritage	Varies	A	51	2	55	0	X	5	100%
CHIN 101 (B)	1st Year Chinese Non Heritage	Varies	A	57	1	53	0	X	5	100%
CHIN 102 (A)	1st Year Chinese Non Heritage	Varies	W	36	0	38	4	X	5	100%
CHIN 102 (B)	1st Year Chinese Non Heritage	Varies	W			52	3	X	5	100%
CHIN 103 (A)	1st Year Chinese Non Heritage	Yu	SP	21	3	33	5	X	5	100%
CHIN 103 (B)	1st Year Chinese Non Heritage	Yu	SP	29	0	44	2	X	5	100%
CHIN 111	1st Year Chinese Heritage	Cao/ Zhu	A	17	1	16	2	X	5	100%
CHIN 112	1st Year Chinese Heritage	Cao	W	16	0	12	1	X	5	100%
CHIN 113	1st Year Chinese Heritage	Cao	SP	13		14	1	X	5	100%
CHIN 134	1st Year Chinese Non Heritage - Intensive	Newton	SU	24	1	17	2	X	15	100%
CHIN 201 (A)	2nd Year Chinese Non Heritage	Zhu/Cao	A	16	3	19		X	5	100%
CHIN 201 (B)	2nd Year Chinese Non Heritage	Cao	A	11	1	14	2	X	5	100%
CHIN 201 (C)	2nd Year Chinese Non Heritage	Chen	A	12	0			X	5	100%
CHIN 202 (A)	2nd Year Chinese Non Heritage	Cao	W	15	1	18	1	X	5	100%
CHIN 202 (B)	2nd Year Chinese Non Heritage	Cao	W	11	1	9	2	X	5	100%
CHIN 202 (C)	2nd Year Chinese Heritage	Cao	W	7	1			X	5	100%
CHIN 203 (A)	2nd Year Chinese Non Heritage	Cao	SP	10	1	18	2	X	5	100%
CHIN 203 (B)	2nd Year Chinese Non Heritage	Cao	SP	5	2	10	1	X	5	100%
CHIN 203 (C)	2nd Year Chinese Non Heritage	Cao	SP	12	1	0	0	X	5	100%
CHIN 211	2nd Year Chinese Heritage	Varies	A	7	1	12	1	X	5	100%
CHIN 212	2nd Year Chinese Heritage	Bi	W	8	1	8	1	X	5	100%
CHIN 213	2nd Year Chinese Heritage	Bi	SP	4	1	11	1	X	5	100%
CHIN 234	2nd Year Chinese Non Heritage - Intensive	Cao	SU	7	1	3	1	X	15	100%

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

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UW East Asia Center 3

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
CHIN 301 (A)	3rd Year Chinese Non Heritage	Varies	A	15	5	6	4	X	5	100%
CHIN 301 (B)	3rd Year Chinese Non Heritage	Varies	A	18	2	16	2	X	5	100%
CHIN 302(A)	3rd Year Chinese Non Heritage	Bi	W	13	4	4	0	X	5	100%
CHIN 302 (B)	3rd Year Chinese Non Heritage	Bi	W	17	5	11	2	X	5	100%
CHIN 303 (A)	3rd Year Chinese Non Heritage	Bi	SP	12	1	6	0	X	5	100%
CHIN 303 (B)	3rd Year Chinese Non Heritage	Bi	SP	16	6	13	2	X	5	100%
CHIN 342	The Chinese Language	Handel/ Zhang	A	29	0	13	0	X	5	100%
CHIN 342	The Chinese Language	Lu	SP	14	0	18	0	X	5	100%
CHIN 373	Chinese Poetry	Wang/ Chen	A	23	0	23	0	X	5	100%
CHIN 374	Chinese Prose	Chapman	W	12	1	12	1		5	100%
CHIN 411	4th Year Chinese	Cao	A	11	2	25	6	X	5	100%
CHIN 412	4th Year Chinese	Lu	W	6	3	17	5	X	5	100%
CHIN 413	4th Year Chinese	Lu	SP	8	2	13	6	X	5	100%
CHIN 442	The Chinese Language	Handel/ Zhang	A	2	3	1	2		5	100%
CHIN 443	The Structure of Chinese	Yue-Hashimoto	SP	2	5				5	100%
CHIN 451	1st Year Classical	Boltz	A	10	6	16	5	X	5	100%
CHIN 452	1st Year Classical	Boltz	W	6	6	13	5	X	5	100%
CHIN 453	1st Year Classical	Boltz	SP	4	4	10	5	X	5	100%
CHIN 463	History of Chinese Literature	Hamm	SP			31	3	X	5	100%
CHIN 470	Advanced Readings in Modern Chinese	Bi	W	2	0				5	100%
CHIN 482	Advanced Readings in Modern Chinese	Yu/ Hamm	A	3	3	6	3	X	5	100%
CHIN 496	Chinese Reading for Advanced Students	Handel	SP	3	1			X	5	100%
CHIN 496	Special Studies Chinese	Wang	W			18	2	X	5	100%
CHIN 499	Undergrad Research	Varies	W	0	1			X	3 TO 5	25% ~
CHIN 499	Undergrad Research	Varies	SP	0	0	1	0	X	3 TO 5	25% ~
CHIN 540	Seminar on Chinese Linguistics	Yue-Hashimoto	A			0	3	X	5	100%
CHIN 540	Seminar on Chinese Linguistics	Lu	W	0	2			X	5	100%
CHIN 540 (A)	Seminar on Chinese Linguistics	Boltz	W			0	5	X	5	100%

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

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UW East Asia Center 4

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
CHIN 540 (B)	Seminar on Chinese Linguistics	Boltz	W			0	3	X	5	100%
CHIN 542	Chinese History of Phonology	Handel	W	2	2	1	4		5	100%
CHIN 551	Second Year Classical	Boltz	A					X	2	100%
CHIN 553	2nd Year Classical	Chapman	SP	1	5				5	100%
CHIN 557	Chinese Philology	Boltz	A	0	8				5	100%
CHIN 558	Chinese Lexicology	Botz	A			3	7			100%
CHIN 559	Methods and Materials	Chapman	SP			0	10		5	100%
CHIN 560	Proseminar Chinese	Boltz	W			6	1		5	100%
CHIN 561	Studies Chinese Literature	Wang	A	1	7				5	100%
CHIN 561	History Chinese Literature	Lien	A			0	2		5	100%
CHIN 562	History Chinese Literature	Wang	W	0	10				5	100%
CHIN 573	Seminar on Chinese Poetry	Wang	SP	1	4	5	5		5	100%
CHIN 582	Seminar Vernacular Literature	Hamm	A					X	5	100%
JAPAN 111 (A)	1st Year Japanese	Varies	A	82	5	100	5	X	5	100%
JAPAN 111 (B)	1st Year Japanese	Varies	A	76	3	112	0	X	5	100%
JAPAN 111 (C)	1st Year Japanese	Varies	A	87	3	96	0	X	5	100%
JAPAN 112 (A)	1st Year Japanese	Varies	W	94	2	90	4	X	5	100%
JAPAN 112 (B)	1st Year Japanese	Varies	W	90	1	102	0	X	5	100%
JAPAN 112 (C)	1st Year Japanese	Varies	W	36	5	101	1	X	5	100%
JAPAN 113 (A)	1st Year Japanese	Bond/ Ohta	SP	35	2	102	6	X	5	100%
JAPAN 113 (B)	1st Year Japanese	Ohta	SP	89	1	102	2	X	5	100%
JAPAN 113 (C)	1st Year Japanese	Ohta	SP	73	2	105	0	X	5	100%
JAPAN 134	1st Year Japanese - Intensive	Nishikawa	SU	30	3	49	1	X	5	100%
JAPAN 211 (A)	2nd Year Japanese	Varies	A	39	7	41	2	X	5	100%
JAPAN 211 (B)	2nd Year Japanese	Varies	A	40	2	36	4	X	5	100%
JAPAN 211 (C)	2nd Year Japanese	Varies	A	46	1	51	1	X	5	100%
JAPAN 212 (A)	2nd Year Japanese	Varies	W	25	7	23	4	X	5	100%
JAPAN 212 (B)	2nd Year Japanese	Varies	W	41	3	36	2	X	5	100%
JAPAN 212 (C)	2nd Year Japanese	Varies	W	41	0	43	1	X	5	100%
JAPAN 213 (A)	2nd Year Japanese	Iwata	SP	25	6	21	2	X	5	100%
JAPAN 213 (B)	2nd Year Japanese	Iwata	SP	27	2	41	1	X	5	100%
JAPAN 213 (C)	2nd Year Japanese	Iwata	SP	41	1	48	3	X	5	100%

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

PR/Award # P015A180004

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UW East Asia Center 5

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JAPAN 234	2nd Year Japanese - Intensive	Ohta	SU	23	2	9	2	X	5	100%
JAPAN 311 (A)	3rd Year Japanese	Matsuda-Kiami	A	24	4	26	4	X	5	100%
JAPAN 311 (B)	3rd Year Japanese	Matsuda-Kiami	A	28	3	30	0	X	5	100%
JAPAN 311 (C)	3rd Year Japanese	Matsuda-Kiami	A	27	1	29	4	X	5	100%
JAPAN 312 (A)	3rd Year Japanese	Matsuda-Kiami	W	19	2	24	1	X	5	100%
JAPAN 312 (B)	3rd Year Japanese	Matsuda-Kiami	W	30	0	26	1	X	5	100%
JAPAN 312 (C)	3rd Year Japanese	Matsuda-Kiami	W	26	3	30	5	X	5	100%
JAPAN 313 (A)	3rd Year Japanese	Matsuda-Kiami	SP	17	2	27	0	X	5	100%
JAPAN 313 (B)	3rd Year Japanese	Matsuda-Kiami	SP	24	1	29	3	X	5	100%
JAPAN 313 (C)	3rd Year Japanese	Matsuda-Kiami	SP	27	2	28	6	X	5	100%
JAPAN 317	Chanoyu	Olson	A			23	0	X	5	100%
JAPAN 317	Chanoyu	Mitchell	SP			36	0	X	5	100%
JAPAN 321	Japanese Literature I	Atkins/Browne	A	38	2	30	0	X	5	100%
JAPAN 322	Japanese Literature II	Jesty/Bhowmik	W	32	1	30	0	X	5	100%
JAPAN 325	Introduction to Japanese Film	Mack/ Jesty	SP	21	1	30	0	X	5	100%
JAPAN 334	3rd Year Japanese	Tsujihara	SU	15	5	15	6	X	5	100%
JAPAN 343	Japanese Language in Society	Ohta	A	31	0	32	0	X	5	100%
JAPAN 360 (A)	Okinawa in the Japanese Literary Imagination	Bhowmik	W	30	0			X	5	100%
JAPAN 360 (A)	Japanese Proletarian Literature	Mack	SP	22	0			X	5	100%
JAPAN 360 (B)	Japanese Literature Since the 1970s	Lowy	SP	25	0			X	5	100%

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JAPAN 360 (A)	"Mixed Race" and Ethnicity in Japan, East Asia and the United States	Mack	A			12	0		5	100%
JAPAN 361	Topics in Japanese Film	Kaminishi/Bhomik	A	29	0	19	0		5	100%
JAPAN 361	Topics in Japanese Film	Bhomik	SP	19	0				5	100%
JAPAN 361	Topics in Japanese Film	Mack	W			31	0		5	100%
JAPAN 380	Avant-Garde, Pop Art and Culture in Japan	Jesty	W			29	0		5	100%
JAPAN 421 (A)	4th Year Japanese	Nishikawa	A			19	1	X	5	100%
JAPAN 421 (B)	4th Year Japanese	Nishikawa	A	22	1	19	1	X	5	100%
JAPAN 421 (B)	4th Year Japanese	Nishikawa	W			20	0	X	5	100%
JAPAN 422 (A)	4th Year Japanese	Nishikawa	W	19	1	10	1	X	5	100%
JAPAN 423 (A)	4th Year Japanese	Nishikawa	SP	11	1	13	0	X	5	100%
JAPAN 431	Readings in Modern Japanese Literature	Bhowmik	A	21	1	23	1	X	5	100%
JAPAN 432	Readings in Modern Japanese Literature	Mack/ Jesty	W	15	4	22	2	X	5	100%
JAPAN 433	Readings in Modern Japanese Literature	Jesty/ Mack	SP	19	1	27	2	X	5	100%
JAPAN 435	Seminar of Modern Japanese Literature	Bhowmik	SP	10	0	11	0	X	5	100%
JAPAN 441	The Acquisition of Japanese as a Second or Foreign Language	Ohta	W	27	3	28	1		5	100%
JAPAN 442	Japanese Syntax and Semantics	Ogihara	SP	3	0				5	100%
JAPAN 443	Topics in Japanese Sinolinguistics	Ohta	SP	19	0	20	0	X	5	100%
JAPAN 471	Introduction to Classical Japanese	Henderson/Browne	W	12	2	17	5	X	5	100%
JAPAN 472	Readings in Classical Literature I	Henderson/Browne	SP	5	2	11	5		5	100%
JAPAN 481	Advanced Japanese Through Content	Ohta	A			17	3		5	
JAPAN 499	Undergrad Research	Varies	A	2	0	0	0	X	3 TO 5	100%
JAPAN 499	Undergrad Research	Varies	W	1	0	2	0	X	3 TO 5	100%
JAPAN 499	Undergrad Research	Varies	SP	1	0	0	0	X	3 TO 5	100%
JAPAN 505	Kambun	Atkins	W			0	5		5	100%
JAPAN 531	Advanced Reading Modern Japanese	Mack	A	0	5			X	5	100%
JAPAN 532	Advanced Reading Modern Japanese	Bhowmik	W	0	3	0	4		5	100%

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‡2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JAPAN 533	Advanced Reading Modern Japanese	Mack	SP			0	5			100%
JAPAN 561	No and Kyogen	Atkins	SP	0	5				5	100%
JAPAN 573	Advanced Reading in Classical Japanese	Atkins	SP			0	5	X	5	100%
JAPAN 580	Development of Modern Japanese Fiction	Bhowmik	A					X	5	100%
JAPAN 590	Seminar on Japanese Literature	Jesty	W	0	3				5	100%
JAPAN 591	Seminar on Japanese Film	Jesty	A			0	9		5	100%
JAPAN 591	Seminar on Japanese Literature	Jesty	SP	0	2				5	100%
KOREAN 101 (A)	1st Year Korean Non Heritage	Kim	A	58	0	40	2	X	5	100%
KOREAN 101 (B)	1st Year Korean Non Heritage	Kim	A	57	1	42	2	X	5	100%
KOREAN 101 (C)	1st Year Korean Non Heritage	Kim	A	0	0	44	0	X	5	100%
KOREAN 102 (A)	1st Year Korean Non Heritage	Kim	W	52	0	30	0	X	5	100%
KOREAN 102 (B)	1st Year Korean Non Heritage	Won/Kim	W	45	2	46	0	X	5	100%
KOREAN 102 (C)	1st Year Korean Non Heritage	Kim	W			43	1	X	5	100%
KOREAN 103 (A)	1st Year Korean Non Heritage	Kim	SP	43	0	30	0	X	5	100%
KOREAN 103 (B)	1st Year Korean Non Heritage	Kim	SP	45	0	32	0	X	5	100%
KOREAN 103 (C)	1st Year Korean Non Heritage	Kim	SP			58	0	X	5	100%
KOREAN 134	1st Year Korean Non Heritage - Intensive	Kim	SU	15	5	25	4	X	5	100%
KOREAN 201 (A)	2nd Year Korean Non Heritage	Kim/Won	A	66	2	42	2	X	5	100%
KOREAN 202 (A)	2nd Year Korean Non Heritage	Kim/ Won	W	49	2	40	1	X	5	100%
KOREAN 203 (A)	2nd Year Korean Non Heritage	Kim/ Won	SP	42	2	39	1	X	5	100%
KOREAN 301	3rd Year Korean	Kim/Won	A	15	3	16	1	X	5	100%
KOREAN 302	3rd Year Korean	Kim/Won	W	11	2	12	0	X	5	100%
KOREAN 303	3rd Year Korean	Kim/ Won	SP	10	2	15	0	X	5	100%
KOREAN 360	Korean Literature and Culture	Cho	W			21	0	X	5	100%
KOREAN 365	Korean Pop Culture	Kim	SP			33	0		5	100%
KOREAN 415	Readings in Korean Literature and Culture	Cho	A	9	1	9	0	X	5	100%
KOREAN 416	Korean Literature	Cho	W	8	2	11	0	X	5	100%
KOREAN 417	Readings in Korean Journals	Cho	SP	4	1			X	5	100%
KOREAN 417	Readings in Korean Literature and Culture	Park	SP			14	1		5	100%
KOREAN 499	Independent Study	Varies	W	0	0	1	0	X	3 TO 5	100%

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‡2014-15: Anticipated course offerings

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018-	Credits	Area %
				UG	G	UG	G	2019*		
<b>Business (International)</b>										
I BUS 300 (A)	Global Business Perspective	Beard	SP	91	5	120	0	X	4	25% ~
I BUS 300 (A)	Global Business Perspective	Beard	A	84	0	96	1	X	4	25% ~
I BUS 300 (A)	Global Business Perspective	Beard	W			84	1	X	4	25% ~
I BUS 300 (A)	Introduction to Global Business	Conley/ Pollack	SU	24	0	0	0	X	4	25%~
I BUS 300 (B)	Global Business Perspective	Beard	SP	85	3	126	0	X	4	25% ~
I BUS 300 (B)	Global Business Perspective	Beard	A			78	0	X	4	25% ~
I BUS 300 (B)	Global Business Perspective	Beard	W	90	0	70	0	X	4	25% ~
I BUS 300 (B)	Global Business Perspective	Conley	SU	28	0			X	4	25% ~
I BUS 300 (C)	Global Business Perspective	Beard	SP	72	1			X	4	25% ~
I BUS 300 (C)	Global Business Perspective	Pollack	A			36	0	X	4	25% ~
I BUS 300 (C)	Global Business Perspective	Pollack	W	81	0	51	0	X	4	25% ~
I BUS 440	Business in Asia	Giambattista/ Pursell	SP	14	0	17	0		5	50% ~
I BUS 461	Tech Policy East Asia	Anchordoguy	W	5	0	1	0		5	100%^
I BUS 462	Japanese Business Tech	Anchordoguy	A			6	0		5	100%
I BUS 491 (E)	CISB Seminar Japan Track	Anchordoguy	SP	10	0	7	0	X	1	100%
I BUS 491 (E)	CISB Seminar Japan Track	Anchordoguy	A	12	0	12	0	X	1	100%
I BUS 491 (E)	CISB Seminar Japan Track	Anchordoguy	W	12	0	9	0	X	1	100%
I BUS 491 (F)	CISB Seminar China Track	Ou	SP	12	0	10	0	X	1	100%
I BUS 491 (F)	CISB Seminar China Track	Ou	A	10	0	10	0	X	1	100%
I BUS 491 (F)	CISB Seminar China Track	Ou	W	12	0	11	0	X	1	100%
I BUS 561	Tech Policy East Asia	Anchordoguy	W	0	0	0	1		5	100%^
I BUS 570 (A)	International Study Tour (China)	Siegel	W			0	5		2	100%
I BUS 570 (B)	International Study Tour (Japan)	Siegel	W			0	9		2	100%
<b>Comparative History of Ideas</b>										
CHID 270	Animation: Myazaki and the Vitality of Media	Thurtle	SU			9	0		5	100%

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‡2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
CHID 495	Close Reading - Animation: Miyazaki	Thurtle	SU	9	0				5	100%
<b>Comparative Literature, Cinema &amp; Media Studies</b>										
CMS 271	Film: Directors From Around the World	Braester	A	115	0			X	5	25% ~
CMS 320	Cinema and Nation (Japan)	Mack	SP	5	0			X	5	100%
CMS 397	Hirokazu	Bhomik	SP	16	0				5	100%
CMS 397	Topics in Japanese Film: Oshima Nagisa	Bhomik	A			10	0		5	100%
CMS 597	Topics Cinema/Media: Sinophone Culture in the 80's	Braester	A	0	3				5	100%
CMS 597	Intra Asian and Global Cinema	Braester	A			0	4			50% ~
<b>Gender, Women, and Sexuality Studies</b>										
GWSS 235	Global Feminist Art	Welland	A			65	1		5	25% ~
GWSS 328	Gender Sex China	Welland	SP	37	0				5	100% ^
<b>Geography</b>										
GEOG 236	Development in China	Chan	W	33	2			X	5	100% ^
GEOG 435	Industrialization and Urban China	Chan	SP	18	1	36	2	X	5	100% ^
GEOG 505	Chinese Development	Chan	A	0	7			X	5	100%
<b>History of Asia</b>										
HSTAS 211	History of Chinese Civilization	Chapman/Mosca	SP	77	5	79	3	X	5	100%
HSTAS 211	History of Chinese Civilization	Mosca	SU			4	0	X	5	100%
HSTAS 212	History of Korean Civilization	Nam	W	44	1			X	5	100%
HSTAS 212	History of Korean Civilization	Nam	A			39	1	X	5	100%

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
HSTAS 214	Modern Korean History through Film	Nam	A	35	1				5	100%
HSTAS 241	Japan Civilizations	Hasegawa	W	20	1				5	100%
HSTAS 254	China in 20th Century	Dong	W	23	7				5	100%
HSTAS 254	China in 20th Century	Dong	SU			7	0		5	100%
HSTAS 290	Gender, Sexuality and the Politics of Queer in Modern Japan	Hasegawa	W	13	0				5	100%
HSTAS 290	Gender, Sexuality and the Politics of Queer in Modern Japan	Hasegawa	SP	10	0				5	100%
HSTAS 327	China & the West	Mosca	A	15	0	13	3		5	100%
HSTAS 354	Modern China: From Empire to Republic	Van Duyn	SU	13	0				5	100% ^
HSTAS 423	History of Modern Japan	Hasegawa	A	19	2			X	5	100% ^
HSTAS 424	Postwar Japan	Pyle	SP	25	1	38	7	X	5	100%
HSTAS 453	Chinese History 1276-1895	Mosca	W	29	8				5	100%
HSTAS 456	Chinese Social History	Dong	SP	4	3	12	2	X	5	100% ^
HSTAS 482	History of Modern Korea	Nam	SP	24	1				5	100%
HSTAS 490 (A)	Hiroshima and Nagasaki	Pyle	A	1	0	0	0	X	5	100% ^
HSTAS 490 (B)	Japanese History in Perspective	Metzler	A			7	0		5	100% ^
HSTAS 555	China Research Seminar	Mosca	W	0	8			X	5	100%
HSTAS 556	China Research Seminar	Mosca	SP	0	6			X	5	100%
HSTAS 561	China: 1276-1895	Mosca	A	0	2				5	100%
HSTAS 590 (A)	Topics in Asian History - Hiroshima and Nagasaki	Pyle	A	0	1	0	0	X	5	100% ^
<b>International Studies</b>										
JSIS 201	Making of the 21st Century (Global)	Bachman/ Migdal	W	280	1	225	8	X	5	25% ~
JSIS 203	The Rise of Asia	Varies/Kale	A	66	2	70	5	X	5	25% ~
JSIS 222	Markets and Economies (Global)	Begun	A	36	1	38	0		5	25% ~

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JSIS 483 (A)	Spaces of Possibility in and Beyond Asia	Arai	SU			2	0		5	100%
JSIS 484 (F)	Religion in Korea	Sorensen	W	8	0				5	100%
JSIS 484 (B)	Hiroshima and Nagasaki	Pyle	A	2	0	7	0	X	5	100%^
JSIS 484 (C)	Meiji Civilization	Hasegawa	A	6	1				5	100%
JSIS 484 (A)	Japanese History in Ecological Perspective	Metzler	A			3	0		5	100%
JSIS 484 (C)	"Mixed Race" and Ethnicity in Japan	Arai	A			7	0		5	100%^
JSIS 484 (A)	Modern Taiwanese History	Lin	W			12	1		5	100%
JSIS 484 (G)	Special Topics East Asia	Ha	W			4	0		5	100%
JSIS 484 (B)	The US in Asia and a Globalized World	Hellman	SP	10	0	14	0	X	5	100%
JSIS 484 (D)	East Asia: Globalization from Bottom Up	Arai	A					X	5	100%
JSIS 490	Seminar in Buddhist Studies	Tokuno	W	4	0			X	5	50% ~
JSIS 495	Task Force: Maritime Security in the Asia-Pacific	Mallory	W	15	0				5	100%
JSIS 578	Special Topics Global: Late Industrialization and Social Change	Ha	A	0	1	0	0		5	25% ~
JSIS 578	Career and Professional Development in International Studies	Lyon	SP			0	7		2	25% ~
JSIS 583 (A)	Special Topics Asia: Taiwan Society	Lavelly	A	0	6				5	100%
JSIS 584 (B)	Hiroshima and Nagasaki	Pyle	A	0	5	0	2	X	5	100%^
JSIS 584 (F)	Religion in Korea	Sorensen	W	0	3				5	100%
JSIS 584 (A)	Japanese History in Ecological Perspective	Metzler	A			0	2		5	100%
JSIS 584 (C)	Making Modern Taiwan	Lin	A			0	6		5	100%^
JSIS 584 (D)	Political Economy of China	Yang	A			0	5		5	100%^
JSIS 584 (B)	Anthropology of Modern Japan	Arai	SP			0	5		5	100%
JSIS 584 (A)	US in Asia and a Globalized World	Hellmann	SP	0	0	0	9	X	5	100%
JSIS A 207	Asian Civilization Traditions	Porter	SU	13	2	5	0	X	5	25% ~
JSIS A 212	History of Korean Civilization	Nam	W	29	0			X	5	100%
JSIS A 212	History of Korean Civilization	Nam	A			30	0	X	5	100%
JSIS A 213	Korean World Politics	Ha	SP	21	1	20	0	X	5	100%^
JSIS A 236	Development in China	Chan	W	10	0			X	5	100%^

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JSIS A 241	Japan Civilization	Hasegawa	W	20	0				5	100%
JSIS A 242	Introduction Contemporary Japan	Anchordoguy/ Pekkanen	W	73	7	58	10	X	5	100%
JSIS A 254	China in the 20th Century	Dong	W	21	1	8	0		5	100%
JSIS A 268	Intro to the Silk Road	Mawkanuli	A	4	0			X	5	100%^
JSIS A 268	Intro to the Silk Road	Mawkanuli	SU	2	0	1	0	X	5	100%^
JSIS A 305 (A)	Changing Generations: Japan and East Asia	Arai	W	20	0	15	0		5	100%
JSIS A 305 (B)	Changing Generations: Japan and East Asia	Arai	W	18	0				5	100%
JSIS A 327	China and the West	Mosca	A	13	1	15	0		5	100%
JSIS A 328	Gender Sex China	Welland	SP	17	0				5	100%^
JSIS A 357	People and Cultures of Central and Inner Asia	Mawkanuli	SP	6	0				5	25% ~
JSIS A 403	Politics of Representation in Modern China	Anangnost	SP	15	2	19	4	X	5	100%^
JSIS A 404	Religion in China	Tokuno	W	21	0			X	5	100%
JSIS A 405	Social Change in East Asia	Sorensen	SP	35	3	31	1	X	5	100%^
JSIS A 407	East Asia Global Future	Arai	SU	11	2	2	2		5	100%
JSIS A 408	Government & Politics of China	Whiting	SP	27	4			X	5	100%^
JSIS A 408	Government & Politics of China	Whiting	A			17	3	X	5	100%^
JSIS A 408	Government & Politics of China	Whiting	SU			3	1	X	5	100%^
JSIS A 423	History of Modern Japan	Metzler	W			24	6	X	5	100%^
JSIS A 424	Postwar Japan	Pyle	SP	24	7	35	5		5	100%^
JSIS A 431	Demographic Issues in Asia	Lavelly	W	18	1			X	5	50%^
JSIS A 435	Government and Politics of Japan	Pekkanen,R	SP			29	2	X	5	100%
JSIS A 436	Political Parties of Japan	Krauss	SP	4	1				5	100%^
JSIS A 437	Japan International Relations	Pekkanen,S	A			24	1	X	5	100%
JSIS A 448	Modern Korean Society	Sorensen	A	24	1	22	1	X	5	100%^
JSIS A 449	Anthropology of Modern Japan	Arai	A	31	3			X	5	100%^
JSIS A 449	Anthropology of Modern Japan	Arai	SP			15	5	X	5	100%^
JSIS A 452	Global Asia	Welland	W			8	2	X	5	75%^ ~

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JSIS A 456	Chinese Social History	Dong	SP	13	3	7	0	X	5	100%^
JSIS A 459	US-China Relations	Bachman	SU	6	5	6	1	X	5	100%^
JSIS A 459	US-China Relations	Bachman	SP			39	5	X	5	100%^
JSIS A 466	Comparative Political Korean Studies	Ha	W	4	1	9	0	X	5	100%^
JSIS A 469	North Korean Society	Sorensen	W	17	0	30	0		5	100%^
JSIS A 472	Tech Policy of East Asia	Anchordoguy	W	7	0	8	0	X	5	100%
JSIS A 473	Political Economy of Japan	Anchordoguy	SP	20	0	6	1	X	5	100%
JSIS A 478	Japanese Business and Technology	Anchordoguy	A			19	1	X	5	100%
JSIS A 521	Seminar of Interdisciplinary Studies in China	Dong/Bachman	W	0	9	0	9	X	5	100%
JSIS A 522	Seminar of Interdisciplinary Studies in China	Dong/Bachman	SP	0	8	0	10	X	5	100%
JSIS A 532	The Chinese Political System	Whiting	A			0	5	X	5	100%^
JSIS A 535	Modern China IR	Bachman	A			1	8	X	5	100%^
JSIS A 537	Japan International Relations	Pekkanen,S	A			0	3	X	5	100%^
JSIS A 540	Japanese Law	Chafee	W	1	3			X	4	100%^
JSIS A 541	Chinese Law	Zang	W	0	4	0	0	X	4	100%^
JSIS A 548	National Security Japan	Pekkanen,S	SP			3	5			100%
JSIS A 551	International Relations of Northeast Asia	Hellmann	W	1	11	0	6	X	5	100%^
JSIS A 555	Introduction to Japanese Studies	Anchordoguy	A	0	6	0	5	X	5	100%
JSIS A 566	Comparative Political Korean Studies	Ha	W	0	0	0	1	X	5	100%^
JSIS A 569	North Korean Society	Sorensen	W	1	0	0	0		5	100%^
JSIS A 573	Political Economy Japan	Anchordoguy	SP	0	2	0	0	X	5	100%
JSIS A 581	Tech Policy of East Asia	Anchordoguy	W			0	4	X	5	100%^
JSIS A 584	Survey of Korean Society	Sorensen	A					X	5	100%
JSIS A 585	Seminar: Modern Korea	Ha	W	0	3	0	1	X	6	100%
JSIS A 588	Making Modern Taiwan	Lin	A					X	5	100%
JSIS B 330	International Political Economy	Long	W	63	1				5	25% ~
JSIS B 331	Political Economy of Development	Begun	SU	5	1			X	5	25% ~
JSIS B 332	Political Economy International Trade	Begun	W	47	4	40	5		5	25% ~
JSIS B 332	Political Economy International Trade	Begun	SU	11	3				5	25% ~
JSIS B 391	Climate Change	Pavia	W	4	0				5	25% ~

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
JSIS B 430	Late Industrial and Social Change (EA)	Ha	A	18	0	23	0		5	25% ~
JSIS B 472	Electoral Systems (EA)	Pekkanen, R	A			17	2		5	25% ~
JSIS C 202	Eastern Religions	Tokuno	A	48	0			X	5	50% ~
JSIS C 490	Seminar in Buddhist Studies	Tokuno	A	6	1			X	5	50% ~
JSIS C 590	Seminar in Buddhist Studies	Tokuno	A	0	1			X	5	50% ~
JSIS C 598	Comparative Religion	Tokuno	A	0	5			X	5	50% ~
JSIS D 354	Modern China: Empire to Republic	Van Duyn	SU	3	1				5	100%^
JSIS D 572	People and Cultures of Central and Inner Asia	Mawkanuli	SP				1		5	100%^
<b>Law</b>										
LAW A 574	International East Asia Law	Durkee	A	3	16			X	4	100%
LAW B 540	Japanese Law	Chafee	W	1	7	0	5	X	4	100%^
LAW B 541	Chinese Law	Zang	W	2	11		10	X	4	100%^
LAW B 561	International Law of Southeast Asia	Allen	A	1	26				4	25% ~
LAW B 596 (A-D)	International Human Rights	Gonza	A	1	21	2	20		4	25% ~
LAW E 545	International Trade Law	Zang	W	0	13				2	50% ~
LAW E 545	International Trade Law	Zang	SP	0	13				2	50% ~
<b>Law, Societies, and Justice</b>										
LSJ 320	International Human Rights	Mayerfeld	A	112	2	118	0	X	5	25% ~
<b>NEAR E</b>										
NEAR E 268	Intro to the Silk Road	Mawkanuli	A	11	2	6	5	X	5	50%^~
NEAR E 268	Intro to the Silk Road	Mawkanuli	SU	3	4	0	0	X	5	50%^~
NEAR E 358	Islam in China	Mawkanuli	W			8	0	X	5	100%
<b>Near Eastern Languages &amp; Civilization Uygur</b>										
KAZAKH 102	Elementary Kazakh	Mawkanuli	W	0	2			X	5	50% ~

^Cross-listed course; \*Supported with NRC funds in 2018-19

#2014-15: Anticipated course offerings

~See Endnote

Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
KAZAKH 201	Intermediate Kazak	Mawkanuli	A			0	2		5	50%~
KAZAKH 202	Intermediate Kazak	Mawkanuli	W			0	2		5	50%~
KAZAKH 203	Intermediate Kazak	Mawkanuli	SP			0	2		5	50%~
KAZAKH 511	Elementary Kazakh	Mawkanuli	A	0	2			X	5	50%~
KAZAKH 513	Elementary Kazakh	Mawkanuli	SP	0	2			X	5	50%~
UYGUR 402	Uyгур through Culture	Mawkanuli	W	0	2				5	100%
UYGUR 402	Uyгур through Culture	Mawkanuli	SP	0					5	100%
UYGUR 541	Uyгур through Culture	Mawkanuli	A	0	2				5	100%
UYGUR 543	Uyгур through Culture III	Mawkanuli	SP	0	2				5	100%
<b>Political Science</b>										
POL S 204	Intro to Comparative Politics	Whiting	W	97	0	99	1	X	5	25%~
POL S 213	Korean World Politics	Ha	SP	20	0	32	0		5	100%
POL S 333	Politics of Dictatorships	Ma	SU	12	1				5	25%~
POL S 368	International Human Rights	Mayerfeld	A	94	1	135	3	X	5	25%~
POL S 419	US-China Relations	Bachman	SU	8	0	5	0		5	100% ^
POL S 419	US-China Relations	Bachman	SP			36	0		5	100% ^
POL S 424	Japan International Relations	Pekkanen,S	A			15	1	X	5	100% ^
POL S 429	Political Parties of Japan	Krauss	SP	14	0				5	100% ^
POL S 435	Government and Politics of Japan	Pekkanen,R	SP			28	0	X	5	100%
POL S 442	Government and Politics of China	Whiting	SP	47	1			X	5	100% ^
POL S 442	Government and Politics of China	Whiting	A			52	2	X	5	100% ^
POL S 472	Electoral Systems	Pekkanen,R	A			19	0		5	25%~^
POL S 480	Comparative Politics of Korea	Ha	W	3	0	10	0	X	5	100% ^
POL S 487	Law, Democracy, and Authoritarianism	Whiting	SP			15	0		5	25% ~
POL S 532	The Chinese Political System	Whiting	A			1	2		5	100% ^
POL S 535	International Relations of Modern China	Bachman	A	1	4	0	3	X	5	100% ^
POL S 539	International Relations of Northeast Asia	Hellman	W	3	1	0	2	X	5	100% ^
POL S 580	Comparative Politics of Korea	Ha	W	0	0	0	1	X	5	100% ^
<b>Religion</b>										
RELIG 202	Religions, Eastern	Tokuno	A			49		X	5	50% ~

^Cross-listed course; \*Supported with NRC funds in 2018-19

#2014-15: Anticipated course offerings

~See Endnote

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Course Number	Course Title	Faculty	Term	2016-2017		2017-2018		2018	Credits	Area %
				UG	G	UG	G	2019		
RELIG 354	Buddhism	Tokuno	SP			8	0		5	50% ~
RELIG 356	Buddhism & Society	Grant	A					X	5	50% ~
RELIG 490 (A)	Japanese Religion in Practice	Tokuno	SP	4	1				5	100%
RELIG 490 (B)	Topics in Buddhism	Tokuno	A			6			5	50% ~
RELIG 590 (A)	Japanese Religion in Practice	Tokuno	SP	0	2				5	100%
RELIG 590 (B)	Topics in Buddhism	Tokuno	A			0	1		5	50% ~
RELIG 598	Comparative Religion	Tokuno	SP	0	4	0	7	X	5	25% ~
RELIG 598	Comparative Religion	Tokuno	A				5	X	5	500%
<b>Sociology</b>										
SOC 434	Demographic issues in Asia	Lavelly	A	7	0			X	5	50% ^
SOC 464	Contemporary Society in China	Lavelly	W			13	1		5	100%
<b>Tacoma Campus</b>										
TCHIN 101 (A)	1st Year Chinese	Bates	A	4	1	9	0	X	5	100%
TCHIN 101 (B)	1st Year Chinese	Bates	A	9	0	2	0	X	5	100%
TCHIN 101 (C)	1st Year Chinese	Bates	A	11	0	14	4	X	5	100%
TCHIN 101 (D)	1st Year Chinese	Bates	A	6	0	4	1	X	5	100%
TCHIN 102 (A)	1st Year Chinese	Bates	W	4	0	8	0	X	5	100%
TCHIN 102 (B)	1st Year Chinese	Bates	W	3	0	1	0	X	5	100%
TCHIN 102 (C)	1st Year Chinese	Bates	W	8	1	6	1	X	5	100%
TCHIN 102 (D)	1st Year Chinese	Bates	W	8	0	1	0	X	5	100%
TCHIN 103 (A)	1st Year Chinese	Bates	SP	6	1	11	1	X	5	100%
<b>Urban Planning (College of Built Environments)</b>										
URBDP 498 A	Asian Cities - Today and Tomorrow	Rishi	W	75	2				5	50% ~
<b>Endnotes</b>										
	~ This course contains percentage noted of East Asian lecture content and course work.									

^Cross-listed course; \*Supported with NRC funds in 2018-19

‡2014-15: Anticipated course offerings

~See Endnote

## INDEX

### Core Faculty

#### College of Arts and Sciences

##### Department of Anthropology

Anagnost, Ann	Professor	2
Harrell, Stevan	Professor Emeritus	13
Hoffman, Lisa	Associate Professor, UW Tacoma	14

##### School of Art

Wang, Haicheng	Associate Professor	29
Lin, Zhi	Professor	17

##### Department of Asian Languages and Literature

Atkins, Paul	Professor	4
Bhowmik, Davinder	Associate Professor	5
Bi, Nyan-ping	Senior Lecturer	6
Boltz, William	Professor	6
Cao, Yuqing	Lecturer	7
Chapman, Ian	Lecturer	8
Cho, Heekyoung	Assistant Professor	9
Hamm, J. Chris	Professor	12
Handel, Zev	Associate Professor	12
Iwata, Akiko	Lecturer	15
Jetsy, Justin	Assistant Professor	15
Knechtges, David	Professor Emeritus	16
Chan, Lu	Assistant Professor	18

Mack, Edward	Associate Professor	18
Matsuda-Kiami, Izumi	Senior Lecturer	19
Nishikawa, Itsuko	Senior Lecturer	21
Ohta, Amy Snyder	Associate Professor	22
Ohta, Kaoru	Senior Lecturer	23
Wang, Ping	Associate Professor	30
Won, Eunyong	Lecturer	31
Yu, Li Ping	Senior Lecturer	33
Yue-Hashimoto, Anne	Professor	34

### **Department of Comparative Literature**

Braester, Yomi	Professor	7
Tweedie, James	Associate Professor	29

### **Department of Economics**

Wong, Kar-yiu	Professor	32
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### **Department of Geography**

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

### **Department of History**

Ebrey, Patricia	Professor	10
Guy, Kent	Professor Emeritus	10
Metzler, Mark	Professor	20
Mosca, Matthew	Associate Professor	20
Yang, Anand	Professor	32

### **Jackson School of International Studies**

Anchordoguy, Marie	Professor	3
Arai, Andrea	Lecturer	3
Bachman, David	Professor	4
Dong, Madeleine Yue	Professor Chair, China Studies Program	9
Ha, Yong-Chool	Professor	11
Hellmann, Donald	Professor Emeritus	13
Lin, James	Assistant Professor	17
Nam, Hwasook	Associate Professor	21
Pekkanen, Robert	Associate Professor	24
Pekkanen, Saadia	Professor	24
Porter, Deborah	Associate Professor	25
Pyle, Kenneth	Professor	25
Silberstein, Rachel	Lecturer	26
Sorenson, Clark	Professor Chair, Korea Studies Program	27
Tokuno, Kyoko	Senior Lecturer	27
Yang, Clair	Assistant Professor	33

### **Department of Linguistics**

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

Mawkanuli, Talant	Lecturer	19
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### **Department of Political Science**

Whiting, Susan	Associate Professor	31
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### **Department of Sociology**

Hamilton, Gary	Professor Emeritus	11
Lavelly, William	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 (Architecture; Landscape Architecture; Urban Design and Planning)**

Abramson, Daniel	Associate Professor	2
Hou, Jeff	Associate Professor	14
Oshima, Ken Tadashi	Associate Professor Chair, Japan Studies Program	23
Qing, Shen	Professor Chair, Department of Urban Planning	26

### **Department of Human Centered Design & Engineering**

Tsutsui, Michio	Professor Emeritus	28
-----------------	--------------------	----

### **School of Law**

Takenaka, Toshiko	Professor Director, Japanese Legal Studies	28
Zhang, Dong Sheng	Associate Professor Director, Asia Law Center and Chinese Legal Studies	34

\*Faculty self-reported time spent on EA-related research and teaching; not to be construed as a measure of faculty effort. Emeritus faculty listed are still participating in research or teaching at the UW.

## INDEX

### Staff

#### College of Arts and Sciences

##### East Asia Library

Bae, Chuyong	Korean Collection Assistant	36
Carkeek, Richard	Circulation Supervisor	36
Harrison, Scott	Head of Cataloging	38
Kurima, Ritsuko	Circulation Technician	40
Lin, Dong Ning	Library Specialist, Serials	41
Ryoo, Heija	Korean Cataloger	42
Shen, Zhijia	Director	43
Sun, Yanyan	Library Specialist, Chinese section	43
Tachibana, Saori	Japanese Acquisitions and Cataloguing	43
Tanaka, Azusa	Japanese Studies Librarian	44
Yi, Hyokyong	Korea Studies Librarian	45

##### Language Learning Center

Aoki, Paul	Director, Language Learning Center	35
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##### Outreach and Support

Anderson, James	Fiscal Specialist; Payable and Travel, JSIS	35
Bernson, Mary	Director, East Asia Resource Center, JSIS	36
Charlton, John	Director, Career Services; Alumni Relations; JSIS	37
Craig, Donald	Database Manager, JSIS	37
Davis, Robyn	Director of Fellowships, JSIS	37
Ephrem, Hidaat	Program Coordinator, JSIS	37

Eskanazi, Ellen	Associate Director, Japan Studies, JSIS	38
Garett, Sonja	Graduate Student Advisor, Student Service, JSIS	38
Haslam, Mark	Director of Computing Services, JSIS	38
Homer, Sarah	Program Coordinator, China Studies/East Asia Center, JSIS	39
Iltis, Linda	Undergraduate Advisor, JSIS	39
Killpack, Kate	Associate Director, Advancement, JSIS	39
Kurakata, Yurika	Assistant Director, East Asia Resource Center, JSIS	39
Latsch, Wolfram	Director, Office of Student Services, JSIS	40
Li, Xiu Qing (Kaitlyn)	Payroll Coordinator, JSIS	40
Lim, Young Sook	Assistant Director, Center for Korean Studies, JSIS	40
Marts, Joan	Undergraduate Advisor, JSIS	41
Oppenheimer, Dvorah	Financial Administrator, JSIS	41
Read, Toni	Business Office Manager, JSIS	41
Roundtree, Kristi	Managing Director, East Asia Center, JSIS	42
Sadlier Holman, Andrea	Advisor, Master of Arts in Applied International Studies, JSIS	42
Scillo, Diane	Fiscal Specialist, JSIS	43
Swantek, Kevin	Business Office Coordinator, JSIS	43
Thormann, Monique	Director of Communications, JSIS	44
Toczauer, Chelsea	Program Coordinator, East Asia Resource Center, JSIS	44
Walsh, Martha	Managing Editor, Journal of Japanese Studies & Senior Program Associate Japan Studies Program, JSIS	44

**Outside Evaluator**

Phippen, Ed	Principal, Phippen Consulting, LLC	41
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## Professional Schools and Colleges

### Global Business Center

Aoyama, Kirsten	Director, Global Business Center (UW CIBER), International Business	35
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### Asian Law Center

Raigrodski, Dana	Executive Director, Global Affairs	42
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### East Asia Law Library

Alberthal, Crystal	Library Specialist, Serials, East Asia Law Library	35
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Britt, Robert	East Asia Law Librarian, Japanese Legal Materials Specialist	36
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## UW East Asia Center Faculty

### **WILLIAM LAVELY**

**Professor, International Studies (tenured)**

**Director, East Asia Center / Sociology**

**75% EAC  
Appointed in 1985**

Education: B.A. University of Michigan, 1971  
M.A. University of California, Berkeley, 1977  
Ph.D. University of Michigan, 1982

Languages: Chinese, Mandarin - 4, French - 3,  
Field Experience: Studied in France, England, Taiwan and China. Field research conducted in China.  
Numerous trips to China for conferences and research.

Courses: Demographics of Asia, Seminar: Introduction to the Interdisciplinary Study of China  
Specialization: Contemporary Chinese society, demography. Research: Chinese social demography  
Distinctions: Member, Sociology Advisory Panel, National Science Foundation, March 30-31, 2009.  
Discussant and advisor, North American Taiwan Studies Association (NATSA) Conference,  
Seattle, June 28, 2008. Advisory board, China Population and Labor Yearbook, 2008.

Thesis/

Dissertation

Supervised: MA: 1

Bibliography:

- Lavelly, William, and Steven Harrell. eds. *Rural China on the Eve of the Communist Takeover: G. William Skinner's fieldwork in Sichuan, 1949-50*. University of Washington Press, 2017.
- Lavelly, William and Wong, R. Bin. "Revising the Malthusian Narrative: The Comparative Study of Population Dynamics in Late Imperial China." *Western Scholarship on Chinese History: Vol. 6, Modern Chinese History*. Edited by Yue Dong, Chinese University Press, 2013.
- Lavelly, William. "Changes in Social Values and Lifestyles." *Public Health in East Asia*, chapter 2. Edited by Roger Detels, Sheena Sullivan, and Chorh Chuan Tan, University of California Press, 2012.
- Lavelly, William, Jianke, Li and Jianghong, Li. "Zhongguo Hainan Lizu Meifu shequ chusheng yinger de xingbie pianhao" [Sex preference for children in a Meifu Li community in Hainan, China], *Renleixue jingdian daodu [Understanding anthropology]*. Edited by Zhuang Kongshao, Zhongguo, 2008, pp. 283-298.

### **Proficiency Level Metric is ILR Scale**

Level 0 – No proficiency

Level 1 – Elementary proficiency

Level 2 – Limited working proficiency,

Level 3 – Professional working proficiency

Level 4 – Full professional proficiency,

Level 5 – Native of bilingual proficiency

**DANIEL ABRAMSON****85% EAC****Associate Professor, Urban Planning (tenured)****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: China, Korea, Taiwan, Japan, Hong Kong, Singapore

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: 3

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

Distinctions: Visiting professorship, Sichuan University, 2012-2017; Fulbright Scholarship 2010

Bibliography:  
 Abramson, D. “Messy Urbanism and Space for Community Engagement in China,” *Messy Urbanism: Understanding the ‘Other’ Cities of Asia*, Hong Kong University Press, 2016.  
 Abramson, D. and Jiawen Hu. “Visions of New Urban-Rural Relations and Alternative Definitions of Well-being in Rapidly Urbanizing China: The Case of Chengdu, Sichuan,” *Transforming Distressed Global Communities*, 2015, pp. 317-337.  
 Abramson, D. “Cities: Periurbanization and the Politics of Development-as-City-Building in China: a Case for a Social-Ecological Perspective.” *The Politics of Periurbanization*, vol. 53, 2016, pp. 156-162.  
 Abramson, D. “Conservation on the Edge: Periurban Settlement Heritage in China,” *Change Over Time on Conserving the City*, vol.4, no.1, Spring 2014, pp. 114-140.

**ANN ANAGNOST****50%EAC****Professor, Anthropology (tenured)****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), teaching in Hong Kong (CUHK Summer Institute)

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, Food Sovereignty, Globalization, and Human Capital Formation

Distinctions: Editor (2002-2006), Cultural Anthropology; Journal of the Society for Cultural Anthropology  
 “Hegemony and the Improvisation of Resistance: Political Culture and Popular Practice in Contemporary China.” (University of Michigan, 1985).

Thesis/  
 Dissertation

Supervised: PhD: 6

Bibliography: Books:  
 Anagnost, A. *National Past-Times: Narrative, Representation, and Power in Modern China*, Duke University Press, 1997.  
 Anagnost, A. *Embodiments of Value: The Politics of Quality in China’s Reform*. Duke University Press, Forthcoming.  
 Articles:  
 Anagnost, A. et al., editors, “Introduction: Life-Making in Neoliberal Times.” *Global Futures in East Asia: Youth, Nation and New Economy in Uncertain Times*, Stanford University Press, 2013.

**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

Experience: Japan, South Korea, China

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 2000-2007, 2012-2014; 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* 2004-2015

Thesis/  
Dissertation

Supervised: 3

Bibliography: Books:  
Anchordoguy, M. *Nihon Keizai no Sai-Sekkei: Kyodotai Shinhon Shugi to Haiteku Sangyo no Mirai*. Bunshindo, 2011.  
Anchordoguy, M. *Reprogramming Japan: The High Tech Crisis under Communitarian Capitalism*, Cornell University Press: 2005.  
Articles:  
Anchordoguy, M. "Chandler and Business History in Japan," *Business History Review*, vol. 82, Summer 2008.  
Anchordoguy, M. "Japan's Technology Policies and their Limitations," *Late Liberalizers? Japan and China in the World Political Economy*. Routledge, 2005.

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

Education: B.A. Occidental College, 1978  
M.A. in Communications and Translation, Hebrew University of Jerusalem, Israel, 1986  
M.A. University of Washington, 1997  
Ph.D. Columbia University, 2004

Languages: French - 3, Hebrew - 1, Japanese - 1

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

Courses: Special Topics East Asia: Anthropology of Modern Japan, Education and Family in Japan, Media and Popular Culture in Japan, Gender and Minorities in 21st Century Japan, Japan's Changing Generations; Special Topics Global: Global Sustainability Movements

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

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

Thesis/ Dissertation

Supervised: MA: 5 PhD: 2

Bibliography:  
Arai, A. *The Strange Child: Education and the Psychology of Patriotism in Recessiary Japan*. Stanford University Press, 2016.  
Arai, A. and Clark Sorenson. *Spaces of possibility: in, between, and beyond Korea and Japan*. University of Washington Press, 2016.  
Arai, A. and Ann Anagnost, editors. "Notes to the Heart: New Lessons in Sentiment and Sacrifice from Recessiary Japan." *Global Futures in East Asia: Youth, Nation and New Economy in Uncertain Times*, Stanford University Press, 2013.

**PAUL ATKINS****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: Introduction to Classical Japanese; Readings in Classical Japanese; Advanced Readings in Classical Japanese Literature; 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: 3 PhD: 5

Bibliography: Books:  
Atkins, P. *Teika: The Life and Works of a Medieval Japanese Poet*. University of Hawai'i: Press, 2017.  
Atkins, P. *Revealed Identity: The Noh Plays of Komparu Zenchiku*. Center for Japanese Studies, University of Michigan, Michigan Monograph Series in Japanese Studies, no 55.xiii + 293 pp, 2006.  
Atkins, P. et al, ed. "Landscapes Imagined and Remembered", *Proceedings of the Association for Japanese Literary Studies*, Vol. 6, pp 215, 2015.

**DAVID BACHMAN****Professor, International Studies (tenured)****75% EAC  
Appointed in 1991**

Education: B.A. Swarthmore College, 1975  
M.A. Stanford University, 1977  
Ph.D. Stanford University, 1984

Languages: Chinese - 3

Field Experience: 1977-1978, Taiwan, language training. Regular research trips to China. Research and conference participation in Taiwan. Conferences in Korea.

Courses: International Relations Modern China, Making of 21st Century, Seminar: Introduction to the Interdisciplinary Study of China, United States-China Relations

Specialization: Chinese Domestic and Foreign Politics. U.S.-China Relations, Asian studies--politics and History Global studies

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

Advising: MA: 1 PhD: 8

Bibliography:  
Bachman, D. "China Is Corrupt, but There Is More to the Story." Retrieved from <https://muse.jhu.edu/article/647796/pdf>, February 10, 2017.  
Bachman, D. "Review: Deng Xiaoping: A Revolutionary Life" *Journal of Chinese History*, doi:10.1017/jch.2016.18, 2017, pp. 217-222.  
Bachman, D. "China's Defense Industrial Base in 1985." *The China Quarterly*, no. 214, June 2013, pp. 22-46.  
Bachman, D. "The Global Economic Meltdown, the U.S. Elections, and Prospects for Asian Regionalism," *Regional Dynamics and Institution Building in East Asia* College of International Studies, Kyung Hee University, pp. 199-216, 2008.  
Bachman, D. "Global Challenges and Local Stasis: Counter Democratization vs. Democratization in China's Post-Olympics Agenda," *Cross-Strait at the Turning Point*, Taipei Institute for International Relations, no. 54, pp. 181-206, 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: China  
 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. "Towards economic geographies beyond the Nature-Society divide." *Geoforum*, <http://dx.doi.org/10.1016/j.geoforum.2016.12.002>, 2016.  
 Bergmann, L. and M. Holmberg. "Land in Motion." *Annals of the American Association of Geographers*. vol. 106, no.4, doi:10.1080/24694452.2016.1145537, 2016, pp. 932–956.  
 Bergmann, L. (2013). "Bound by Chains of Carbon: Ecological-Economic Geographies of Globalization." *Annals of the Association of American Geographers*, vol. 103, no. 6, 2013, pp. 1348-1370.  
 Bergmann, L. "A Coevolutionary Approach to the Capitalist Space Economy." *Environment and Planning*, vol. 44, no. 3, 2012, pp. 518-537.  
 Bergmann, L. et al. "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, 2010.

**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, Okinawan literature, Regional literature, Atomic bomb literature, 3/11 literature  
 Distinctions: University of Washington: Japan Endowment Research Grant, 2015-18. Japan Foundation Institutional Program Support Grant, 2010-13. *Modern Literary Quarterly* Travel Grant, 2007, 2014  
 Bibliography:  
 Book:  
*Islands of Protest: Modern Japanese Literature from Okinawa*, co-edited with Steve Rabson, Honolulu: University of Hawaii Press, 2016.  
 Articles:  
 "Minority Literature from Japan," Wiley Encyclopedia of Post-Colonial Studies, 2016.  
 "Modern Okinawa Literature," *Cambridge History of Modern Literature*, Edited by Haruo Shirane with David Lurie and Tomi Suzuki, 2015.

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

Education: MA, Indiana University, 1988

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

Distinctions: Faculty facilitator at CTLT, Waseda University, Tokyo, Japan 2016

Distinguished Teaching Award, University of Washington, 2016

## Bibliography:

Bi et al. *Integrated Chinese, Volume 2, Textbook, Workbook, and Character Workbook, 4<sup>th</sup> Edition*. Cheng & Tsui Company, 2017.Bi N.P. et al. *Integrated Chinese, Level 2, Part 1, Textbook, Workbook, and Character Workbook, 4<sup>th</sup> Edition*. Cheng & Tsui Company, 2017.Bi, N.P. *Interpersonal Communication: Strategies for Developing Students' Interpersonal Writing Abilities*. AP World Languages and Cultures, College Board, 2015.Bi, N.P. et al, editors, *Teaching Chinese as a Second Language: Curriculum Design and Instruction*. Beijing Language and Culture University Press, 2015.Bi, N.P. et al. *Building Discourse Level Proficiency: A Graduated Approach to Teaching Geography*. The College Board, 2013.Bi, N.P. et al. *Sample Lesson Plans for Teaching Chinese as a World Language*. Seattle Public School District, 2013.Bi, N.P. et al. *Integrated Chinese, Level 2, Part 2, Teacher's Handbook*, Cheng & Tsui Company, 2013**WILLIAM BOLTZ****100% EAC  
Appointed in 1981****Professor, Asian Languages & Literature (tenured)**

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." *Journal of Manuscript Cultures*, Forthcoming.Boltz, W. and Matthias Schemmel. "Reflections on Elementary Actions and Professional Practices: The Chinese Mohist Canon and Its Counterparts in Greek Science." *Spatial Thinking and External Representation: Towards a Historical Epistemology of Space*, Max Planck Institute for the History of Science, 2013.Boltz, W. "Multilingualism and Lingua Franca in Early China." *Multilingualism and Lingua*

*Franca in the Ancient World*, Max-Planck-Institut für Wissenschaftsgeschichte, 2013.

**YOMI BRAESTER**

**75% EAC**

**Professor, Department of Comparative Literature (tenured)**

**Appointed in 2000**

**The Cinema and Media 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; Great Directors: A World Cinema Perspective; Chinese Cinemas; Film in the Digital Age; 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

Distinctions: Editor in Chief, *Journal of Chinese Cinemas*; Guggenheim Fellowship, 2013; The Joseph Levenson Book Prize, post-1900 category, 2012

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: Braester, Y. *Painting the City Red: Chinese Cinema and the Urban Contract*. Duke University Press, 2010.  
Braester, Y. and James Tweedie, editors. *Cinema at the City's Edge: Film and Urban Networks in East Asia*. Hong Kong University Press, 2010.  
Braester, Y. "The Digital Borders of Public Space: Video Art and Surveillance." *Grey Room*, forthcoming.  
Braester, Y. "And then the Cinephiles Stopped Coming to Class: The Changing Classroom Discourse in the People's Republic of China." *Cinephilia and Teaching*, forthcoming.

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**YUQING CAO**

**100% EAC**

**Lecturer, Asian Languages & Literature (non-tenured)**

**Appointed in 1990**

Education: 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****Professor, Geography (tenured)****90% EAC  
Appointed in 1991**

Education: PhD, University of Toronto, 1988

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

Academic/ Field

Experience: Mainland China, Hong Kong, Taiwan

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

Distinctions:

Distinguished Alumnus Award, Department of Geography and Program Planning, University of Toronto, 2014; Distinguished Alumnus Award, Centre of Urban Studies and Urban Planning, University of Hong Kong, 2014

Specialization: Urbanization; migration; labor; Greater China; statistics

Thesis/ Dissertation

Supervised: MA: 6 PhD: 5

Bibliography:

Chan, K.W. "Migration and Development in China: Trends, Geography and Current Issues." *Migration and Development*, vol.1, no.2, 2012, pp.187-205.Chan, K.W. "The Chinese Hukou System at 50." *Eurasian Geography and Economics*, vol.50, no.2, 2009, pp.197-221.Chan, K.W. and Li Zhang. "The Hukou System and Rural-urban Migration: Processes and Changes" *The China Quarterly*, no. 160, 1999, pp.818-855.Chan, K.W. *Urbanization with Chinese Characteristics: The Hukou System and Migration*. Taylor & Francis, 2017.Chan, K.W. and Guanghua Wan. "The Size Distribution and Growth Pattern of Cities in China, 1982-2010." *Journal of Asia Pacific Economy*, vol. 22, no.1, 2017, pp.135-155.**IAN D. CHAPMAN****Lecturer, Department of Asian Languages and Literature (non-tenured)****100% EAC****Appointed in 2013**

Education: PhD Princeton University, 2007

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

Academic/ Field

Experiences: China

Courses: Inner Asia through the Eyes of the Other; Medieval China and the Silk Road; History of Chinese Civilization; Chinese Prose; Cosmopolitan China: Culture, Society, and Religion in an Age of Globalization, 200-900 CE; Great Works of Asian Literature: Early China. [Graduate]: Classical Chinese, second year; Studies in Chinese Literature; Studies in the History of Chinese Thought; Methods and Materials (for Sinological research)

Specialization: Chinese language and literature; Chinese history; Chinese religion

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:

Chapman, I. "Yuzhu baodian (Precious Canon of the Jade Candle)." In *Early Medieval Chinese Texts: A Bibliographic Guide*, Institute of East Asian Studies, 2015.Chapman, I. "Festival and Ritual Calendar: Jing-Chu suishi ji." In *Early Medieval China: A Sourcebook*, Columbia University Press, 2013.Chapman, I. "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, Zhejiang University Press, 2011

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

Education: PhD Korean Literature, University of Chicago

MA Russian Literature, Yonsei University

Courses: Narrating History in Korean Literature and Film; Seminar in Translation Studies; Korean Popular Culture, Readings in Korean Literature and Culture; Translation and Modern Literature in East Asia

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

Thesis/

Dissertation

Supervised: Ph.D.: 5

Bibliography:

Cho, H. *Translation's Forgotten History: Russian Literature, Japanese Mediation, and the Formation of Modern Korean Literature*, Harvard University Asia Center, 2016.Cho, H. "Transnationality and Coloniality in the Concept of Modern Korean Literature." *Journal of Korean Studies*. vol. 22, no. 1, Spring 2017.Cho, H. "Translation and Censorship: Colonial Writing and Anti-imperial Imagination of Asia in 1910s Korea." *Spaces of Possibility: In, Between and Beyond Korea and Japan*, University of Washington, 2016, pp. 290-308.Cho, H. "The Webtoon: A New Form for Graphic Narrative." *The Comics Journal*, <http://www.tcj.com/the-webtoon-a-new-form-for-graphic-narrative/>, July 18, 2016.Cho, H. "Imagined, Transcultural, and Colonial Spaces in Print: Newspaper serialization of Translated Novels in Colonial Korea." *East Asian Publishing and Society*, vol. 3, no. 2, 2013, pp.153-183.Cho, H. "Rewriting Chekhov: Translation, Journalism, and Modern Literature in 1920s Korea." *U.S.-Japan Women's Journal*, no. 35, 2008, pp. 26-53.Cho, H. "Review of *Tong-asia kũndae chisik kwa pŏnyŏk ūi chihyŏng* (East Asian modern knowledge and the topography of translation)." *Trans-Humanities*, vol. 9 no. 3, October 2016, pp. 235-240.**MADELEINE YUE DONG****100% EAC****Professor, International Studies - Chair, Chinese Studies****Appointed in 1996**

Education: B.A. 1986

M.A. Peking University, (Western Literature), 1989

M.A. (Asian Studies) University of Oregon (Asian Studies), 1991

Ph.D. UC San Diego, 1996

Languages: Chinese - 5, Japanese - 3

Field Experience: Education in China, 1982-89

Specialization: History of 20th Century Beijing, Chinese historiography, material culture

Distinctions: Vincent Y.C. Shih Professor of China Studies, 2017; Director, Taiwan Studies Initiative, 2016 - 2019 Invited Visiting Professor and Speaker, Academia Sinica, 2010; 2002-2006 grant from the Rockefeller Foundation with UW matching fund.

Advising: PhD: 2

Bibliography:

Yue-Dong, M. *Minguo Beijing: Lishi yu Huaijiu* 《民國北京：歷史與懷舊 (Republican Beijing: History and Nostalgia)》. Sanlian Press, 2014.Yue-Dong, M. and Ping Zhang. "Joseph Levenson and the Possibility for a Dialogic History." *Journal of Modern Chinese History*, volume 8, issue 1, 2014, pp. 1-24.Yue-Dong, M. (2013). "The Fortunes of a Folk Tradition: Yangliuqing New Year's Pictures." *Visualizing Modern China*. Lexington Books, 2013.

**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: China, Taiwan, ten months 2016-17 in Beijing with Schwarzman Scholars  
 Courses: Chinese History from Earliest Times to AD 1276; Core Research Seminar in Chinese History; Seminar in Chinese History to 1276  
 Specialization: Chinese history; social and cultural history of Song Dynasty China  
 Distinctions: Elected Fellow, American Academy of Arts and Sciences, 2016-; Visiting Research Professor, Research Institute for the Humanities and Social Sciences, Ministry of Science and Technology, Taiwan, 2015-16; Award of Distinction, American Historical Association, 2014; Member, Institute for Advanced Study at Princeton, 2013;

Thesis/Dissertation  
 Supervised: MA: 2      PhD: 7  
 Bibliography: Books:  
 Ebrey, P. and Shih-shan Susan Huang, editors. *Visual and Material Cultures in Middle Period China*. Brill, 2017.  
 Ebrey, P. and Paul J. Smith, editors. *State Power in China, 900-1350*. University of Washington Press, 2016. 363 pp.  
 Ebrey, P. *Emperor Huizong*. Harvard University Press, 2014.  
 Articles:  
 Ebrey, P. "China as a Contrasting Case: Bureaucracy and Empire in Song China." *Empires and Bureaucracies in World History, From Late Antiquity to the Twentieth Century*, Cambridge University Press, 2016, pp. 31-53.  
 Ebrey, P. "Song Government Policy." *Modern Chinese Religion*, Brill, 2015, pp. 73-137.  
 Ebrey, P. "Court Painting and Academies." *Blackwell Companion to Chinese Art*, 2015, pp. 29-46.

**KENT GUY****100% EAC  
Appointed in 1981****Professor Emeritus, History / International Studies**

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:  
 Guy, K. *Qing Governors and Their Provinces*. University of Washington, 2010.  
 Guy, K. *The Emperor's Four Treasuries: Scholars and the State in the Late Ch'ien-lung Period*. Harvard University Press, 1987.  
 Guy, K. *Sago Chonso [The Emperor's Four Treasuries]*. Thinking Tree Press, 2009.  
 Articles:  
 Guy, K. *Xifang xueje jinqi dui 'Manzhou' zhi zeyi, [We were the Manchus]*. Zichucheng Press, 2004), pp.499-510

**YONG-CHOOL HA****Professor, International Studies - Korea Foundation Professor of Korea Social Science****100% EAC  
Appointed in 2008**

Education: B.A. 1971, Seoul National University, Korea.  
M.A. 1977, Kent State University.  
Ph.D. 1985, University of California -Berkeley.

Languages: Korean - 3

Language Training: Korean - 5 Japanese - 4 Russian - 3

Field Experience: Visiting scholar United States, Japan. Research in Russia. Germany, North Korea, China.

Courses: Comparative Politics and Korean Studies; Korean Peninsula and World Policy; Korean World Politics; Special Topics Global: Late Industrialization and Global Change; Special Topics Global: Late Industrialization and Social Change; Special Topics East Asia: Seminar on Foreign Policy of Korea; Seminar: Modern Korea; Special Topics East Asia: Theories & East Asia Community Bldg; Special Topics: Seminar on Foreign Policy of Korea

Specialization: Soviet Politics Russia in Asia, Late Industrialization and social change, Industrialization and International Relations

Distinctions: President, the Korean Association of International Studies, Korea Research Foundation Basic Science Studies Fund, 2006-7. Korea Research Foundation Area Studies Fund, 2002-2005. President, the Korean Association of International Studies

Advising: MA: 1 PhD: 3

Bibliography: Ha, Y.C. "The Evolution of South Korean Foreign Policy." *Outre –Terre*, April 2014.  
Ha, Y.C. et al. *The Development of Russian Far East and Eastern Siberia and the Future of Northeast Asia*. Seoul National University, 2013.

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

Education: PhD, University of Washington, 1975

Languages: Chinese - 1

Academic/ Field Experience: Taiwan

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; Grants from the Rockefeller Foundation, Sloan Foundation, and Chiang Ching-kuo Foundation

Thesis/Dissertation Supervised: MA: 5 PhD: 2

Bibliography: Hamilton, G. and Cheng-shu Kao. *Making Money*. Stanford University Press, 2017.  
Hamilton, G. et al, editors. *The Market Makers*. Oxford University Press, 2012.  
Hamilton G. and Robert Feenstra. *Emergent Economies, Divergent Paths: Economic Organization and International Trade in South Korea and Taiwan*. Cambridge University Press, 2006.  
Hamilton G. *Commerce and Capitalism in Chinese Societies*. London: Routledge, 2006.  
Hamilton, G. and Solee Shin. "Change with Continuity." *Changing Business Systems in Asia*, Oxford University Press, 2016.  
Hamilton, G. "Demand-Responsive Industrialization in East Asia: A New Critique of Political Economy." *European Journal of Social Theory* vol. 18, no. 4, 2015 pp. 390-412.

**JOHN CHRISTOPHER HAMM****Professor, Asian Languages & Literature (tenured)****100%EAC  
Appointed in 2000**

- 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; Chinese Drama; Modern Chinese Literature; Print Culture in Asia
- Specialization: Chinese vernacular literature; modern Chinese fiction, film, and popular culture; print culture.
- Distinctions: Chiang Ching-kuo Scholar Fund Grant (2017-2018), Fritz Faculty Research Grant (2007-2008), AL&L Associate Chair (2015-2016), Yen Fu Prize Committee (chair)
- Bibliography: Books:  
Hamm, J.C. *Paper Swordsmen: Jin Yong and the Modern Chinese Martial Arts Novel*, University of Hawai'i Press, 2005.  
Hamm, J.C. "World of Fiction, Fiction of the World: The Butterfly Translation of Modernity in Story World Magazine." *Translation and Modernization in East Asia*. Research Centre for Translation, CUHK, 2016.  
Hamm, J.C. "Xiang Kairan's Monkey." *A New Literary History of Modern China*, Harvard University Press, 2017, pp. 282-288.  
Hamm, J.C. "Genre in Modern Chinese Fiction: Righteous Heroes." In *Oxford Handbook of Modern Chinese Literatures*, Oxford University Press, 2016, pp 531-545.  
Hamm, J.C. "Wei Jindai xiayi yingxiong zhuan zhong zhi Huo Yuanjia shi zhuigen, 为《近代侠义英雄传》中之霍元甲事追根 [An investigation of the sources of the Huo Yuanjia material in Righteous Heroes of Modern Times]." *Journal of Suzhou College of Education*, vol. 29 no. 1, January 2012, pp 12-17.  
Hamm, J.C. "Canonizing the Popular: The Case of Jin Yong." *Rethinking Chinese Popular Culture: Cannibalizations of the Canon*. Routledge pp. 75-88, 2009.

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

- 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: 5 PhD: 1
- Bibliography:  
Handel, Z. "The Sinitic languages: phonology". *The Sino-Tibetan Languages*, 2<sup>nd</sup> edition. Routledge, 2017, pp 85-113.  
Handel, Z. "Old Chinese phonology". *Oxford handbook of Chinese linguistics*. Oxford University Press, 2015, pp 68-79.  
Handel, Z. "Can a logographic script be simplified? Lessons from the 20th century Chinese writing reform informed by recent psycholinguistic research." *Scripta*, vol. 5, 2014, pp. 21-66.  
Handel, Z. "What is Sino-Tibetan? Snapshot of a field and a language family in flux." *Language and Linguistics Compass* vol. 2, no. 3, 2013, pp. 422-441.  
Handel, Z "Northern Min tone values and the reconstruction of 'softened initials'" *Language and Linguistics*, vol. 4, no. 1, 2003, pp. 47-84.

**STEVAN HARRELL****100% EAC****Professor Emeritus, Anthropology and Environmental and Forest Sciences (tenured) Appointed in 1974**

Education: PhD, Stanford University, 1974

MA, Stanford University, 1971

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

Academic/

Field Experience: China, Taiwan, 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: 8 PhD: 5

Bibliography:

- Harrell, S. and Rehamo, A. "Education or Migrant Labor: A New Dilemma in China's Borderlands." *The Asia-Pacific Journal*, vol. 11, no. 1. May 19, 2013.
- Harrell, S. *Fieldwork Connections: A Story of International Collaboration with Bamo Ayi and Ma Lunzy*. University of Washington Press, 2007.
- Harrell, S., et al. "Dual-Function Forests in the Returning Farmland to Forest Program and the Flexibility of Environmental Policy in China". *Geoforum*, 2016.
- Harrell, S and Fuqin Liu. "Exploring Epistemological Implications of Yin-Yang Theory." *Journal of Theory Construction and Testing*, vol. 19, no. 1, 2015, pp. 15-20.
- Harrell, S., et al. and Alicia Robbins. "Paradoxes and Challenges for China's Forests in the Reform Era". *China Quarterly*, vol. 218, 2014, pp. 381-403.
- Harrell, S., et al. "Traditional Livelihoods, Conservation and Meadow Ecology in Jiuzhaigou National Park, Sichuan, China." *Human Ecology*, vol. 42, February 21, 2014, pp 481-491.
- Harrell, S., et al. "Is the Returning Farmland to Forest Program a Success? Three Case Studies." *Environmental Practice*, vol. 15, no. 3, 2013 pp. 350-366.

**DONALD HELLMANN****75% EAC****Professor Emeritus, International Studies and Political Science (tenured)****Appointed in 1967****Director, Institute for International Policy**

Education: B.A. Princeton University, 1955

M.A. University of California, Berkeley, 1960

Ph.D. University of California, Berkeley, 1964

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

Field Experience: Japan, China, Philippines, other E and SE Asian countries, Russia

Courses: International Relations of North East Asia, Special Topics East Asia: Japan's Changing Generations, Special Topics East Asia: The U.S in Asia and a Globalized World,

Specialization: Japan, China, Philippines, E and SE Asian countries

Distinctions: 2013 Visionary Award Recipient; international Affairs Fellow; grants from the Fulbright Commission; frequent consultant to government agencies &amp; public policy organizations; the Unification Forum of Seoul National University, MacArthur Foundation; Thai Human Resources Foundation and APEC Educational Found.

Advising: MA: 5 PhD: 3

Bibliography:

- Hellman, D. et al. "Geopolitics, Arctic Council, and Arctic resources." *Fishing People of the North: Cultures, Economies, and Management Responding to Change*, University of Alaska, 2012, pp. 29-42.
- Hellman, D. et al "Policy and Biological Analyses of Fisheries Collapses in Arctic and Subarctic Seas," *Stanford University Journal of Law*, Stanford University, 2013.

**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:

Hoffman, L. "Decentralization as a Mode of Governing the Urban in China: Reforms in Welfare Provisioning and the Rise of Volunteerism." *Pacific Affairs*, forthcoming.Hoffman, L. "Review of Young Chinese in Urban China." *Routledge Studies on China in Transition*, 2013.Hoffman, L. 2013 "Review of iChina: The Rise of the Individual in Modern Chinese Society." *The China Journal*, no. 69, January 2013.

Books:

Hoffman, L. *Fostering Talent: Professionalism in the Global Chinese City*. Temple University Press, 2010.**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: Taiwan, Korea, Japan

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

Specialization: Landscape architecture, community design, Asian cities

Distinctions:

Global Innovation Fund, University of Washington. 2016-2017; Fulbright Scholar Grant 2015; Andrew W. Mellon Foundation 2015; Places Book Award 2012; Community Builder Award Seattle Chinatown International District Preservation and Development Authority May 2012;

Thesis/ Dissertation

Supervised: PhD: 4

Bibliography: Books:

Chalana, M. and Jeffrey Hou, editors. *Messy Urbanism: Understanding the 'Other' Cities of Asia*. Hong Kong University Press, 2016.Hou, J. et al, editors. *Now Urbanism: The Future City is Here*. Routledge, 2015.Hou, J. *Transcultural Cities: Border Crossing and Placemaking*. Routledge, 2013.Hou, Jeffrey. "Vertical Urbanism, Horizontal Urbanity: Notes from East Asian Cities." *The Emergent Asian City: Concomitant Urbanities and Urbanisms*. Routledge, 2012.Hou, Jeffrey. "Differences Matter: Learning to Design in Partnership with Others." *Service-Learning in Design and Planning: Educating at the Boundaries*. New Village Press, 2011.

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

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; Second-Year Japanese; First-year Japanese

Specialization: Japanese language; Japanese language pedagogy; linguistics

Distinctions: Teaching all levels of Japanese language courses  
 Creation of placement test, grant projects, events  
 Presented in WATJ winter conference 2016  
 WAFLT Fall conference 2015  
 Japanese language coordinator

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

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

Distinctions: Northeast Asia Council (NEAC) of the Association for Asian Studies (AAS) Grant for Short-term Research Travel to Japan, 2017. Japan-US Friendship Commission Grant, 2015. Japan Foundation Center for Global Partnership Grassroots Exchange Discretionary Grant, 2015. Japan Faculty in Humanities and Arts (JFHA) Research Grant, Summer 2013, 2014, 2015, 2016. 20<sup>th</sup> Century Japan Research Award, for Research at Prange Collection, U. of Maryland. 2011.

## Bibliography:

- Jesty, J. "Japan's Social Turn." *FIELD: A Journal of Socially Engaged Art Criticism*. Spring and Fall 2017. <http://field-journal.com/>
- Jesty, J. "Tokyo 1960: Days of Rage and Grief Hamaya Hiroshi's Photos of the Anti-Security-Treaty Protests." *Visualizing Cultures*, MIT, 2012.
- Jesty, J. "Making Mercury Visible: The Minamata documentaries of Tsuchimoto Noriaki." *Mercury Pollution*, Taylor and Francis, 2011, pp 139-160.
- Jesty, J. "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, pp 128 -139.

**EUNJUNG KIM****Associate Professor, School of Nursing (tenured)****25% EAC  
Appointed in 2002**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****Professor Emeritus, Asian Languages & Literature****100% EAC  
Appointed in 1972**

Education: PhD, University of Washington, 1968

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

Academic/ Field

Experience: Taiwan, PRC, Singapore

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: 8th Special Book Award of China, State Administration of Press, Publication, Radio, and Television, People's Republic of China, August 2014. Daya Award for Sinological Translation, Peking University, November 2, 2014. Keynote Speaker, International Fu Studies Conference, Hong Kong University, March 2014. Frederick W. Mote Lecturer, Princeton University, September 12, 2012.

Thesis/

Dissertation Supervised: MA: 12 PhD: 10

Bibliography: Books:

Knechtges, D. *Ancient and Early Medieval Chinese Literature: A Reference Guide*. Part I. Leiden: Brill, 2010; Part II: 2013.Knechtges, D. Editor. *History of Chinese Civilization*. Cambridge University Press, 2012.

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*, vol. 45, no 1, February 2013.

**JAMES LIN****Assistant Professor, International Studies / International Studies: World Regions  
(tenure eligible)****100 % EAC  
Appointed in 2017**

Education: B.A. University of California, Berkeley, History, with High Honors, 2007  
M.A. Columbia University, History, 2010  
Ph.D. University of California, Berkeley, History, 2017

Languages: Taiwanese – 5, Mandarin - 5

Field Experience:

Courses:

Specialization: Modern China, US, and the World, International and Global History and Political Economy: Political Economy Research examines international agrarian development, beginning with rural reform and agricultural science in China and Taiwan from the early 20th century through the postwar era, then its subsequent re-imagining during Taiwanese development missions.

Distinctions: Society for Historians of American Foreign Relations Dissertation Fellowship (2016-2017)  
Chiang Ching-Kuo Foundation Dissertation Fellowship (2015-2016); Chiang Ching-Kuo Foundation Dissertation Fellowship (2015-2016); Association for Asian Studies China and Inner Asia Council Grant (2015)

Bibliography: Lin, J. "Sowing Seeds and Knowledge: Agricultural Development in Taiwan and the World, 1925-1975." *East Asian Science, Technology and Society*, vol. 9, no. 2, 2015, pp. 127-149.

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

Education: MFA, University of Delaware, 1992  
MFA, University of London, 1989  
Postgraduate, China Academy of Art, 1987  
BFA, China Academy of Art, 1982

Languages: Chinese - 5

Academic/ Field Experience: Great Britain, China

Specialization: Studio art, visual examination of the patterns of violence, intolerance, injustice, and complicity in public behavior

Distinctions: Museum of Northwest Art Luminary: Robert McCauley Award for Painting (2017), Royalty Research Grant and Scholar (2015; 2010), Milliman Endowment Grant, School of Art, University of Washington. Seattle, WA (2013; 2014) Washington State Arts Commission/Artist trust fellowship (2011-2012)

Supervised: MA: 5/year, PhD: 3

Bibliography: Solo Exhibitions:  
Lin, Zhi. In Search of the Lost History of Chinese Migrants and the Transcontinental Railroads. June. 2017–Feb. 2018. Tacoma Art Museum. Tacoma.  
Lin, Zhi. Chinaman's Chance. 2016. SFA University Galleries, Stephen F. Austin State University. Nacogdoches, TX  
Lin, Zhi. Lin's work: from Tiananmen Square to Promontory Summit. Jan – Mar 2010, Schneider Museum of Art, Ashland.

**CHAN LU****100% EAC  
Appointed in 2016****Assistant Professor, Asian Languages & Literature**

Education: PhD, Carnegie Mellon  
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: research trips to China.

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

Specialization: Applied Linguistics, second language learning, literacy learning in a second language, immersion language education; heritage language learning.

Distinctions: ACTFL Phase III Research Priority Project, Principal Investigator  
Chiang Ching-kuo Foundation for International Scholarly Exchange, Junior Scholar Grant, Principal Investigator, *The development of biliteracy skills in English and Chinese*.

## Bibliography:

- Lü, C. (2017). 美国汉语作为继承语学习者汉语字词知识的习得。《国际汉语教学研究》, 21-2 Literacy learning among Chinese heritage language learners in the United States, *Pedagogy and Research of Chinese as an International Language*, 2, 21-26)
- Lü, C. (2017). The roles of Pinyin skill in English-Chinese biliteracy learning: Evidence from Chinese immersion learners. *Foreign Language Annals*, 50, 306-322.
- Lü, C. & Koda, K. (2017). The roles of phonological awareness and oral vocabulary knowledge In English-Chinese biliteracy acquisition among Chinese heritage language learners. *Heritage Language Journal*, 54-71.
- 吕婵 (2016). 美国沉浸式小学和中文学校学生的中文阅读习得的发展研究, *世界汉语* 4, 550-562。 (Chinese reading development among young learners in a Chinese immersion program and a Chinese heritage language school, *Teaching Chinese in the world*, 4, 550-562.)

**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 2008-2009

Thesis/Dissertation

Supervised: MA: 2      PhD: 2

Bibliography: Books:  
Mack, E. *Manufacturing Modern Japanese Literature: Publishing, Prizes, and the Ascription of Literary Value*, Duke University Press, 2010.

Articles:  
Mack, E. "Nihon bungaku no 'hate': San Pauro no Endō Shoten." *Ritsumeikan gengo bunka kenkyū* vol. 20, no. 1 September 2008, pp.179-85.  
Mack, E. "Pure Art as Mass Culture: Industrialized Publishing and 'Modern Japanese Literature.'" *Books in Numbers*, Harvard-Yenching Library, 2007, pp. 311-55.

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

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, Tuvim – 2, Uyghur – 5, Uzbek

Academic/ Field

Experience: Xinjiang Uygur Autonomous Region, Central Asia, China

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, 2009.

Bibliography: Books:  
Mawkanuli, T. and Eric Johnson. *Voices of the Kazak Steppe: A Linguistic and Historical Study of 18<sup>th</sup> Century Kazak Diplomatic Correspondence*, Brill Press (forthcoming).  
Mawkanuli, T. "Jungar Tuvan Revitalization and Text Corpus Building," in the *Proceedings of the International Workshop on Tuvan Studies*; Ankara: Hacettepe University (forthcoming).  
Mawkanuli, T. and Virginia Martin. "Nineteenth century Kazak correspondence with Russian authorities: Morphemic analysis and historical contextualization," *Journal of Turkic Languages*, vol.16, no. 1, 68-79, 2012.  
Mawkanuli, T. *Jungar Tuvan Texts, Uralic and Altaic Series*, Bloomington: Indiana University, 2005, X + 266 pages.

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

Education: MA, University of Wisconsin-Madison, 1992  
Pedagogy Training: ACTFL OPI training and workshops

Languages: Japanese - 5

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

Specialization: Intermediate/upper level Japanese; Tadoku (Extensive Reading)

Bibliography: Matsuda-Kiami, I. "Overview of Japanese Language Education and Current Practices at the University of Washington." *Proceedings of the Osaka University International Forum on Japanese Language and Culture*, August 2005.  
Matsuda-Kiami, I. "Use of the Wiki Web Tool in 4th-year Japanese." *Proceedings of the 21st Annual Conference of the Central Association of Teachers of Japanese*, October 2009.

**MARK METZLER****100% EAC  
Appointed in 2017****Professor, International Studies / History, Department of**

Education: B.A. Sanford University, 1980  
M.A. University of California, Santa Cruz, 1989  
Ph.D. University of California, Berkeley, 1998

Languages: Japanese –3

Field Experience: Visiting Research Professor (July 2010- January 2011), Institute for Research in Humanities, Kyoto University; University of Tokyo, Institute of Social Science 社会科学研究所:  
Visiting  
Fellow (Fulbright Hays Fellow), 2003-04.

Courses: History of Japan; Japanese Political Economy; History of Globalization

Specialization: Japanese History; Global History; Historical Political Economy

Distinctions: JSPS long-term Postdoc Fellowship – 2003

Bibliography:  
Metzler, M. and J. S. *Central banks and gold. How Tokyo, London, and New York shaped the modern world.* Cornell University Press, 2017.  
Metzler, M. et al. (2017). *Economic and Business History Of Occupied Japan: new perspectives.* Routledge, 2017.  
Metzler, M. "Partisan Policy Swings in Japan, 1913–1932." *Asiatische Studien - Études Asiatiques*, vol. 69, no. 2, 2015.  
Metzler, M. *Capital as Will and Imagination.* Cornell University Press, 2013.  
Metzler, M. "Toward a Financial History of Japan's Long Stagnation, 1990–2003." *The Journal of Asian Studies* vol. 67, no. 2, May 2008, pp. 653–674.

**MATTHEW MOSCA (tenure eligible)****100% EAC  
Appointed in 2016****Assistant Professor, International Studies / History, Department of**

Education: B.A./B.S., History and English, University of British Columbia, 2000  
M.A./M.S., Regional Studies East Asia, Harvard University, 2002 B.A./B.S., History and English, University of British Columbia, 2000

Languages: Chinese, Mandarin - 5, Japanese - 1, Manchu - 1

Field Experience: China

Specialization: Chinese and Inner Asian history: Qing empire (1644-1912), its foreign relations and place in global history, and the intellectual history of Qing-era geography and historiography

Distinctions: 2013-4 academic year he held a Mellon Fellowship for Assistant Professors at the Institute for Advanced Study.

Bibliography:  
Mosca, M. "Review of Minghui Hu, China's Transition to Modernity: The New Classical Vision of Dai Zhen." *The Journal of Chinese History*, vol. 1, no. 1, Jan. 2017, pp. 209-211.  
Mosca, M. "The Qing Empire in the Fabric of Global History." *The Prospect of Global History*, Oxford University Press, 2016, pp. 108-123.  
Mosca, M. "Kashmiri Merchants and Qing Intelligence Networks in the Himalayas: The Ahmed Ali Case of 1830." *Asia Inside Out: Connected Places.* Harvard University Press, 2015, pp. 219-24

**HWASOOK NAM****100% EAC  
Appointed in 2007****Associate Professor, International Studies (tenured)**

Education: B.A. Seoul National University (Korean History Department), 1984  
M.A. Seoul National University (Korean History Department), 1989.  
Ph.D. University of Washington, 2003

Languages: Japanese - 5, Korean - 5

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, Seminar: Modern Korea

Specialization: Modern Korean history; Premodern 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

Advising: MA: 12      PhD: 7

Bibliography:

- Nam, H. "Reading Chung Tae-il: Making Sense of Worker Suicide in 1970s South Korea." Politics of Martyrdom and Suicide in Korean History University of Washington Press, forthcoming.
- Nam, H. and Keongil Kim. "Progressives and Labor: A Forgotten Alliance in 1960s South Korea," Journal of Asian Studies November 2013.
- Nam, H. "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, pp. 275-301.

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

Education: MA, Teachers College, Columbia University, 1999  
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; Japanese Pedagogy

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

Bibliography: Articles:  
Nishikawa, I. Teaching writing in a beginning Japanese class: Focusing on cohesion. Proceedings of 22nd Princeton Japanese Pedagogy Forum, Princeton, 2015.  
Nishikawa, I. (2004). "Beikoku Minesota daigaku chukyu nihongo kosu ni okeru denshijimeru 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, 2004.  
Nishikawa, I. (2017, May). Teaching speaking in upper-intermediate courses: From strings of sentences to a paragraph. Paper presented at the 31st Annual JLTANE (Japanese Language Teachers' Association of New England), Cambridge, MA  
Nishikawa, I. (2017, April). Teaching how to narrate a personal experience. Paper presented at the Conference of the Washington Association for Foreign Language Teaching, Ellensburg, WA, May 2017.

**TOSHIYUKI OGIHARA****25% EAC****Professor, Linguistics (tenured)****Appointed in 1991**

Education: PhD, University of Texas, 1989  
 MA, Sophia University, Tokyo, Japan, 1983

Languages: German - 1, Japanese – 5

Courses: Semantics classes, Japanese linguistics classes, introductory linguistics classes

Academic/ Field Experience: Japan - some research and teaching experience  
 Germany - worked as a researcher

Specialization: Formal semantics, Japanese linguistics

Distinctions: 2008 GSFEL Graduate Faculty International Travel Award, Graduate School, University of Washington; 2006 Grant from National Institute of Informatics (Tokyo Japan  
 “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:  
 Ogihara, T. and Yael Sharvit. “Chapter 22: Embedded Tenses.” *Handbook of Tense and Aspect*, OUP, 2012.  
 Ogihara, T. and Takenobu Fukushima. ‘Semantic Properties of the So-called Past Tense Morpheme in Late Medieval Japanese.’ *Journal of East Asian Linguistics*, 2014.

**AMY SNYDER OHTA****100% EAC****Associate Professor, Asian Languages & Literature (tenured)****Appointed in 1995**

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; Fourth-year Japanese First-Year Japanese; Introduction to Japanese Linguistics; Seminar on Japanese Second Language Acquisition; Seminar: Asian Linguistics; The Japanese Language; Topics in Japanese Sociolinguistics

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

Distinctions: Short-listed for the British Association of Applied Linguistics book prize

Bibliography:  
 Ohta, Amy Snyder. “Conceptualizing and teaching Japanese addressee honorifics as expressing modes of self: From SCOPA development to instructional implementation.” *Language & Sociocultural Theory*, vol. 4, no.2, 2017, pp. 1-32.  
 Ohta, A. “Sociocultural Theory and Second/Foreign Language Education. in Second and Foreign Language Education, ed. by Nelleke van Deusen-Scholl & Stephen May. *Encyclopedia of Language and Education*. Springer, Doi 10.1007/ 978-3-319-02323-6\_6-1, 2016.  
 Ohta, A. “Sociocultural theory, the zone of proximal development, and second language development.” *The Handbook of Second Language Acquisition*. Cambridge University Press, 2013, pp.648-669.  
 Ohta, A. “Introduction to Social, Dynamic, and Complexity Theory Approaches to Second Language Development.” *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell, 2012.  
 Ohta, A. “Limitations of social interaction in second language acquisition: Learner ‘voices’ and mediation in the zone of proximal development.” *Conceptualising ‘Learning’ in Applied Linguistics*, MacMillan, 2010, pp. 161-183.

**KAORU OHTA****Senior Lecturer, Asian Languages & Literature (non-tenured)****100% EAC  
Appointed in 2001**

Education: PhD, UCLA, 1994  
MA, UCLA, 1987  
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. "Kakari-musubi and Focus Structure." *Japanese/Korean Linguistics 10 CSLI Publications*, 2002, pp. 293-305.

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

Education: A.B. Harvard University, 1988  
M.A. University of California (Berkeley) 1993  
Ph. D. Columbia University 2003

Languages: Japanese - 5

Field Experience: Japan

Specialization: Trans-national Architectural History, Theory, Representation, and Design

Distinctions: UW Japan Studies, Chair, 2015- ; 1st Vice President, Society of Architectural Historians, 2014- 2016; 2nd Vice President, Society of Architectural Historians, 2012- 2014; Board of Directors, East West Chanoyu Center (Urasenke), 2008-present; UW Department of Architecture Faculty Frame, 2014-15;

Advising: MA: 4      PhD: 2

Bibliography:  
Oshima, K. *Kiyonori Kikutake: Between Land and Sea*. Harvard University Press, 2015.  
Oshima, K. "Interview: Tracing the Tracks of TYIN." *Behind the lines by TYIN tegnestue*, Toto, 2014, pp. 218-233.  
Oshima, K. "Rivers of Time." *Watashi no Tokyo (MY TOKYO 1953/2013)*, 2013, pp. 236-237.  
Oshima, K. et al. *Architecturalized Asia: Mapping a Continent through History*. University of Hawai'i Press/Hong Kong University Press, 2013.;  
Oshima, K. *GLOBAL ENDS—towards the beginning*. Toto Publishing, 2012.

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

Education: B.A. University of California, Berkeley (Political Science), 1997  
M.A. University of California, San Diego (International Relations), 1999  
M.A. University of Washington (Political Science), 2002  
Ph.D. 2002, Harvard University

Languages: Indonesian - 1, Japanese - 5

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

Courses: Civil Society in Japan and East Asia, Special Topics Global: Electoral Systems, Government and Politics in Japan, Introduction to Japan Studies, State, Markets and Society, Japan International Relations

Specialization: Japanese politics. Civil society. Political parties

Distinctions: Awarded 2013 Melon Foundation grant Multiple Democracies /Multiple Capitalisms  
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)

Advising: MA: 3 Ph.D: 4

Bibliography: The Brill Critical Readings on the Liberal Democratic Party. Editor. Under contract. Expected to be published in fall 2017.;  
Pekkanen, R. et al. "Proactive or Protective? Pioneers or Partners? Dimensions and Correlates Of Policy Change By Nonprofit Organizations." *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 2017.  
Pekkanen, R. et al. "Organizations that Straddle the State-Society Divide: Illuminating Blind Spots in Existing Paradigms." *The Nature of the Nonprofit Sector*, Westview Press, Chapter 29, 2009, pp.378-396.

**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: 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:  
Pekkanen, S. *The Oxford Handbook of the International Relations of Asia*. Oxford University Press, 2014.  
Pekkanen, S. and Paul Kallender. *In Defense of Japan: From the Market to the Military in Space Policy*. Stanford University Press, 2010.  
Pekkanen, S. *Japan's Aggressive Legalism: Law and Foreign Trade Politics Beyond the WTO*. Stanford University Press, 2008.

**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, PRC

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:

Porter, D. *Collective Trauma, the Psychology of Secrets and Transnational Film*.  
Routledge, forthcoming.Porter, D. *From Deluge to Discourse: Myth, History and the Generation of Chinese  
Fiction*. Albany: State University of New York Press, 1996.**KENNETH PYLE****100% EAC  
Appointed in 1965****Professor, International Studies / History (tenured)**

Education: A.B. Harvard University (History), 1958

Ph.D. Johns Hopkins University (History), 1965

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

Field Experience: Stanford Center for Japanese Studies in Tokyo, 1960-61. Experience in Japan, China and  
KoreaCourses: History of Modern Japan, The Emergence of Postwar Japan, Special Topics East Asia:  
Hiroshima and Nagasaki, Special Topics East Asia: Modern Japan History

Specialization: History, East Asian Studies

Distinctions: The Charles Gates Memorial Award of the Washington State Historical Society, 2015;  
Griffith and Patricia Way Endowed Lecture, University of Washington, 2013; 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

Advising: MA: 7 PhD: 4

Bibliography:

Pyle, K. "The Making of Modern Japan." *Journal of Japanese Studies*, vol. 41, no. 1, Winter  
2015, pp. 1-8.Pyle, K. "Hiroshima and the Historians," *Asia-Pacific Review*, vol. 22, no 2, November 2015,  
pp.14-27.Pyle, K. "The Sea Change in Japanese Foreign Policy," *NBR Analysis*  
<http://nbr.org/publications/element.aspx?id=747> June 17, 2014.;Pyle, K. "Hiroshima and the Historians: History as Relative Truth," *Pacific Northwest  
Quarterly*, Summer issue, 2016.

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

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: Former Chair, Department of Urban Design &amp; Planning, University of Washington; Guest Professor at five Universities in China

Thesis/Dissertation

Supervised: PhD: 2 (UW) MCP: 12 (UW)

Bibliography:

Shen, Q. et al. Effects of Bus Transit-Oriented Development (BTOD) on Single-Family Property Value in Seattle Metropolitan Area”, *Urban Studies*, Forthcoming.Shen, Q. et al. “A GPS data-based analysis of built environment influences on bicyclist route preferences”, *International Journal of Sustainable Transportation*, forthcoming.Shen, Q. et al. “Factors Affecting Car Ownership and Mode Choice in Rail Transit-Supported Suburbs of a Large Chinese City.” *Transportation Research, Part A*, vol. 94, 2016, pp. 31-44.Chen, P. and Q. Shen. “Built Environment Effects on Cyclist Injury Severity in Automobile-Involved Bicycle Crashes.” *Accident Analysis & Prevention*, vol. 86, 2015, pp. 239-246.Shen, Q. “Transportation Planning.” *International Encyclopedia of the Social and Behavioral Sciences*, vol. 24, 2015, pp. 616-622.Shen, Q. et al. “Influence of Street Environments on Fuel Efficiency: Insights from Naturalistic Driving.” *International Journal of Environmental Science and Technology*, vol. 11, no. 8, 2014, pp. 2291-2306.**RACHEL SILBERSTEIN****100% EAC****Lecturer****Appointed in 2017**

Education: DPhil University of Oxford, 2007-2014

MA School of Oriental and African Studies, University of London, 2003

Languages: Chinese – 4, English– 4, Russian-2, French-2

Academic/ Field

Experience: China and Europe

Courses: Fashion Systems: Europe-Asia, Arts of Imperial China, Asian Civilizations: Traditions

Specializations: Visual/material culture and gender in early modern China, with a particular interest in women’s engagement with fashion and textile handicrafts.

Distinctions:

Thesis/Dissertation

Supervised:

Bibliography:

“Cloud Collars and Sleeve Bands: Fashion and Commercial Embroidery in Mid-Late Qing China”, *Fashion Theory* (March 2017), 21.3“Eight Scenes of Suzhou: Landscape Embroidery and Urban Courtesans in Nineteenth-Century China”, *Late Imperial China* (June 2015), 36.1

Review of China: Through the Looking Glass (Metropolitan Museum of Art, 2015), October 2016 CAA. Reviews

**CLARK SORENSON****100% EAC  
Appointed in 1989****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: Korea, China, Southeast Asia (Thailand, Cambodia, Vietnam, Indonesia)

Courses: Modern Korean Society, North Korean Society, Spaces of Possibility: Korea & Japan, Survey of Korean Society, Social Change in 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

Advising: MA: 2      PhD: 1

Bibliography: Sorenson, C. "Imagining a Field Site: Preparing for Anthropological Fieldwork in South Korea in the Mid-1970s." *Journal of Korean Studies*, vol. 21, no. 2, Fall 2016, pp. 485-515.  
 Sorenson, C. and Andrea Arai, editors. "'Mokp'o's Tears': Marginality and Historical Consciousness in Contemporary South Korea," In *Spaces of Possibility: In, Between, and Beyond Korea and Japan*, University of Washington Press, 2016, pp147-96.  
 Sorenson, C. and Andrea Arai. "Introduction: Movement, Collaboration, Spaces of Difference." *Spaces of Possibility: In, Between, and Beyond Korea and Japan*, University of Washington Press, 2016, pp 1-9.  
 Sorenson, C. "Korea (North and South)." *Peoples and Cultures of Asia*, Pearson Prentice Hall, 2005, pp. 279- 334.

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

Education: B.A. Chinese Language & Literature, University of California, 1977  
 B.A. Linguistics, University of California, Berkeley, 1979  
 M.A. Chinese Language & Literature, University of California, 1983  
 Ph.D. Buddhist Studies, University of California, Berkeley, 1994

Languages: Chinese - 5, Japanese - 5

Field Experience: China, Japan

Courses: Comparative Religion, Introduction to World Religions: Eastern Traditions, Religion in China, Religion in Comparative Perspective, Religion, Eastern, Seminar in Buddhist Studies, Special Topics Religion: Seminar in Buddhist Studies, Special Topics in Religion: Religion in China, Special Topics East Asia: Religion in Japan

Specialization: Buddhist texts and culture of medieval China and Japan and their relation to Indian Buddhism;  
 concepts and uses of scripture in East Asian religious traditions; development of Buddhist canon in East Asia

Distinctions: National Endowment for the Humanities Fellowship, 2000

Advising: MA: 1      PhD: 2

Bibliography: Kyoko, T. *Byways in Medieval Chinese Buddhism: The Book of Trapusa and Indigenous Scriptures*. University of Hawaii Press, 2014.  
 Kyoko, T. and Jim Wellman. "Is Religious Violence Inevitable?" *Journal for the Scientific Study of Religion*, vol. 43, no 3, September 2004.

**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:

Takenaka, T. ed. *Intellectual Property Systems in Civil Law and Common Law*. Edward  
Elgar Publishing 2013, 464 pp.Takenaka, T. ed. *Patent Law and Theory: A Handbook of Contemporary Research*. Edward  
Elgar Publishing 2008, 790 pp.

Articles and book chapters:

Takenaka, T. and John Krauss. *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, 2013.Toshiko Takenaka, *Patent Practice in Japan and Europe: Liber Amicorum for Guntram  
Rahn*, 34 EUR. INTEL. PROP. REV. 2012, pp. 135-36.**MICHIO TSUTSUI****100% EAC  
Appointed in 1994****Professor Emeritus, Human Centered Design & Engineering**

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

MA, University of Illinois, Urbana-Champaign, 1980

Languages: Japanese - 5, English - 4

Academic/ Field

Experience: Japan, Korea

Courses: Advanced Japanese for Technical and Business Professions I, II and III; Professional  
Practice: Technical Japanese InternshipSpecialization: Technical/Business Japanese; Japanese linguistics; Japanese for special purposes; Second  
language acquisitionDistinctions: Donald E. Petersen Professor (1990 - 2015); Board Member, Association of Teachers of  
Japanese (2009 - 2012)

Bibliography:

Tsutsui, M. (2016) "Daini-gengo to shite no nihongo no tame no gengogaku: mokuteki  
tohoohoo[Linguistics for Japanese as a Second Language: Objectives and  
Methodology]." *Proceedings of the 26th Central Association of Teachers of Japanese  
Conference (CATJ 26)*,  
<<https://drive.google.com/file/d/0B3bwcWx6XSC2RnRKMIhST0pCTWM/view>>,  
2016.Tsutsui, M. "A Study of the Usage Restriction for Simultaneity Expressions in Japanese."  
*Japanese Language and Literature*, vol. 46 no. 1., 2012, pp. 91-124Tsutsui, M. (editorial supervisor and coauthor), et al. *Kore de Mi ni Tsuku Bunpoo-ryoku  
[Grammar Power: Exercises for Mastery]*. Kuroshio-shuppan, 2012.

**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: Academy Film Scholar (Academy of Motion Picture Arts and Sciences, 2017)

Royalty Research Fund Award (RRF Scholar), 2017

Mellon Foundation New Directions Fellowship, 2015

Katherine Singer Kovacs Book Award, Society for Cinema and Media Studies, 2014

Thesis/

Dissertation Supervised: MA: 2 PhD: 1

Biography: Books:

"Moving Pictures, Still Lives: Film New Media, and the Late Twentieth Century (Oxford UP, June 2018)

"The Age of New Waves: Art Cinema and The Staging of Globalization"  
(Oxford University Press, 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).

Articles:

"The City of Bits and Urban Rule: Media Archaeology, Urban Space, and Contemporary  
Chinese Documentary," World Cinemas, Global Networks, eds. Elena Gorfinkel and  
Tami Williams (Rutgers University Press, forthcoming)**HAICHENG WANG****100% EAC  
Appointed in 2008****Associate Professor, Art History**

Education: PhD, Princeton, 2007

MA, Peking University, 2000

Languages: Chinese - 5, Japanese - 3

Academic/ Field Art History

Courses: Chinese Art and Visual Culture; Art and Archaeology of Ancient China; Arts of Imperial  
China; Chinese Bronzes and the Study of Art History; Topics in Chinese Art

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

Distinctions: Postdoctoral fellowship, Center for Chinese Studies, University of California at Berkeley,  
2007-2008; Mellon New Directions Fellowship 2017-20

Bibliography: Books:

Wang, H. *Writing and the Ancient State: Early China in Comparative Perspective*.  
Cambridge University Press, 2014.Wang, H. "China's First Empire? Interpreting the Material Record of the Erligang  
Expansion." *Art and Archaeology of the Erligang Civilization*, Princeton University  
Press, 2014.

**PING WANG****100% EAC  
Appointed in 1991****Associate Professor, Chinese Languages and Literature (tenure eligible)**

Education: University of Washington, Seattle Ph.D. 2006  
 University of Colorado, Boulder Master in Chinese Literature 2000  
 Jilin University, Master Student in Applied Linguistics 1997  
 Anhui University, B.A. in English Language and Literature 1993

Languages: Chinese (5) English (5)

Academic/ Field

Experience: China

Courses: Chinese poetry, Classical Chinese, Six Dynasties Literature, East Asian Culture,

Specialization: Classical Chinese, Traditional Chinese Culture and Literature.

Thesis/ Dissertation

Supervised MA: 11 PhD: 10

Bibliography:

Wang, P. *The Age of Courtly Writing: Wen xuan 文選 Compiler Xiao Tong 蕭統 (501-531) and His Circle*. Brill, 2012.

Wang, P. "By Alice Cheang University of Massachusetts, Amherst" *Journal of Chinese Studies* vol. 58, no.1, 2014, pp. 315-328.

Wang, P. "By Thomas Jansen." *The Journal of Asian Studies*, vol. 73, no. 2, 2014, pp. 540-41.

Wang, P. and Nicholas Morrow Williams, editors. "Southern Identity and Southern Estrangement in Medieval Chinese Poetry." Hong Kong University Press, 2015.

Wang, P. "Plaint, Lyricism, and the South." *Southern Identity and Southern Estrangement in Medieval Chinese Poetry*, 2015, pp. 79-107.

Wang, P. "Between Reluctant Revelation and Disinterested Disclosure: Reading Xiao Tong's (501-531) Preface to Tao Yuanming ji." *Asia Major*, vol. 23, no. 1, 2010, pp. 201-222.

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

Education: PhD, Anthropology with Designated Emphasis in Feminist Studies, University of California, Santa Cruz, 2006

Languages: Chinese - 3, French - 2

Academic/ Field

Experience: China, Hong Kong

Courses: Global Asia; Gender and Sexuality in China

Specialization: Anthropology; Asian American; Chinese; Digital Humanities; Ethnography; Feminism; Oral History; Public Scholarship; Transnational; Visual Culture

Distinctions: Editorial Board Member, Journal of Visual Culture; American Council for Learned Societies Comparative Perspectives and Culture and Society Grant

Thesis/Dissertation

Supervised: PhD: 10

Bibliography:

Welland, S. *Experimental Beijing: Gender and Globalization in Chinese Contemporary Art*. Duke University Press, 2018.

Welland, S. *A Thousand Miles of Dreams: The Journeys of Two Chinese Sisters*. Rowman & Littlefield, 2006.

Welland, S. "Review of Gendered Bodies: Toward a Women's Visual Art in Contemporary China", *Frontiers of Literary Studies in China*, 2017.

Welland, S. "Aesthetics," keyword article for *Ethnography and Design* online forum. *Cultural Anthropology: Theorizing the Contemporary*, 2017.

**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 & Rights in Authoritarian Regimes;  
 Specialization: Political economy of development; law and development  
 Distinctions: Nat'l Committee on US-China Relations, Public Intellectuals Program, Fellow (I); Chiang Ching-kuo Foundation for International Scholarly Exchange Research Grant 2013-2015; National Committee on US-China Relations, Public Intellectuals Program (Group I);

## Bibliography:

Whiting, S. *Power and Wealth in Rural China: The Political Economy of Institutional Change*. Cambridge University Press, 2001.  
 Whiting, S. and Dan Wang. "The Rural Economy." *Sage Handbook on Contemporary China*, forthcoming 2018.  
 Whiting S. and Shao Haa. "Courts and Political Stability." *Exploring the Limits of Law: Resolving Land Disputes in East Asia*, Cambridge University Press, 2014.  
 Whiting, S. "Authoritarian 'Rule of Law' and Regime Legitimacy," *Comparative Political Studies*, 2017.  
 Whiting, S. et al. "Changing Property Rights Regimes: A Study of Rural Land Tenure in China," *China Quarterly*, forthcoming.  
 Whiting, S. and Hua Shao. "Comprehensive Mediation and the Function of Local Courts: An Investigation of Land Disputes in Two Hunan Counties." *政法论丛 (Journal of Political Science and Law)* no. 2, 2012.

**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  
 Third Year Korean  
 Specialization: Korean Language, Second language acquisition,  
 Computer-based language learning and teaching  
 Distinctions: Campus Project Grant for Online Korean Learning Material for Beginning Level Non-Heritage Students, Columbia University, 2009;  
 Awards of Distinction in Teaching, Harvard University, 2004-2006;  
 TESL Certificate Pacific International College, Victoria, B.C. Canada

## Bibliography:

Won, E. "Heinle & Heinle's Complete Guide to the TOEFL Test, CBT." <http://www-writing.berkeley.edu/TESL-EJ/index.html>, 2001.

**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:  
 Wong, K. *Trade, Globalization, and Poverty*, edited by Elias Dinopoulos, Pravin Krishna, Arvind Panagariya, and Kar-yiu Wong, New York: Routledge, 2008.  
 Wong, K. *WTO and World Trade*, edited by Guenter Heiduk and Kar-yiu Wong, Heidelberg: Physica-Verlag, 2005.

Papers:  
 Wong, K. "Interbank Rate Behavior and Financial Crisis: The Case of Hong Kong", 2004.  
 Wong, K. "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)**

Education: B.A. Swarthmore College, 1970  
 Ph.D. University of Virginia, 1976

Languages: Chinese - 3, French - 2, Hindi - 5, Spanish - 2, Urdu - 5

Field Experience: England, India

Courses: States and Capitalism, Task Force: Ending Absolute Poverty by 2030: The Role of State and Non-State, Special Topics in South Asia: History of 20th Century India, Special Topics in South Asia: History of Modern India to 1900, Interdisciplinary Study of South Asia, Interdisciplinary Study of South Asia II

Specialization: Human security, migration, peasants, imperialism and colonialism, comparative and world history in South Asia, Southeast Asia, East Asia, comparative Asia

Distinctions: President, Association for Asian Studies President, World History Association Board, American Council for Learned Societies Board, World Affairs Council of Seattle and Tacoma. University Affiliations Program Grant, Bureau of Educational and Cultural Affairs, U.S. Department of State, 2002-5. President, World History Association (WHA), 2008-2010

Advising: MA: 1      PhD: 6

Bibliography: Yang, A. *Thirteen Months in China*. Oxford University Press, 2017.  
 Yang, A. "The Mid-Nineteenth-Century Exile of Bhai Maharaj Singh in Singapore." *Exile in Colonial Asia: Kings, Convicts, Commemoration*, University of Hawaii Press, 2016.  
 Yang, A. et al "Indian Convict Workers in Southeast Asia." *Journal of World History* vol. 14, no. 2, 2003.

**CLAIR YANG****100% EAC****Assistant Professor, International Studies / International Studies: World Regions / Appointed in 2017**  
**International Studies: Global Themes**

Education: B.S. Peking University, Beijing, China, 2010  
Ph.D. Northwestern University, 2016

Languages: Chinese, Mandarin - 5

Field Experience: Undergraduate work in Beijing, China

Specialization: Managerial Economics and Strategy; Political Economy, Applied Microeconomics, Chinese Economy Teaching: Microeconomics, Political Economy, Business Strategy

Distinctions: Postdoctoral Scholar, Sloan School of Management, MIT 2016-Present; Kellogg KGSM Scholarship, 2010-2015; Chinese Mathematical Olympiad, First Prize, 2004, 2008

**Bibliography:**

Yang, C. et al. "International Political Instability and Equity Market Returns." *Financial Management*, 2015.

Yang, C. Z. (2016). "Unlock the Black Box of Corporate Political Strategies: Congressional Contribution and Lobbying for US Firms." *SSRN Electronic Journal*. doi:10.2139/ssrn.2860316., 2016.

Yang, C. et al. "The Surprising Breadth of Harbingers of Failure: Consumer Purchase and Political Donation, forthcoming.

**LI PING YU****100% EAC****Senior Lecturer, Asian Languages & Literature (non-tenured)****Appointed in 2004**

Education: MA, Louisiana State University, 1998  
Received ACTFL and OPI training fall of 2014, and 2017

Languages: Chinese - 5

Academic/ Field Experience: UW Exploration Seminar in China and Husky Presidential Ambassador Leadership Institute in China

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

Specialization: Chinese language

Distinctions: Nominee for Outstanding Teacher's Award, University of Washington, 2008; Outstanding UW Women, 2010; East Asia Center Course Development Award 2004, Provost International Activity Grant award, 2013

**Bibliography:**

Books:  
Yu, L. *A Reflection of the Reality, Readings in Contemporary Chinese Short Stories, An Advanced Modern Chinese Reader*. Princeton University Press, 2014.

Articles:  
Yu, L. "The Analysis of Interaction in Teaching Chinese as a Foreign Language classrooms." *Proceedings of the 2016 International Symposium on Chinese Education*, Macau, 2017.

Yu, L. "On Communicative Competence of Foreign Language Teachers, ---An Ethnographic Study of a Chinese Class at UW." *Proceedings of the 2013 International Symposium on Chinese Education*, Chengdu, 2013.

Yu, L. "The Selection of Advanced Reading Material in Chinese." *Proceedings of the 2005 International Symposium*, Taipei, 2005.

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

Education: PhD, Ohio State University

Languages: Chinese - 5, French - 3, German - 3, Japanese - 3  
Academic/ Field

Experience: China, Taiwan, Hong Kong

Courses: 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:

Yue-Hashimoto, A. *The Dancun Dialect of Taishan*. Information Sciences Research Centre,  
City University of Hong Kong, 2005.

Articles:

Yue-Hashimoto, A., editor. *Studies in Honor of Jerry Norman* 《羅杰瑞先生七秩晉三壽  
慶論文集》. Ng Tor-tai Chinese Language Research Centre, Institute of Chinese  
Studies, Chinese University of Hong Kong, 2010, pp.522.**DONGSHENG ZANG****Associate Professor, Law (tenured)****50% EAC  
Appointed in 2006****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 arbitrationResearch: International trade law: World Trade Organization, legal framework, law in  
China: China's climate change regime; legal regulation of food safetyDistinctions: 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:

"Civil Procedure and Anti-Modern Myths in the 'Harmonious Society': China and Prewar Japan  
Compared," in *Legal Innovations in Asia: Judicial Lawmaking and the Influence of  
Comparative Law* 146-63 (John O. Haley & Toshiko Takenaka eds. 2014)."The West in the East: Max Weber's Nightmare in 'Post-Modern' China," 14 *Max Weber  
Studies* 33-53 (2014).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).

## **East Asia Center Staff**

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### **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

---

### **JIM ANDERSON**

**25% EAC**

#### **Fiscal Specialist 2, JSIS**

Education: Saginaw Valley State BA Sociology  
North Seattle College AAS Accounting

Specialization: Responsible for several diverse school-wide support roles including travel, purchasing and fiscal planning. This position reports directly to the Financial Administrator.

---

### **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, Haida - 1, Japanese - 2, Korean - 1, Russian - 2, Swedish - 1,  
Xhosa - 1

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

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

Experience: Director of the Language Learning Center since 1988. Active in developing digital media for language learning. Principal Investigator of many federal grants, including STARTALK. 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****Director, East Asia Resource Center, JSIS**

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

Languages: French - 1, Japanese - 1

Field Experience: Led 19 grant-funded study tours to East Asia for K-12 educators, most recently in 2012.  
Sometimes attend meetings in Asia.

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

Distinctions: Co-founded and co-direct the National Consortium for Teaching about Asia, 1998-present  
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

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**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

---

**ROBERT BRITT****100% EAC****Coordinator of East Asian Library Services**

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: Australia, Japan

Specialization: East Asian Librarianship, Japan Area Studies

Distinctions: 2008-2017: Served as Chair of the Council on East Asian Libraries (CEAL), Library Technology Committee. (also Webmaster for CEAL website); 2016-2018, serving on Working group for the revision of the American Library Assn/Library of Congress Romanization Guide for Japanese; 2016- Editor of East Asian law library guides for China, Japan and Korea; 2016- Editor, "Japan" in Brill's online service, "Foreign Law Guide"; 2009, Feb.

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

Education: BA, Central Washington University, 1984

Specialization: Oversees marking and circulation of all library materials, maintaining collections and assists patrons locate research materials; and contributes to special projects.

**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****Director of Fellowships****100% EAC**

Education: MA Georgetown University, 2006  
BA University of Washington, 2001

Experience: 6 years-experience working with JSIS fellowships, 1.5 years -experience managing cultural program of The Jerusalem Fund, 10 years-experience in Arabic education, 2 years-experience as a banker

---

**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****Associate Director of Japan Studies Program**

Education: BA, University of Washington, 1989  
Language and General Studies, 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, Australia

Experience: Over  
20 years of project and program management in the private and public sectors including ten years in tech sector and information technology. Projects ranging up to \$500M; Ten years of outreach and development experience in an academic setting; fund raising and grant writing expertise in academic and community settings.

Specialization: Japan Regional Studies - Political Economics

---

**SONJA GARRETT****25% EAC****Graduate Student Advisor, Student Services, JSIS**

Education: Social Media Certification, Drury University, 2010  
Master in Education, Drury University, 2007  
Bachelor of Arts in Communication, Drury University, 2004  
Regent's University London semester abroad 2003

Experience: Advising Graduate and PhD students at the Jackson School. Previously managing continuing education programs including high school, marketing and departmental operations.

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**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

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**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: 20years-experience supporting academic computing

**SARAH HOMER****100% EAC****Program Coordinator, East Asia Center and China Studies Program, Taiwan Studies Program**

Education: BA University of Puget Sound, 2012  
 Languages: Chinese (Mandarin) - 7 years  
 Field Experience: China, Taiwan, South and Southeast Asia  
 Specializations: Comparative Religion in China and Southeast Asia (specifically looking at Islam in China and Malaysia)

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

Education: PhD, University of Wisconsin-Madison, 1985 South Asian Languages & Literature  
 MA, University of Wisconsin-Madison, 1979 Cultural Anthropology

Languages: Nepali - 5, Newari - 5, Sanskrit - 5, Tibetan - 1, French - 3, German - 3, Spanish - 3, Dagaari, Southern - 1, Twi - 1

Field Experience: Ethno-historical and Comparative Religion Research in Nepal 1976-2012 and continuing research to present, one-month research in Japan, 2014, research and teaching in Ghana for three semesters and two summers, 2001-2007; one-month research in Central America, 2000

Specialization: Asian & African religions, languages and historical and contemporary research. Provides lead academic advising for JSIS Student Services Office, study abroad advising. Advisory board member for Department of Global Health. Curriculum design updates for Asian Studies, International Studies, and Comparative Religion majors.

Distinctions: 28 years academic advising, and administrative leadership experience at the University of Washington; 30 years, authored online course textbook for and taught Eastern Religions for 17 years.; 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.

**KATE KILLPACK****25% EAC****Associate Director of Advancement, JSIS**

Education: BA, Willamette University, 2005  
 Independent Liberal Arts Colleges Abroad (ILACA) Semester in London, England, Fall 2003

Languages: Spanish

Specialization: Responsible for working with individuals who have the capacity to make a major gift (\$25,000+) to the Jackson School of International Studies. Also works with faculty and staff in the Jackson School to share information with donors and prospects about the funding priorities of the Jackson School.

Field Experience: United States Peace Corps Volunteer, Community Economic Development, Panama 2009-2011

**YURIKA KURAKATA**  
**Assistant Director EARC**

**25% EAC**

Education: MEd, Harvard Graduate School of Education, 1999  
BA, University of the Sacred Heart, Tokyo, 1998

Languages: Japanese fluent, Spanish 2

Fieldwork: 2003-2006, Associate Director, Donald Keene Center of Japanese Culture at Columbia University, NY 2001-2003, Coordinator and Assistant to the Director, Radcliffe Fellowship Program at Harvard University, 1999-2001, Social Studies teacher, Keio Academy of New York.

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**RITSUKO KURIMA**  
**Circulation Technician, East Asia Library**

**100% EAC**

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

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**WOLFRAM LATSCH**

**25% EAC**

**Director, Office of Academic Services, JSIS**

**Director, Undergraduate International Studies Program**

Education: PhD, 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 Academic Services Office, directs BA program in International Studies (General), including advising, admissions, outreach, curriculum, and career services; national recruitment for ten graduate programs.

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**XIU QING (KAITLYN) LI**

**Payroll Coordinator, International Studies**

**25% EAC**

Education: B.A. Economics, University of Washington  
B.S. Statistics, University of Washington

Languages: Chinese - 5

Experience: Responsible for managing and overseeing the accuracy and timeliness of wage payments to all departmental employees at the Jackson School, including developing and maintaining documentation and controls for payroll related activities. Responsible for data entry to employees' payroll, such as onboarding new employees, terminating existing employees, entering vacation time, appointment changes and more. Perform monthly audits of timecards, salaried time, and attendance records. Assist in necessary corrections/adjustments for variances. Serve as liaison for communication between various campus entities, including Dean's Office HR, Academic HR, Main Payroll Office etc. as well as communication between different academic units across campus.

**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, United Arab Emirates, 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

**DVORAH OPPENHEIMER****25% EAC****Financial Administrator, JSIS**

Education: BA, University of Washington

Specialization: Helps manage financial aspects of grants and all budgets within JSIS; communicates with the Office of Sponsored Programs: Manages the fiscal office.

**ED PHIPPEN**

Principal, Phippen Consulting LLC

Education: MPA, University of Washington, 1999  
 BA, University of California, Davis, 1992

Experience: Program Director/Policy Director, Washington State Hospital Association; Planner, Seattle-King County Workforce Development Council

Specialization: Design, direct, collaborate on, and write reports on research studies focused on workforce development

Recent/current relevant work:  
 Labor-market study, Seattle University's College of Education; Feasibility study, Seattle College District; External evaluation of professional-technical programs, Shoreline College; Apprenticeship Return-on-investment study, Aerospace Joint Apprenticeship Committee

**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: Spring 2014. Dana Raigrodski, *What Can Comparative Legal Studies Learn from Feminist Legal Theories in the Era of Globalization*, U. BALT. L. REV.  
*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).

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**TONI READ** **25% EAC**  
**Business Office Manager, 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

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**KRISTI ROUNDTREE** **100% EAC**  
**Managing 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.

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**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

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**ANDREA SADLIER HOLMAN** **25 % EAC**  
**Advisor MAAIS, JSIS**  
Education: BS Kansas State University, 2010  
BA University of Washington, 2003  
Experience: 14 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

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**ZHIJIA SHEN** **100% EAC**  
**Director, East Asia Library**  
Education: PhD in History, University of Chicago, 1997  
MS in Library & Information Science, University of Illinois, 1991  
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 and for research. Presentations on library resources for China studies related classes such as “Conducting Research Using Electronic Resources” presented at China Studies Colloquium  
Specialization: East Asian Librarianship, Chinese studies librarianship, Modern Chinese History  
Distinctions: 2016-18 Elected Vice-president/President-elect of Council on East Asian Libraries (CEAL) to serve as CEAL President in 2019-20; 2016-18 Elected President of Society of Chinese Studies Librarians (North America)

Bibliography:  
Shen, Zhijia; Liu, Jing, editor. “Blooming Flowers and Leaves: Newly Cataloged Special Collections at Two North American Universities.” *Volume I: Illustrated and Annotated Bibliography of CLIR Collections at University of Washington; Volume II: Illustrated and Annotated Bibliography of CLIR Collections at University of British Columbia.* Zhonghua Shuju Press, expected 2018.  
Shen, Zhijia. compile/ editor. “Yu Yingshi Wenji (Collected Works of the Major Chinese Historian Yu Yingshi).” *vols. 11-12.* Guangxi Normal University Press, 2014.  
Shen, Zhijia & Yao, Boyue. “Chinese Ancient Books at University of Washington: Collection and Preservation” *Proceedings of the International Symposium on Descriptive Bibliography and Scholarly Editing of Chinese Ancient Books.* Sun Yat-sen University, 2016.

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**KEVIN SWANTEK** **25% EAC**  
**Business Office Coordinator, JSIS**  
Education: BA, University of Washington, 2003  
Experience: Program assistant at UW, 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

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**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

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**SAORI TACHIBANA** **100% EAC**  
**Japanese Acquisitions and Cataloguing, 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

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**MONIQUE THORMANN** **25% EAC**  
**Director of Communications, Jackson School of International Studies**  
Education: M.S., Columbia University Graduate School of Journalism  
B.A., Brandeis University  
Languages: French  
Field Experience: Africa region - Kenya, Rwanda, Senegal, Somalia and Tanzania; Asia region - Cambodia, China (Hong Kong), India, Japan, Republic of Korea and Thailand; Europe region - Bosnia, Croatia, France, Kosovo, Macedonia, Serbia, Spain and Switzerland.  
Experience: 10+ years of communications leadership experience developing approach and products that raise profile and drive business forward. Proven skills writing for executives, donors, media, employee communications, government and the general public. Examples of clients: University of Washington, UNICEF, UNDP, the World Bank and the International Rescue Committee.

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**CHELSEA TOCZAUER** **100% EAC**  
**Program Coordinator, East Asia Resource Center**  
Education: BA University of Southern California, 2015  
MA Johns Hopkins University-Nanjing University, 2017  
Languages: Chinese (Mandarin) – 4, Russian – 4  
Field Experience: Washington DC, China, Russia, Taiwan  
Specialization: Manage East Asia Resource Center web presence, coordinate events and lectures, manage outreach strategy, design professional development workshops on East Asia and support preparation of budget and financial reports

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**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**

**Head of Public Services and Korea Studies Librarian, East Asia Library**

Education: MLIS (Master in Library and Information Sciences) Rutgers, 1995  
BA, Ewha Woman's University, Korea, 1993

Languages: Korean – 5

Field Experience: Acquisition Trip to Korea, July 2016  
5th Kyujanggak Workshop for Korean Studies Librarian from Overseas, April 2016  
Workshop for Oversea Korean Studies Librarians, October 8-15, 2012, Seoul, Korea  
The National Library of Korea  
3rd Kyujanggak Workshop for Korean Studies Librarian from Overseas, October 16-18,  
2012 Seoul National University, Kyujanggak Institute for Korean Studies

Specialization: Korean librarianship

Distinctions: Promoted to Full Librarian (highest rank) from Associate Librarian in 2016

<b>Project Goal Statement #1: To build EA language learning capacity</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
A) Increase by 5% annually the # of UW students enrolling in Japanese language courses at the intermediate and advanced level.	A1) Disseminate course information to potential students, including the professional schools.  A2) Hire a Japanese lecturer while we conduct a search for a tenure track Japanese language instructor.  A3) Hire a tenure-track Japanese language instructor to begin in year 2 of the grant.	Student enrollments	Annually	Internal enrollment data	126	132	138	144	150
B) Increase from 0 to 60 over the course of the grant the # of EVCC students enrolling in Business Japanese language courses.	B1) Create Japanese Business Course.  B2) Disseminate course information to potential students.  B3) Advertise internship possibilities associated with the course.	Student enrollments	Annually	EVCC enrollment data	0	0	20	40	60

University of Washington, Seattle  
 Comprehensive NRC: East Asia  
 Appendix D: NRC Performance Measure Form

(Competitive Priority 1)									
C) By the end of the grant period, increase by 16% instructional capacity of UW language instructors. (Absolute Priority)	C1) Provide ACTFL Training and Certification.	B1) Faculty receiving certification	Annually	Internal records	12	0	13	14	0

<b>Project Goal Statement #2: To expand EA area expertise on and off-campus</b>									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) By the end of the grant period, increase by 50% the number of Asian Studies	A1) Advertise annual course development competition.  A2) Go to potential CC and MSI campuses to meet with	# of courses with significant E Asia content	Annually	Community college/MSI reports to EAC	14	16	18	20	22

University of Washington, Seattle  
 Comprehensive NRC: East Asia  
 Appendix D: NRC Performance Measure Form

<p>Fellows creating courses with East Asia content at Community College and MSIs annually. (Absolute and Competitive Priority 1)</p>	<p>administrators and instructors to encourage participation.</p> <p>A3) Annually hold course development award competition and choose courses to develop EA modules.</p> <p>A4) Offer opportunities to attend professional development opportunities to CC and MSI faculty- such as the Association for Asian Studies and the East-West Center's ASDP National Conference.</p> <p>A5) Offer successful course development award candidates opportunities for research travel in East Asia.</p>								
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Project Goal Statement #3: 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	T4
A) Increase by 5% annually the number of	A1) Work with the UW in the High School program to target Japanese and Chinese language teachers.	# of teachers who receive accreditation	Annually	Internal records	7	8	9	10	11

University of Washington, Seattle  
 Comprehensive NRC: East Asia  
 Appendix D: NRC Performance Measure Form

<p>teachers in Washington state approved and trained to offer courses in Japanese and Chinese for UW College Credit. (Absolute Priority)</p>	<p>A2) Provide training and eligibility to High School teachers, so they can offer official UW classes for credit in the teacher's high school.</p>								
<p>B) Increase from 0-40 over the course of the grant the number of Highline School District teachers trained in East Asian Studies. (Absolute Priority)</p>	<p>B1) Work with Highline School District to provide Highline teachers with professional development and training on East Asian Studies.           B2) Support the Highline School District Global Competency Initiative and Contemporary Global Issues through funding and training</p>	<p>Participant enrollments</p>	<p>Annually</p>	<p>Participant enrollment data</p>	<p>0</p>	<p>10</p>	<p>20</p>	<p>30</p>	<p>40</p>

April 27, 2018

The Honorable Elisabeth DeVos  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Madam Secretary,

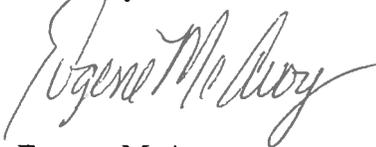
I am writing in support of proposals from the University of Washington (UW) Center for International Business Education & Research and the UW East Asia Center for grant funding from the U.S. Department of Education.

Everett Community College is one of thirty-four community and technical colleges in Washington State. We educate more than 19,000 students each year, nearly 30% of whom are first-generation students. The college offers associate's degrees in seven areas including business and has a robust world languages program. We are pleased to collaborate with our UW colleagues during 2018-2022 to develop Japanese language courses for business purposes as well as internship opportunities for students of those courses.

These new courses and internships will build on and enhance our existing Japanese Language and associated interdisciplinary studies programs. Students who successfully complete the first-year sequence will be eligible to apply for internships at companies in Japan and the Pacific Northwest that conduct business in Japanese. As a result, students will have the opportunity to listen, learn, and converse in "business Japanese" while they attend meetings, review reports, and gain invaluable practice and proficiency with their language skills and exercise of Japanese business protocol.

We hope this collaboration and its results will be a model for other community and technical colleges nationally. We also look forward to exploring other areas of mutually beneficial collaboration during this grant cycle and beyond.

Sincerely,



Eugene McAvoy  
Dean, Communication and Social Sciences Division  
Everett Community College



Thurston EDC Board of Directors

Perry Shea, President  
SCJ Alliance

Carrie Whisler,  
President-Elect  
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Michael McGaully, Treasurer  
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Brian Fluetsch  
Sunset Air, Inc.

Ann Freeman-Manzanares  
Intercity Transit

Rozanne Garman  
RHD Enterprises

Jessica Jensen  
Jessica Jensen Law PS

Dan Jones  
NorthAmericaTalk

Wayne Mannie  
Columbia Bank

Mike Mattox  
Access the USA

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FORMA Construction

Tom Oliva  
Councilmember,  
City of Tumwater

Evan Parker  
Kidder Mathews

Rob Rice  
Rob Rice Homes

Cheryl Selby  
Mayor,  
City of Olympia

Mark Steepy  
KPFF

Tad Stillwell  
Councilmember,  
City of Yelm

Dr. Timothy Stokes  
South Puget Sound  
Community College

Renee Sunde  
WA Retail Association

Rachel Young  
Councilmember,  
City of Lacey

April 2, 2018

To: Jackson School of International Studies Title VI NRC Centers

RE: Support for Internships in Thurston County

To Whom It May Concern,

I am writing to express our organization's support for the University of Washington's NRC grant application for supporting internships in greater the Thurston County region. The Economic Development Council is the lead economic development organization for Thurston County and is governed by a 25-member volunteer Board of Directors. The Board is comprised of both private and public sector leaders of the community representing nearly every economic sector of the region, elected officials form the four larger cities, the Port of Olympia, the County Commission, and higher education. Our support is in recognition that a central tenet of our work is to seek out programs and efforts that build strong quality communities.

The application addresses a critical element in the support of our community's desire for a pipeline of quality internship opportunities. Internships are a key component in a robust workforce strategy to grow our local workforce talent by training and ultimately filling and addressing a growing workforce gap. This has a direct positive economic impact on a community by way of utilizing internships as a retention and expansion strategy for local businesses.

The Thurston EDC recently launched and completed an Internship Pipeline pilot program that was funded by the Pacific Mountain Workforce Development Council – our regions designated workforce development council. This pilot program focused on understanding the needs of our local employers and assessing when/where we could fulfil these needs with internships. This program proved that internships lead to employment as we found that the majority of the interns in the program enjoyed gainful employment either at the place of their internship or by way of a strong introduction from one organization to another. This program laid the foundation for our region to continue to build and expand an internship pipeline in our region.

We thank you in advance for your strong and positive consideration of this application.

Sincerely,

Michael Cade  
Executive Director

May 29, 2018

The Honorable Elisabeth DeVos  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Madam Secretary,

I am writing in support of proposals from the University of Washington's National Resource Centers: Center for Global Studies, South Asia Center, East Asia Center, Center for West European Studies, Canadian Studies Center, Middle East Center, and The Ellison Center for Russia, East European and Central Asian Studies for grant funding from the U.S. Department of Education under Title VI.

The College of Education and UW's National Resource Centers are poised to collaborate on several projects over the next four years intended to increase and support area and international studies course content and activities among students, staff, and faculty in the College of Education. We will endeavor to link College of Education initiatives and activities to area and international studies faculty across the University and in the region. Our collaboration may include, but is not limited to: teacher-preparation; course development grants; speakers' series; symposia; conferences; faculty travel and research; partnerships with local K-12, community colleges, and minority-serving institutions; projects on diversity and immigration in education; and initiatives regarding global indigeneity.

At the University of Washington, we are proud of our ability to transcend programmatic boundaries and engage in authentic interdisciplinary work. We look forward to collaborating with the UW's National Resource Centers during this grant cycle and beyond.

Sincerely,



Mia Tuan  
Dean and Professor



15675 Ambaum Boulevard Southwest  
Burien, Washington 98166  
highlineschools.org  
206.433.0111

Re: Letter of Support for Collaboration between Highline School District and UW's Center for Global Studies, South Asia Center, Southeast Asia Center, and East Asia Center

Dear Christian Novetzke, Sunila Kale, Celia Lowe, and William Lavelly:

7 May 2018

I am writing to express support for the programming proposed by the University of Washington's National Resource Centers for Asia and Global Studies, specifically the Center for Global Studies, the South Asia Center, the Southeast Asia Center, and the East Asia Center. Highline Public Schools in King County, Washington serves grades K-12, educating 19,730 students from diverse ethnic and socioeconomic backgrounds in 32 different schools. Currently, 27% of our students are categorized as English Language Learners. Our students speak 95 different languages, the top seven (other than English) being Spanish, Vietnamese, Somali, Amharic, Punjabi, Arabic, and Cambodian. The partnership with UW's National Resource Centers helps us to provide resources for students which speak to their communities and experiences, as well as professional development training for teachers to offer ways of integrating related content into their curriculum.

Over the next four years, the UW Centers will hold workshops and curriculum development for teacher professionals that will focus on their regions or current events affecting Asia in courses like Contemporary Global Issues and World History. In addition, we have discussed partnering to design activities that will respond to the district's needs as Highline introduces new units associated with a Race and Equity Initiative to be launched in the fall. We will also begin planning now to address our curricular requirements in anticipation of our 6<sup>th</sup> grade transition to middle school in the next two years.

Receiving this assistance from UW will provide a critical resource in support of our educational mission, especially at this time when state funding of education has been limited. Having educational partners that can offer not only classroom materials such as texts, but also training on topics that would be difficult for teachers to otherwise access—such as the Ramayana in literature, contemporary narratives of immigration and migration, and the impact of the Cold War throughout Southeast Asia—allows us to offer greater depth of instruction about Asia and better connect with our students who have such a diversity of experience and cultural background.

We look forward to a long partnership with the UW Centers.

Sincerely,

A handwritten signature in blue ink that reads "Catherine Thompson". The signature is written in a cursive style.

Cathy Thompson, Chief Curriculum & Instruction Officer  
Highline Public Schools



April 18, 2018

U.S. Department of Education, OPE  
International and Foreign Language Education  
National Resource Centers Program  
400 Maryland Avenue SW, Room 3E245  
Washington, DC 20202

Dear Title VI Program Staff and Reviewers:

It is a great pleasure to write this letter in support of the University of Washington Title VI National Resource Centers' application for renewed funding. Over the past two years, Tamara Leonard, Managing Director for the University of Washington's Center for Global Studies, and her colleagues at the National Resource Centers within the University of Washington's Henry M. Jackson School for International Studies (JSIS) have collaborated with Green River College in numerous meaningful and mutually beneficial ways, in pursuit of excellence in education.

This collaboration with JSIS staff and faculty commenced when Green River College started working on a project to expand its Foreign Language instruction and enhance Global Studies content in its general education curriculum. Center for Global Studies, Center for West European Studies, Ellison Center for Russian, East European and Central Asian Studies, and Southeast Asia Center Managing Directors made three presentations on faculty development opportunities during Green River's campus-wide In-Service Days. UW NRCs have arranged several professional development opportunities for Green River employees:

- Conference travel funding: A Green River Japanese faculty member attended the annual Association for Asian Studies (AAS) conference in Washington, DC during spring break 2018. He returned inspired and ready to retool existing courses, to explore new offerings with an eye towards increasing enrollments, and conduct much-needed research in his areas of study.
- Community College Master Teachers' Institute: Over the past two years, Green River faculty have presented at and attended this Institute.
- Other professional development: Two Green River faculty members were selected to attend the Summer Educators Program in Brussels, to enhance their History and Political Studies courses.
- Special training: A Green River Spanish faculty member attended the four-day mixed languages Oral Proficiency Interview Assessment Workshop offered in June 2017 by the Center for Global Studies, Center for West European Studies, and East Asia Center. The skills that she acquired have been invaluable in placing our Spanish language students accurately in the correct levels.
- Mentoring: Green River and JSIS formed mentoring pods in the fall of 2017 to create a professional learning community. Faculty and staff come from its various NRCs, including the Southeast Asia Center, Center for West European Studies, Center for Global Studies, and East Asia Center. This partnership also involves the JSIS Office of Academic Services.

- Presentations in Intercultural Competence: Through this partnership, Green River representatives met UW faculty member Dr. Anu Taranath, and hosted her twice to present workshops for Green River faculty and staff on intercultural competence. Her workshops were so well-received that we will invite her back for a third workshop this year. The workshops enabled much-needed discussions among staff and faculty from different instructional divisions, as Dr. Taranath challenged participants to explore their underlying assumptions and ways of working.
- Academic research: Green River faculty were provided with University of Washington library cards that grant access to books, journals, special collections and other invaluable materials for faculty research and professional development.

Over the past two years, in great part due to collaborating on faculty development with JSIS' NRCs, Green River College has achieved three important goals:

1. Green River's new Global Studies concentration course has been completed, and will begin enrolling students in the fall of 2018.
2. Green River's Spanish and Japanese language programs have been strengthened by increasing faculty members' pertinent skills and knowledge, which benefit language assessment and course development.
3. The college has resurrected its previously dormant Chinese language program. In addition to its two existing study abroad programs in Japan and Spain, Green River is now offering a third study abroad option in Taiwan, where American students will learn about Chinese culture and take intensive Chinese language classes.

By creating meaningful opportunities for different groups to interact with each other, both institutions have benefited. Green River faculty members have gained valuable knowledge and skills through conferences, training, and mentoring supplied by JSIS. Green River faculty have reciprocally shared information and feedback from a community college perspective, both formally and informally, with JSIS staff and faculty. Based upon these experiences, planned future collaborations between JSIS' NRCs and Green River College will include making targeted professional development opportunities available to a wider audience at Green River, facilitating a student transfer pathway, and developing a course-based credit articulation agreement in selected courses with a Global Studies focus.

Green River College deeply appreciates your consideration of the enclosed funding proposal. For further information on Green River's relationship with the University of Washington's Title VI National Resource Centers, please feel free to contact Vivette Beuster at [vbeuster@greenriver.edu](mailto:vbeuster@greenriver.edu) or (253) 288-3343.

Sincerely,



Suzanne Johnson, Ph.D.  
President

## Position Descriptions for Positions to be Filled

**Japanese Language Lecturer Position:** The Department of Asian Languages and Literature seeks a qualified Japanese Language Lecturer to teach Japanese language at all levels.

Applicants must have at least an M.A. degree in Korean, Foreign Language Teaching, or another relevant area, must have native or near-native proficiency in Japanese, be fluent in English, and have at least one year of experience teaching at the college or university level. The successful applicant will be expected to teach Japanese language at all levels, to develop curricular and teaching materials, and to train and supervise teaching assistants.

Annual Salary: Year 1 \$54,000 + \$14,202 benefits; Year 2 \$56,160 + \$14,770 benefits; Year 3 \$58,406 + \$15,361 benefits; Year 4 \$60,742 + \$15,975 benefits.

**Student Assistant – Communications:** The East Asia Center seek a student worker to support the Center's website content, e-news creation and communications.

Annual Salary: \$5,000 + \$1,070

### Duties and Responsibilities:

Working with supervisors

- Assist with creation of website format on Jackson School web supported platform (Word Press.)
- Assist in creating, testing, writing and publishing content on website.
- Create graphics and publicity including printed and on-line promotional material and email announcements.
- Create HTML templates for e-news in cooperation with UW entities using UW standards.
- Gather digital images for use on website and materials.
- Set-up and administer social media outlets for program outreach and news info

### Minimum Qualifications:

- Proficient in using MacBook laptop and Apple software.
- Ability to write well – for web content and other material – and possess editing skills.
- High attention to detail • Proficiency in MS-Office (Word, Excel)
- Have used Word Press and InDesign or similar software.

- Website design experience.
- LinkedIn, Tweeter, and Facebook management
- Proven ability to work effectively independently and as part of a team
- Ability to effectively interface with faculty and staff
- Fluent command of English
- Able to provide examples of work.

Desired Qualifications:

- E-news publication experience, Mail Chimp
- Japanese language skills, and/or cross-cultural aptitude
- Proficiency in HTML

Work hours can be scheduled around class times with at least half of work hours falling between 8:30 AM and 5:00 PM, Monday through Friday.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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		Fiscal Year:	Year 1	Year 2	Year 3	Year 4	Total	Narr. Pg./ Comp. Priority No.				
		Academic Year:	2018 2018-19	2019 2019-20	2020 2020-21	2021 2021-22						
<b>1. SALARIES</b>												
Benefits												
			Year 1	Year 2	Year 3	Year 4						
A. Administrative												
1	Managing Director (K. Roundtree) 10% of salary 80 % FTE, 12 months Benefits 33.50%		3,084	3,208	3,336	3,469	9,207	9,575	9,958	10,356	39,096	
2	JSIS Evaluation and Data Manager (D. Craig) 7% of salary, 12 months Benefits 33.50%		1,025	1,066	1,109	1,153	3,060	3,182	3,309	3,441	12,992	
3	JSIS FLAS Director (R. Davis) 5% of salary, 100% , 12 Months Benefits 33.50%		1,201	1,249	1,299	1,351	3,586	3,729	3,878	4,033	15,226	
<b>Subtotal, Administration</b>							15,853	16,486	17,145	17,830	67,314	
B. Language Instruction												
4	Seed Funding for a Japanese Language Instructor Salary 100%, 9 months, Years 1-4 This position will be picked up by the UW in 2022-2023 Benefits 26.30%		14,202	14,770	15,361	15,975	54,000	56,160	58,406	60,742	229,308	
<b>Subtotal, Language Instruction</b>							54,000	56,160	58,406	60,742	229,308	
C. Area and Other Instruction												
5	East Asia Religions Course (I. Chapman) One course per year Benefits 26.30%		3,233	3,362	3,497	3,637	12,293	12,785	13,296	13,828	52,202	AP1
6	Fundamentals for Global Security (J. Beyer) This course is sponsored jointly by the Title VI Centers in Jackson School One course per year Benefits 26.30%		645	670	697	725	2,451	2,549	2,651	2,757	10,408	AP1
7	Turning to the Periphery: Alternative Lifestyles and Livelihoods in the Japanese and Korean Countrysides = (A. Arai) Benefits 26.30%		2,123				8,072				8,072	AP1
<b>Subtotal, Area and Other Instruction</b>							22,816	15,334	15,947	16,585	70,682	
D. Outreach Personnel												
8	Outreach Coordinator (S. Homer) 50% of 100% salary, 12 months Benefits 40.30%		10,047	10,449	10,867	11,301	24,930	25,927	26,964	28,043	105,864	
9	Student Assistant, Webmaster & Technology Assisant For EA faculty and staff 200 hours @ \$25/hr, Years 1, 2, 3, & 4 Benefits 21.40%		1,070	1,070	1,070	1,070	5,000	5,000	5,000	5,000	20,000	AP2
<b>Subtotal, Outreach Personnel</b>							29,930	30,927	31,964	33,043	125,864	
<b>SALARIES SUBTOTAL</b>							122,599	118,907	123,462	128,200	493,168	

			Fiscal Year:	Year 1	Year 2	Year 3	Year 4		Narr. Pg./
			Academic Year:	2018	2019	2020	2021	Total	Comp. Priority
				2018-19	2019-20	2020-21	2021-22		No.
<b>2. FRINGE BENEFITS</b>									
	% of	Salaries							
Faculty	26.30%	299,989		20,203	18,802	19,555	20,337	78,897	
Classified staff	40.30%	105,866		10,047	10,449	10,867	11,301	42,664	
Professional staff	33.50%	67,313		5,310	5,523	5,744	5,973	22,550	
Hourly assistance	21.40%	20,000		1,070	1,070	1,070	1,070	4,280	
		493,168							
<b>FRINGE BENEFITS SUBTOTAL</b>				36,630	35,844	37,236	38,681	148,391	
<b>3. TRAVEL</b>									
10	Foreign travel by faculty, librarians, & outreach staff to East Asia for curriculum and professional development 7 awards @ \$1000 each			7,000	7,000	7,000	7,000	28,000	AP2
11	Domestic travel for professional development of EAC director, outreach staff, faculty and librarians			3,000	3,000	3,000	3,000	12,000	AP2
12	Asian Studies Fellows Awards Travel awards for educators coming from Title III or Title V institutions or community colleges			7,000	7,000	7,000	7,000	28,000	AP2, CP1
<b>TRAVEL SUBTOTAL</b>				17,000	17,000	17,000	17,000	68,000	
<b>4. SUPPLIES</b>									
	Supplies for outreach materials			171	449	102	419	1,141	
13	Library acquisitions for East Asia Library			25,000	25,000	25,000	25,000	100,000	AP1-AP2
<b>SUPPLIES SUBTOTAL</b>				25,171	25,449	25,102	25,419	101,141	
<b>5. OTHER</b>									
Costs for outreach programming include professional service fees, room rentals, travel, lodging, books & registration									
<b>Outreach</b>									
<u>K-12 Programming</u>									
14	<i>Highline K-12 Project</i> Teacher professional development and curriculum development for Highline School District Teachers			1,200	1,200	1,200	1,200	4,800	AP1-AP2
15	<i>Washington State Social Studies Conference</i> Annual Joint JSIS-OSPI three-day professional development workshop			500	500	500	500	2,000	AP2
16	<i>UW College of Education partnership</i> Working with the COE to integrate EA topics into the COE's curriculum				4,000	4,000	4,000	12,000	AP2, CP2
17	<i>Seattle Pacific University - College of Education Partnership</i> International Education Conferences with significant EA content			2,000	2,000	2,000	2,000	8,000	AP2, CP2
<u>Language Pedagogy Training/Professional Development for K-12 teachers</u>									

	Fiscal Year: Academic Year:	Year 1 2018 2018-19	Year 2 2019 2019-20	Year 3 2020 2020-21	Year 4 2021 2021-22	Total	Narr. Pg./ Comp. Priority No.
18	<i>UW in the High Schools</i> Working with UWHS to offer Chinese, Japanese and Korean language programs in Washington High Schools Professional Services Fees for educators	1,000	1,000	1,000	1,000	4,000	AP2
19	<i>One World Now!</i> Korean, language and leadership program for minority and underserved high school students	1,500	1,500	1,500	1,500	6,000	
20	<i>Language Pedagogy Workshops for Chinese, Japanese and Korean Language Teachers</i>  <u>Post-Secondary Programming</u>	2,000	2,000	2,000	2,000	8,000	AP2, CP1
21	<i>Asian Studies Fellows</i> Partnerships with MSIs and CCs to create new courses & modules with EA content (Partnerships include Highline CC, Green River CC, Shoreline CC, Seattle Central CC, Tacoma CC in WA Portland CC in Oregon and Ocean County College in NJ)	6,000	6,000	6,000	7,000	25,000	AP1-2, CP1
22	<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	AP1-2, CP1
23	<i>Thurston County Economic Development Council</i> Internship program for students at South Puget Sound CC	0	2,000	2,000	0	4,000	CP1
24	<i>Global Monday's - Law School Lecturship Series</i> Co-sponsored with the Asian Law Program Professional Services Fees for guest speakers	500	500	500	500	2,000	AP1-AP2
25	<i>Series of Conferences on Global Asia</i> Themes: <i>Taiwan</i> <i>Cybersecurity</i>	4,000			6,000	10,000	AP1-AP2
26	<i>Training Area Studies Students for Government Service</i> Funding to bring in speakers to present in professional development course  <u>Post-Secondary Language Pedagogy and Proficiency</u>	1,000	1,000	1,000	1,000	4,000	AP1
27	<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	AP1
28	<i>ACTFL Certification</i> Train and certify language instructors in ACTFL & OPI		3,000	3,000		6,000	AP2
29	<i>Chinese for Professional Purposes: An Advanced Course Series</i> Developing a Chinese professional track in Asian Language & Literature Co-sponsored with UW CIBER	2,500	1,500	1,500	0	5,500	
30	<i>Business Japanese &amp; Internship program at Everett Community College</i> Co-sponsored by UW CIBER	2,000	2,000	2,000	2,000	8,000	CP1

	Fiscal Year: Academic Year:	Year 1 2018 2018-19	Year 2 2019 2019-20	Year 3 2020 2020-21	Year 4 2021 2021-22	Total	Narr. Pg./ Comp. Priority No.
<u>Public Affairs Programming: Business, Media, General Public</u>							
31	<i>China Town Hall - Webinar on the US -China Relations</i> with the National Committee on US -China Relations Funding will pay for a presentation before or after the Webinar on site. Co-sponsored by UW CIBER	500	500	500	500	2,000	
32	<i>China Trade and Transaction Project</i> Co-sponsored with the Global Business Law Institute and UW CIBER	500	500	500	500	2,000	
33	<i>Taiwan Business Conference</i> Co-sponsored by UW CIBER		5,000			5,000	AP1
34	<i>International Education Week</i> Public Activities in tandem with International Ed Week	500	500	500	500	2,000	AP1
35	<i>Lectures on-campus for business, media, general public</i> audiences. High-level speakers present lectures on topics of contemporary interest	3,000	3,000	3,000	3,000	12,000	AP1
36	<i>Seattle International Film Festival:</i> Sponoring films from China, Japan and Korea	500	500	500	500	2,000	AP1
<b>Program Assessment and Evaluation</b>							
37	<i>Evaluation of the China, Japan and Korea Studies</i> Programs & the East Asia Library	9,000				9,000	
38	<i>Annual evaluation data collection and evaluation</i> including the Chinese, Japanese and Korean language programs and outreach programs See Table 9.3 for an activities list and timeline	8,400	12,600	12,000	5,000	38,000	
<b>OTHER SUBTOTAL</b>		48,600	52,800	47,200	40,700	189,300	
<b>6. TOTAL DIRECT COSTS</b>		250,000	250,000	250,000	250,000	1,000,000	
<b>7. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS</b>		20,000	20,000	20,000	20,000	80,000	
<b>TOTAL</b>		270,000	270,000	270,000	270,000	1,080,000	
<b>FLAS FELLOWSHIPS</b>							
	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 allowances @ \$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 4 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	

	Fiscal Year: Academic Year:	Year 1 2018 2018-19	Year 2 2019 2019-20	Year 3 2020 2020-21	Year 4 2021 2021-22	Total	Narr. Pg./ Comp. Priority No.
<b>Total Requested FY 2014</b>		346,500					
<b>Total Requested FY 2015</b>			346,500				
<b>Total Requested FY 2016</b>				346,500			
<b>Total Requested FY 2017</b>					346,500		
<b>TOTAL REQUESTED, 4 YEARS</b>						1,386,000	