

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 # P015A180035

Grants.gov Tracking#: GRANT12658644

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180035

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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"/>
* 3. Date Received: <input type="text" value="06/21/2018"/>	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" value="District of Columbia"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Georgetown University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="53-0196603"/>	* c. Organizational DUNS: <input type="text" value="0495158440000"/>	
d. Address:		
* Street1: <input type="text" value="37th and O Streets, NW"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Washington"/>	County/Parish: <input type="text" value="District of Columbia"/>	
* State: <input type="text" value="DC: District of Columbia"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="20057-1789"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="School of Foreign Service"/>	Division Name: <input type="text"/>	
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="Rebecca"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hawkins"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Sr. Grants and Contracts Administrator"/>		
Organizational Affiliation: <input type="text" value="Georgetown University"/>		
* Telephone Number: <input type="text" value="202-687-5534"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="Rebecca.Hawkins@georgetown.edu"/>		

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

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.):

1242-14 Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

East Asian FLAS

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="330,000.00"/>
* 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="330,000.00"/>

*** 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:

14. AREAS AFFECTED BY PROJECT

District of Columbia

United States

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

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

Name of Institution/Organization

Georgetown University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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	330,000.00	330,000.00	330,000.00	330,000.00		1,320,000.00
12. Total Costs (lines 9-11)	330,000.00	330,000.00	330,000.00	330,000.00		1,320,000.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

PR/Award # P015A180035

Name of Institution/Organization Georgetown University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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>Noel M Dillard</p>	<p>TITLE</p> <p>Senior Grants and Contracts Administrator</p>
<p>APPLICANT ORGANIZATION</p> <p>Georgetown University</p>	<p>DATE SUBMITTED</p> <p>06/21/2018</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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
---------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

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

Title: Telephone No.: Date:

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1243-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

Equal access and treatment of eligible students and other participants is guaranteed by Georgetown University's equal opportunity policies. Relative to other programs at the University, the Asian Studies Program offers a better rate of participation among minorities, women and other traditionally under-represented constituencies. Nevertheless, we shall continue to seek equitable access in East Asia-related training programs by utilizing relevant campus groups and university resource offices to target its advertisement of the Asian Studies Undergraduate Certificate, Asian Studies Graduate Certificate, and Asian Studies MA degree programs, as well as that of the FLAS fellowships. Groups that remain under-represented in Asian Studies at Georgetown include African-American, Hispanic, and Muslim students. We shall reach out to entities that include but are not limited to Women in International Security, Georgetown Women in Business, the Black Student Alliance, the African American Advisory Board, the Center for Minority Education Affairs, and the Muslim Students Association. With our outreach activities to community colleges and secondary school educators, we shall seek to increase the diversity of both educators and students in cultivating interest in Asia. It is generally not difficult to attract interest among minorities of Asian heritage for such programs. While this will be welcomed, we shall also seek actively to increase interest among other under-represented groups by focusing on pedagogical issues (i.e., teaching from the perspective of "hyphenated Americans") and substantive issues (e.g., development issues in Asia) that are comparable across different regions of the world and ethnic groups. The Asian Studies Program will continue to work with the Academic Resource Center to provide accommodations for disabled students. We have a strong support system and enriched learning environment for both learning- and physically-disabled students that our faculty have been intimately involved with. We will also plan accessible events to the extent possible and advertise the provision of auxiliary aids and services to Asia event invitees. The Asian Studies Program's consistent and increasing dissemination of podcasts and other event materials online is intended to help information produced by our programs reach groups to whom the campus is inaccessible. Our funding requests related to library acquisition, which are focused on enhancing electronic EA resources, will increase the collection's accessibility.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Georgetown University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Noel Middle Name:
* Last Name: Dillard	Suffix:
* Title: Senior Grants and Contracts Administrator	
* SIGNATURE: Noel M Dillard	* DATE: 06/21/2018

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.	Michael		Green	

Address:

Street1:	37th and O Streets, N.W.
Street2:	ICC 302-G
City:	Washington
County:	Choose State...
State:	DC: District of Columbia
Zip Code:	20057-1789
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
202-687-6589	

Email Address:

mjg73@georgetown.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.]

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:

Abstract

Overview: The School of Foreign Service (SFS) at Georgetown University offers some of the world's leading graduate and undergraduate degrees in international affairs. In 2018, *Foreign Policy* once again ranked our master's programs first and our undergraduate programs fourth worldwide. Housed in SFS, the Asian Studies Program (ASP) is a leader in educating the next generation of East Asia experts. Located in Washington, D.C., SFS is a professional school uniquely positioned and dedicated to training future area specialists and leaders for the federal government, multinational business corporations, and nongovernmental organizations (NGOs). With a total of 76 faculty who teach courses on East Asia across different disciplines and top-tier language programs in modern Chinese, Japanese, and Korean, we are committed to the professional and intellectual growth of our students, challenging them to transform their knowledge into concrete tools they will use in their careers.

Goals: We are seeking additional funds from the U.S. Department of Education to administer an East Asian FLAS Program (EA FLAS)—covering modern Chinese, Japanese, and Korean languages—between 2018 and 2022. ASP proposes to increase the number of highly qualified master's FLAS recipients from 6 (awarded between 2014 and 2018) to 10 annually. Our FLAS fellows will be trained and placed at a 100% rate with at least 50% actively pursuing federal employment opportunities or federal government fellowships, including the Presidential Management Fellows (PMF) program.

Outcomes: Georgetown University's EA FLAS Program will (1) increase *annual enrollment* by 67% (from 6 to 10 FLAS recipients), (2) maintain ASP *master's graduation* rate at 100%, (3) maintain the *CJK languages graduation* rate for master's students at 100%, (4) increase the recruitment, retention, and graduation rates among *underrepresented students and veterans* by

100%, (5) improve ASP's already strong graduate *placement rate in high national workforce* need areas by 50% (including PMF), and (6) raise placement rates in high national workforce need areas among underrepresented groups and veteran graduates by 50%.

Activities: The EA FLAS Program will directly support the above cited objectives by offering a broad range of activities: (1) proactive community *outreach and recruitment*, (2) implement a FLAS applicant selection process that proactively improves *selection of historically underrepresented populations*, (3) provide pre- and post-assessments to ensure performance-based language acquisition, (4) provide the *nation's highest quality instruction* in East Asian Studies to FLAS fellows, (5) support *high-level language acquisition* in modern standard Mandarin Chinese, Japanese and Korean, (6) deliver *language support services* (native conversational partners, tutoring, ASP courses taught in CJK, and superior online and library resources), (7) provide *career education and services* targeted to exclusively toward SFS graduate students, particularly for internships and post-graduate placement in government service, and (8) post-graduate transitional services for *additional education and training* of FLAS fellows.

Competitive Preference Priorities: #1 and #2

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

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Proposal for a Foreign Language and Area Studies Program in East Asian Studies at Georgetown University

This proposal for an East Asian Foreign Language and Area Studies (EA FLAS) Program at Georgetown University (GU) requests funding to support meritorious graduate students who are committed to pursuing advanced degrees in modern East Asian languages and area studies by providing fellowships that will help alleviate the financial burden of enrolling in graduate school. The proposed EA FLAS Program aims to prepare graduate students for careers in the federal government, private sector, and international and domestic non-profit organizations.

A. Quality of Staff Resources

1. Teaching Faculty and Staff Qualifications

1.1. *Teaching Faculty.* The highly qualified teaching faculty of the Georgetown University Asian Studies Program (ASP), inclusive of East Asian Languages and Cultures Department (EALAC), consists of 76 core and affiliated faculty members. ASP defines “highly qualified faculty” as faculty possessing doctoral degrees from major research universities with impactful publications from university presses and peer-reviewed journals. Within area studies program, faculty represent a mix of relevant disciplines as well as interdisciplinary scholarship, all with direct studies and research on the area in question. Moreover, according to Georgetown’s Jesuit tradition, those “highly qualified” faculty should demonstrate a commitment to teaching and to promoting a service ethic among students, actively supporting diversity and the application of scholarship to address the urgent and long-term needs of society. This description aptly describes the ASP faculty, which will support the proposed EA FLAS Program (see Appendix C).

As a professional school, the School of Foreign Service (SFS)—which houses the majority of ASP faculty—includes world-class scholars many of whom are also renowned practitioners with years of experience in federal agencies and international organizations, ranging from the U.S.

Department of State to the World Bank. For example, ASP alone is a home to five former senior White House officials who served on the National Security Council (NSC), including Professors Victor Cha, Michael Green, Katrin Katz, Evan Medeiros, and Dennis Wilder. In addition, Apichai Shipper currently trains the future American diplomats as the Asia Regional Chair at the U.S. Department of State Foreign Service Institute (FSI), where Anne Imamura, Christine Kim, Pamela Sodhy, and Howard Spendelow have also taught. Moreover, many SFS and ASP faculty members serve the federal government on a daily basis by testifying at congressional hearings, providing timely analyses as independent consultants, and advising heads of agencies, such as the Secretary of State and Secretary of Defense.

ASP's faculty members are also major thought leaders in the Washington, D.C. community. Both Victor Cha and Michael Green hold senior roles at the Center for Strategic and International Studies (CSIS), and Walter Lohman leads the Heritage Foundation's Asian Studies Center. Sheila Smith heads the Japan Program at the Council on Foreign Relations (CFR), and Matthew Kroenig advises the Scowcroft Center for Strategy and Security at the Atlantic Council. Our location in Washington D.C. not only facilitates our ability to access an exceptional talent and leadership pool, but also allows GU professors to actively engage the members of the policy community and service the nation's decision-makers with advice grounded in scholarship.

ASP faculty publish extensively in the major peer-reviewed journals, often focusing on current issues. Examples of targeted journals include: *Political Science Quarterly*, *Asian Survey*, *International Security*, *Journal of Political Science*, and *Journal of Asian Studies*, among others. Many of our faculty members have been recognized for their extraordinary work. Most recently in 2017-18, Michael Green's *By More Than Providence: Grand Strategy and American Power in the Asia Pacific Since 1783* was nominated by Columbia University Press for the Pulitzer Prize

for History and shortlisted by CFR for the Arthur Ross Book Award. In 2015-16, James Millward was awarded a National Endowment for the Humanities Fellowship to work on his book project on the Silk Road. In 2011-12, Carol Benedict's *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010* won the John K. Fairbank Prize for Outstanding Book in East Asian History awarded by the American Historical Association.

SFS is ranked the number one master's program in international relations by the *Foreign Policy* magazine due, in part, to the strength of the curriculum, which requires exceptional faculty to create and deliver. SFS's area studies programs are especially recognized for faculty representing a wide range of disciplines, ensuring a broad and multi-disciplinary curriculum to train future language and area specialists and leaders. ASP faculty by discipline include: anthropology (2), art history (1), business (1), Chinese (11), demography (1), economics (5), education (1), energy and resources (1), English (1), health (1), history (11), Japanese (4), Korean (2), law (6), political science (21), public policy (1), sociology (3), and theology (2). ASP faculty possess significant overseas experience in the targeted countries of China (30), Japan (19), and Korea (13), including research, teaching, government, and business experience. Many ASP faculty members are native speakers of Mandarin Chinese, Japanese, and Korean. Four ASP faculty members—Kristen Looney, James Millward, Max Oidtmann, and Mubbashir Rizvi—are former recipients of FLAS fellowships themselves (see Appendix C).

1.2. *Program Director.* Michael Green, Director of ASP (Ph.D., International Relations, Johns Hopkins University, 1994), is also Professor of International Affairs and Chair in Modern and Contemporary Japanese Politics and Foreign Policy in SFS (100% dedicated to East Asian Studies). As the director of ASP and the proposed EA FLAS Program, Michael Green will supervise the program staff. He is an established expert in Japan Studies, specializing in politics

and security. He has accumulated seven years of research and teaching experience in Japan. He travels to East Asia three to five times a year to conduct field research, lecture at local universities, and meet with political and business leaders in the region (see Appendices B and E).

1.3. *Staff for ASP and EA FLAS Program.* The EA FLAS Program will utilize the ASP staff, including the Assistant Director of Finance and Administration, Assistant Director of Academic Programs, the Program Coordinator, and nine student assistants to perform clerical, editorial, and research support functions.

Daye Lee, Assistant Director of Finance and Administration of ASP (J.D. Candidate, 2021, Georgetown University Law Center; B.S. International Politics/Asian Studies, Georgetown University), is a native speaker of Korean and Founding Editor of the *Georgetown Journal of Asian Affairs* (ISSN 2376-8002; indexed in the *Bibliography of Asian Studies*). She previously worked at the Office of the Korea Chair at the Center for Strategic and International Studies in Washington, D.C. With almost eight years at GU, first as a student and then as an administrator, she is an ideal staffer for the EA FLAS Program. She manages the budget and hiring, training, and supervision of staff, assists with planning special events, coordinates relationships with leaders in government, industry, and policy experts, and performs reporting functions. She has received extensive training in finance, administration, and grants at GU and will receive additional support from the Post-Award Coordinator, Ryan Gillis, in the SFS Dean's Office.

Robert M. Lyons, Jr., Assistant Director of Academic Programs of ASP (Doctor of Liberal Studies Candidate, 2023, Georgetown University School of Continuing Studies, M.A., International Relations, China Studies and International Economics, Johns Hopkins University, 2011), has seven years of academic programming experience at GU. His duties include academic advising for the M.A. in Asian Studies (MASIA) and Graduate/Undergraduate Certificates in

Asian Studies students, off-campus recruitment, admissions, course scheduling, registration, academic reporting, and coordination with East Asian universities on exchange programs. He is currently managing ASP's EA FLAS Program (2014-18) and will continue to serve as the lead FLAS coordinator if GU receives FLAS in the next award cycle (2018-22). He possesses high intermediate Chinese language skills and has lived in China (2008-09).

Program Coordinator of ASP is in the hiring process that will be completed before August 1, 2018. The position is responsible for planning and executing ASP conferences, lectures, workshops, and special initiatives. This position reports to the Assistant Director of Finance and Administration and works closely with the Director and Assistant Director of Academic Programs as well as the East Asian Languages and Cultures Department, among other departments. This position requires a minimum of a bachelor's degree in International Relations, Communications, Public Relations, or Marketing with at least two years of experience in event planning and/or communications.

1.4. *Professional Development. CNDLS.* Georgetown University and SFS will provide the EA FLAS Program staff a wide array of relevant professional development opportunities. First, Georgetown University is a renowned teaching and research university. Its excellence in teaching is supported, in part, by the Center for New Designs in Learning and Scholarship (CNDLS) which supports teaching, technology, assessment, and research. Its team of expert educators facilitates “a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.”¹ The EA FLAS Program will utilize CNDLS to maintain its leadership in teaching, pedagogy, and assessments for Chinese, Japanese, and Korean language instruction as well as East Asian area studies and international studies.

¹ <https://cndls.georgetown.edu/>

1.5. *Conferences.* ASP faculty and staff annually attend academic and professional conferences, such as the Association for Asian Studies (AAS) Annual Conference, and will continue to do so in support of the proposed EA FLAS Program.

1.6. *ASP Events.* ASP hosts a range of seminars, meetings, and forums that offer invaluable learning and professional development experiences for ASP faculty and staff, often featuring top scholars in the field as well as senior current and former government leaders and diplomats.

1.7. *Washington, D.C. Community.* There are exceptional professional development opportunities throughout Washington, D.C., from workshops at the Woodrow Wilson International Center for Scholars and networking receptions at the World Bank Group.

2. Adequacy of Staffing and Oversight Arrangements

ASP's director and two assistant directors all have advanced degrees in Asian Studies and many years of experience within the ASP at Georgetown University and prior grant management experience. GU provides them layers of administrative support that will ensure proper grant management. First, the SFS Dean's Office provides daily pre- and post-award grant support services. Second, the Associate Dean for Finance and Administration will oversee budgeting, procurements, personnel hiring, and other training functions for SFS, including ASP. Third, the Senior Associate Dean for Graduate and Faculty Affairs will provide oversight on curricular and faculty development. Fourth, the Office of Research Services (ORS) and the Office of Sponsored Financial Operations (OSFO) will assist with grant oversight and reporting. Fifth, the Department of East Asian Languages and Cultures (EALAC) will oversee language courses. Collectively, they will support the EA FLAS Program.

The proposed EA FLAS Program will benefit from campus-wide, interdisciplinary and multidisciplinary faculty and multiple libraries. This collaboration includes both traditional academic departments as well as professional schools.

Table A-1: EA FLAS Leadership Expansion Staffing Experience, Functions and Oversight	Director	Asst. Director Fin. & Admin.	Asst. Director Academics	Program Coordinator	SFS Post-Awards Coordinator	ORS/OSFO	Assoc. Dean, Grad. Affairs	Assoc. Dean, Finance	East Asian Languages/Culture	SFS Graduate Career Center
1. Project Leadership	X								X	
2. Project Administration		X			X	X		X		
3. Project Planning: Faculty	X									
4. FLAS Recruitment	X	X	X	X						
5. FLAS Admissions	X		X							
6. FLAS Fellows Selection	X		X							
7. Academic Advisement	X		X							
8. AS: Course Scheduling	X		X						X	
9. AS: Course Registration			X						X	
10. Curriculum Rev. Area St.	X									
11. Events Plan & Mgmt.	X	X	X	X					X	
12. Coordination with EALAC	X		X						X	
13. Career Activities	X	X	X	X						X
14. Career Placement	X	X	X	X						X
15. Project Evaluation			X				X	X		
16. Annual Reports		X	X							

3. Nondiscriminatory Employment Practices and Underrepresented Groups

GU has an Affirmative Action Plan and faculty hiring procedures designed to advertise, recruit vigorously, and employ qualified candidates, particularly minority persons, women, veterans, and persons with disabilities. Departments submit an Affirmative Action Recruitment

Report demonstrating cultivation of a diverse applicant pool to the Office of Institutional Diversity, Equity, and Affirmative Action. Search committees are required to follow detailed procedures in advertising the position, to make efforts to include minority and women interviewers, to keep records to demonstrate that all affirmative action procedures have been observed, and to submit a second affirmative action report for each search. Voluntarily supplied applicant race and gender data are used to assess advertising effectiveness. Since 2006, a Vice President for Institutional Diversity and Equity has overseen the Office of Affirmative Action and worked with senior administrators, faculty, staff and students to promote diversity, inclusivity, and equity through education, training, counseling, outreach and retention efforts.

Table A-2: EA FLAS Leadership Expansion Cross-University Faculty Engagement	Departments	Professional Schools	Library
1. School of Foreign Service (SFS)		X	X
2. Government	X		
3. Public Policy		X	
4. History	X		
5. East Asian Languages and Cultures (EALAC)	X		
6. Law Center		X	X
7. Medical Center		X	
8. Nursing and Health Services (NHS)		X	

B. Impact and Evaluation

1. Program/Training Contributions to Supply of Specialists

1.1. *Graduate Enrollment*

Between 2012 and 2017, graduate enrollment in ASP increased from 20 to 28 students, a 40% increase. Female graduate students generally outnumbered male graduate students—on average, female graduate students made up approximately 54 percent of the MASIA class.

Enrollment of students of color also increased over the years. For instance, students who self-reported as belonging to more than one racial category—“Two or More Races”—increased from 5% in 2012 to 27% in 2017. In 2015, ASP enrolled its first Hispanic student.

Table B-1 Enrollment in M.A. in Asian Studies (MASIA) at Georgetown University						
	2012	2013	2014	2015	2016	2017
Total Enrollment (Number of Students)	20	26	33	34	28	28
Male	35%	42%	42%	56%	54%	45%
Female	65%	58%	58%	44%	46%	55%
Black or African American <i>A person having origins in any of the black racial groups of Africa</i>	0%	0%	4%	4%	0%	0%
Asian American <i>A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent</i>	25%	28%	23%	36%	23%	27%
Native Hawaiian or Other Pacific Islander <i>A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands</i>	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native <i>A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment</i>	0%	0%	0%	0%	0%	0%
Two or More Races <i>A person who self-reports as belonging to more than one racial category</i>	5%	11%	8%	8%	9%	27%
Hispanic or Latino <i>A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race</i>	0%	0%	0%	4%	0%	0%
White <i>A person having origins in any of the original peoples of Europe, the Middle East, or North Africa</i>	40%	50%	61%	48%	68%	46%
Not Reported	0%	11%	4%	0%	0%	0%

Nevertheless, Black or African American graduate enrollment has averaged only about 5%, and ASP has not yet enrolled Native Hawaiian, Other Pacific Islander, American Indian, or Alaska Native. On many university campuses, these groups are significantly underrepresented in

the field of East Asian studies. With the EA FLAS Program, ASP seeks to double African American as well as Hispanic enrollment to 10%. Similarly, ASP will aim to achieve enrollment of other minority groups through continued outreach in the Washington, D.C. community and across the United States. Therefore, the expansion this next cycle seeks is not simply increased total enrollment but an expansion of diversity, access, and achievement among minorities, persons with disabilities, and veterans. This objective is essential to meet the future U.S. workforce needs for East Asian area specialists with strong less commonly taught languages (LCTL) skills.

1.2. Graduate Placement

ASP's master's placement rates average 95% annually. Although students undergo a rigorous, multidisciplinary curriculum and foreign language acquisition, they persist until graduation with exceptional academic records, further evidence of the superior quality of education our students receive.

Of the 904 students studying Chinese, Japanese, and Korean languages at GU, an elite 30 are admitted into ASP. Table B-2 indicates ASP graduate placements, 2014-17. This table demonstrates that Georgetown's ASP is addressing national needs for these LCTL, particularly in government, business and research institutes and universities. SFS and ASP emphasize leadership development in curriculum and extracurricular activities. Thus, annually ASP places graduates into leadership roles, including the Presidential Management Fellows program.

Of the typical 30 enrolled ASP master's students, four to six have been FLAS fellows for the last eight years. Table B-3 presents statistics on career placements of FLAS fellows from ASP. These FLAS fellows have fulfilled the goals of the FLAS program by entering the workforce as

LCTL and area studies specialists in the federal government, military, research institutes, and the corporate sector, meeting critical national workforce needs.

Table B-2 Careers of SFS M.A. in Asian Studies Graduates by Regional Focus, 2014-2017			
	China	Japan	Korea
Federal Government—including Military	14	3	5
State/Local Government			1
Foreign Government		1	1
International Organization	1		1
Business	13	9	3
Non-Profit	8		5
Thank Tank/Research Fellowship	11		2
Ph.D. or Other Degree Programs	5	2	6
Total Surveyed/Total Respondents	56/52	16/15	26/24

Table B-3 Careers of Georgetown FLAS Recipients by Language, 2010-2018			
	Chinese	Japanese	Korean
Federal Government—including Military	4	3	1
State/Local Government			
Business	9	5	1
Law			1
Non-Profit	2		1
Academia/Ph.D.	1		2
Thank Tank/Research Fellowship	5		1
Still Enrolled at Georgetown	3		1
Total Surveyed/Total Respondents	24/24	8/8	8/8

1.3. *Equal Access and Treatment of Participants*

Georgetown University is fully compliant with federal laws and regulations ensuring equal access and treatment of all persons applying for admissions and employment within the university. Overall, Georgetown University has effectively provided superb educational

opportunities to women, minorities, and persons with disabilities. Similarly, the ASP strives for diversity and inclusion and will continue to make efforts in consultation with diversity advocacy and empowerment resources on and off campus. Therefore, the *EA FLAS* program will include broader outreach to regional high schools to promote the earlier Chinese, Japanese and Korean language acquisition, particularly within the large minority student populations of Washington, D.C., and Maryland, in partnership with the Georgetown University Center of Contemporary Arab Studies K-12 Outreach Coordinator, Dr. Susan Douglass.

2. Comprehensive and Objective Evaluation Plan

2.1. Comprehensive Evaluation

The EA FLAS Program will utilize Specific, Measurable, Achievable, Relevant, Time-bound (SMART) objectives within the context of a logical framework model for program evaluation. The SFS Dean's Office will perform the formative and summative evaluation processes to (1) determine progress and achievement of objectives, (2) identify barriers to progress and offer solutions to advance beyond those barriers, and (3) facilitate campus-wide cooperation and coordination of faculty, staff, activities, and resources. Table B-4 below summarizes the logical framework analysis that will be performed annually by the internal evaluators within the SFS Dean's Office. The Director of Asian Studies under the guidance of the SFS Senior Associate Dean for Graduate and Faculty Affairs, Anthony Arend, will lead the evaluation effort in conjunction with a committee composed of faculty and administrators within SFS and other departments. Arend received his Ph.D. in Foreign Affairs from the Woodrow Wilson Department of Government and Foreign Affairs at the University of Virginia. He is a specialist in international law, national security law, international relations theory and human rights. He possesses a joint appointment with SFS and the Government Department. He spent nearly all of

his 33-year academic career at GU; thus, he is ideally suited to provide guidance and general advising in this proposed EA FLAS Program.

2.2. *Quantifiable, Outcome-Measure-Oriented Data*

GU'S EA FLAS Program will utilize SMART outcome objectives: (1) increase *annual enrollment* by 67% (from 6 to 10 FLAS fellowship recipients), (2) maintain ASP master's *graduation* rate at 100%, (3) maintain the *CJK languages graduation* rate for master's students at 100%, (4) increase the recruitment, retention, and graduation rates among *underrepresented students and veterans* by 100%, (5) improve ASP's already strong graduate *placement rate in high national workforce need areas* by 50% (including PMF), and (6) raise *placement rates in high national workforce need areas* among underrepresented groups and veteran graduates by 50%.

Since 2012, master's level ASP enrollment has increased from 20 to 28 students in 2017. This is significant growth but there is potential for more enrollment growth to 36. ASP will accomplish this growth through the award of 10 FLAS per year. The current FLAS Program in ASP has successfully enrolled, graduated, and placed six (6) students per year. However, the FLAS applicant pool is sufficient large and high-quality that ASP proposes to increase the number of FLAS students admitted to 10 annually, representing a 67% increase. This is the "expansion" phase of the project. Specifically, ASP is committed to raising enrollment by raising the participation rate of underrepresented groups (women, minorities, and persons with disabilities as well as active military and veterans). ASP seeks to raise underrepresented enrollment from 5% to 10% over the four-year period.

The quality of the admitted student cohort is exceptional. Historically, at least 50% of SFS graduates each year actively seek placement opportunities in the federal government. ASP aims

to increase that rate by 25% by selecting more FLAS applicants seeking federal government careers, offering preparation for the Presidential Management Fellows program through SFS Graduate Career Center, and mentoring by former federal officials, notably our own faculty. Therefore, the impact (outcome) objectives will include measurement of increases in enrollment, enrollment by underrepresented groups, graduation, placement, placement in federal government, and placement of underrepresented groups. However, qualitative data will also be collected to assess the level of learning and learning outcomes, such as levels of LCTL language acquisition and original student research papers. One measure of how effective SFS leadership training has been will be how many graduates become Presidential Management Fellows. Georgetown University is committed to advancing diversity in higher education and the proposed EA FLAS Program will commit to the same high standards. Hence, ASP will actively seek to recruit, admit, enroll, train, and place underrepresented populations, particularly minorities, women, and persons with disabilities. Another qualitative measure of success will include engagement by active military and veterans within the proposed program. In addition to the quantitative and qualitative evaluation criteria, the evaluation process will include biennial formative evaluation and summative evaluation processes.

3. Fellowship Awards and National Needs

3.1. *CIP 05*. The proposed EA FLAS Program will address directly and full the national need of preparation of researchers at the Master's level for Area, Ethnic, and Cultural Studies, specifically, East Asian Studies. The proposed program will recruit, enroll, and award FLAS Fellows to master's students in East Asian Studies. Preference for FLAS awards will be given to students intending to serve the federal government or to proceed for a doctorate to become university faculty.

3.2. **CIP 16.** The proposed EA FLAS Program will address directly the national need of preparation of researchers at the master’s level for Foreign Language Studies, specifically, Mandarin Chinese, Japanese, and Korean (all Less Commonly Taught Languages). The proposed program will recruit, enroll, and award FLAS fellows to master’s students in Mandarin Chinese, Japanese, or Korean Language and Culture Studies. Preference for FLAS awards will be given to students intending to serve the federal government or to proceed for a doctorate to become university faculty.

Table B-4 below summarizes outcome objectives, their measurable indicators, means of verification of indicators, and key assumptions, based on the logical framework model of evaluation. Thus, the impacts are specified as the outcome objectives. It associates each outcome objective with activities and outputs, both quantitative and qualitative measures.

Table B-4 Logic Model for Impact and Evaluation			
Objectives	Measurable Indicators	Means of Verification	Key Assumptions
<p>GOAL: Increase the labor market supply of highly qualified Asian area specialists with LCTL proficiency.</p>	<ol style="list-style-type: none"> 1. # of graduates by LCTL 2. # of placements by LCTL 3. # of placements in high national need areas 	<ol style="list-style-type: none"> 1. GMS system reports 2. Career Services placement reports 3. Staff placement reports on high national needs 	<ul style="list-style-type: none"> • US economic growth • No US trade wars with Southeast Asia, esp. China
<p>OUTCOME OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Increase <i>enrollment</i> in graduate level Asian studies. 2. Increase <i>graduation rates</i> in graduate level Asian studies, 3. Increase <i>graduation rates</i> in graduate-level Chinese, Japanese and 	<ol style="list-style-type: none"> 1. # of enrollment: 10 2. Graduation rates 100% 3. Graduation rates by 67% over 4 years in LCTL: CJK collectively 	<ol style="list-style-type: none"> 1. GU system reports 2. GU system reports 3. GU system reports 	<ul style="list-style-type: none"> • Sustained college-going rates for high school graduates • Sustained college graduate interest in graduate studies • Sustained access to student financial aid

<p>Korean language studies.</p> <p>4. Increase graduation rates among under-represented students and veterans in Asian area studies.</p> <p>5. Increase placement rates in high national workforce need areas.</p> <p>6. Increase placement rates in high national workforce need areas among under-represented and Veterans graduates.</p>	<p>4. Graduation rates of UR-Veterans: 100%</p> <p>5. Placement rates in high national need areas by 25%</p> <p>6. Placement rates in high national need areas for UR-Veterans by 25%</p>	<p>4. GU system reports</p> <p>5. GU & SFS Career Services placement reports</p> <p>6. Staff placement reports; case files</p>	<ul style="list-style-type: none"> • Growth in supply of under-represented students seeking graduate studies • Favorable job market for Asian studies specialists • Favorable job market for Asian studies specialists • Growth in federal government hiring • Growth in federal contractors hiring
<p>OUTPUTS:</p> <p>1. Graduate students will produce original research papers.</p> <p>2. Graduate students will produce original career plans.</p> <p>3. Graduate students will produce original papers documenting gains of internships.</p> <p>4. Graduate students will post online professional portfolios on social media, such as LinkedIn.</p> <p>5. Students will secure reference letters from internships and mentors.</p>	<p>1. # of research papers</p> <p>2. # of career plans</p> <p>3. # of internship papers</p> <p>4. # of professional portfolios posted online</p> <p>5. # of reference letters</p>	<p>1. Professional Portfolio online</p> <p>2. Professional Portfolio online in English 7 LCTL</p> <p>3. Professional Portfolio online</p> <p>4. Professional Portfolio online in English & LCTL</p> <p>5. Confidential student files and online Prof. Portfolios</p>	<ul style="list-style-type: none"> • Funding for summer research abroad • No travel bans • Availability of professional mentors • Availability of federal, NGO, and private sector internships • Availability of professional mentors with area studies profile • Sufficiently meaningful internship experiences

ACTIVITIES: 1. Recruit Students 2. Perform FLAS Selection 3. LCTL Pre-Assessment 4. Instruct in Asian area studies 5. Instruct in LCTL: Chinese, Japanese, Korean 6. Provide language support services 7. LCTL Post-Assessment 8. Deliver Career Education 9. Assign Mentors 10. Place in Internships 11. Place in jobs post-graduation 12. Provide support services for future graduate studies or training	1. # applicants 2. # admitted 3. # at language levels 4. # enrollees 5. # in C, J, K 6. # receiving support services 7. # achieving proficiency levels 8. # attending workshops 9. # with mentors 10. # with internships 11. # placed in jobs 12. # in admitted to further studies	1. Case Files 2. Case Files 3. Language Center assessments 4. GU system reports 5. GU system reports 6. Case files 7. LC assessments 8. Career Services reports 9. Case files 10. Case files 11. Career Services reports; surveys 12. Case files; surveys	<ul style="list-style-type: none"> • Availability of students • High quality • Prior LCTL language study • Stable East Asia economics • Stable US-EA relations • Available native conversational partners • Strong LCTL performance • Student attendance • Availability of Mentors • Availability of Internships • Job availability • Student self-reporting
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4. Post-Graduate Placement and Placement Services

4.1. SFS Career Services for MA Students

To ensure that the EA FLAS Program achieves its placement goals, ASP will collaborate with the fully-staffed SFS Graduate Career Center (GCC). GCC is specifically dedicated to serving *graduate* students from the eight programs of the SFS, along with graduate students from the four programs in the Department of Government, and addresses unique needs of graduate students in exploring career options. GCC’s full range of services (e.g. resume workshops, resume collections, interview preparation, career fairs, job postings) offer SFS graduate students a competitive advantage in post-graduate placement. Moreover, in ASP, senior faculty take an active role in placing students in the workforce. Each master’s student is assigned to a senior faculty member for career advising.

4.2. PMF Preparation

To promote federal management opportunities for FLAS fellows, ASP will promote the SFS Graduate Career Center's services to aid students in applying for the Presidential Management Fellows program. This year, three ASP master's students were selected as PMF finalists. A total of 18 Georgetown graduates in 2018 were selected as PMF finalists, a remarkably high number, further testament to the outstanding education and leadership training provided by the university.

4.3. Civil Service Preparation

The SFS Graduate Career Center will provide graduates with extensive services and one-on-one assistance for students seeking to prepare for civil service exams and application processes. This center possesses more than 60 years of experience placing graduates into the federal civil service system.

4.4. SFS Alumni Networking

SFS approaches its centennial in educating and graduating foreign service professionals, even before the federal foreign service system was instituted. With nearly a century of SFS graduates with hundreds in federal service, SFS has acquired an extensive alumni network. ASP graduates may access that network for mentoring, references, and career advice to ensure more effective careers in public service.

4.5. Transition to PhD in Government or Law Center or International Business

The global education approach of SFS provides a professional training applicable to a wide range of international career pathways. A significant percentage of SFS graduates enter international business or progress toward advanced degrees in Government or Law. GU houses a highly ranked doctoral program in Government as well as top-tier schools of law and business.

Therefore, the EA FLAS Program offers students excellent post-graduate options to retain their area studies expertise for future studies and careers.

C. Commitment to Subject Area

1. Institutional Financial and Other Support

1.1. ASP Annual Budget

ASP is housed within the professional school of the SFS, drawing on faculty and resources from many of the school’s other programs. Table C-1 presents a summary of the ASP annual operating budget. This budget demonstrates ample foundational resources and services to support the proposed EA FLAS Program.

Table C-1 FY2017 ASP Expenditures	Amount
Personnel Salaries	\$405,795
Fringe Benefits	\$114,017
Supplies	\$11,532
Services	\$32,463
Travel & Business	\$52,304
Rent	\$2,473
Financial Aid	\$501,912
Other Operating Expenses	\$75,022
Total	\$1,195,518

1.2. Institutional Financial Support to Students

SFS and ASP also strive to provide competitive financial aid packages to students seeking enrollment in the MASIA program. Table C-2 demonstrates the level of institutional financial support by showing the amount of scholarships other than FLAS given to MASIA students. In addition to supporting students with tuition, ASP offers various academic prizes, student employment opportunities, conference travel or professional development grants, and research grants. In particular, ASP provides stipends to all qualifying first-year MASIA students to support summer internship or language study. Each student receives \$3,000 to help cover living

expenses in Washington, D.C. during the summer or purchasing flight tickets to Asia. With ASP’s financial support, students pursue various internships or language immersion programs in the United States and across East Asia during their first summer. Many students take advantage of GU’s location in Washington, D.C. and secure internships within federal government agencies, gaining practical experience and learning to apply the language skills and area studies knowledge they obtained from the classroom into real world issues. Table C-3 shows the list of federal government internships that were partly funded by ASP summer stipends.

Table C-2					
Financial Aid Other Than FLAS: M.A. in Asian Studies					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Departmental Scholarships	\$402,405	\$573,179	\$393,093	\$501,912	\$448,026
Endowed Scholarships	\$20,868	\$70,200	\$91,799	\$121,646	\$101,745
Dean’s Scholarships	\$0	\$0	\$44,712	\$34,704	\$47,880
Summer Stipend	\$78,000	\$99,000	\$102,000	\$84,000	\$84,000
Total	\$501,273	\$672,179	\$631,604	\$742,080	\$681,651

Table C-3	
Federal Government Internships Funded by ASP, 2013-2018	
International Trade Administration	Washington, DC
National Archives	College Park, MD
National Security Agency	Fort Meade, MD
U.S. Commission on International Religious Freedom	Washington, DC
U.S. Consulate, Guangzhou	Guangzhou, China
U.S. Consulate, Sapporo	Sapporo, Japan
U.S. Department of Commerce	Washington, DC
U.S. Department of Defense	Arlington, VA
U.S. Department of Homeland Security	Washington, DC
U.S. Department of State	Washington, DC
U.S. Embassy, Beijing	Beijing, China
U.S. Embassy, Seoul	Seoul, South Korea
U.S. Embassy, Tokyo	Tokyo, Japan
U.S. Embassy, Ulaanbaatar	Ulaanbaatar, Mongolia
U.S. House of Representatives	Washington, DC

1.3. *East Asia Faculty*

GU employs roughly 75 full-time and part-time faculty members annually to teach courses related to East Asia. Many of them hold endowed chairs and professorships, further subsidizing ASP and SFS annual budgets. The 904 students enrolled in Chinese, Japanese and Korean languages are supported by a budget of over \$700,000 in salaries and fringe for teaching faculty in EALAC (see Appendix C).

1.4. *Fundraising Efforts*

Over the last several decades, ASP has experienced exponential growth in terms of research and teaching due, in part, to its continued fundraising efforts that have secured resources for students and faculty. The Penner Family Chair in Asian Studies was established to hire Dr. Evan Medeiros, former Special Assistant to the President and Senior Director for Asian Affairs at the White House's NSC, who offers courses on Chinese politics and foreign policy. In addition to the Penner Chair, the Cling Family Distinguished Fellowship was created to advance research and teaching on U.S.-China studies. The Government of Japan's gift of \$5 million to install a Chair in Modern and Contemporary Japanese Politics and Foreign Policy, currently held by Dr. Michael Green, allows ASP to hire graduate students as Research Assistants each year to help Dr. Green's scholarly projects on Japan. Most recently, ASP was awarded \$3 million from the Korea Foundation to establish a new professorship in Korean business and political economy. ASP's effective engagement with GU alumni and other external stakeholders also resulted in significant endowed scholarships, including the Harriet & C.C. Tung Family Endowed Scholarship and Chu-Won Yoon Endowed Scholarship.

Moreover, ASP benefits from the SFS's ongoing development efforts, the Centennial Fund, aimed at securing millions of dollars in philanthropic gifts. The SFS has its own Centennial

development officer. The dedication of GU leadership to engagement with Asia is highlighted by the President’s office’s continuing initiatives with the Chinese Scholarship Council, the Chinese Central Communist Party School in Beijing, China’s State Administration on Religious Affairs, and the GU office in China at Fudan University. GU also hired a Vice President of Global Engagement, whose office has made it a priority to expand and deepen links with the university’s Asian counterparts. These new initiatives are accompanied by continued high-level attention to East Asia from the Office of the Provost and the president’s Globalization Steering Group. The Provost has supported the creation of a China Forum and “Georgetown and China” website. GU’s President DeGioia and his delegation make frequent trips to East Asia annually.

1.5. Support for Linkages with Institutions Abroad

The Provost’s International Initiatives Team (IIT) maintains an exceptional array of linkages with East Asian institutions. IIT, coordinates GU’s 44 collaboration agreements with institutions in Asia and maintains a website dedicated to GU activities in China. Among the IIT purview is the Initiative for U.S.-China Dialogue on Global Issues, which supports collaboration between GU faculty and Chinese institutions; organizes GU delegations to China and vice versa; and coordinates activities with Chinese partners. Other representative projects are included in Table C-4. IIT initiates and sustains international activities across all GU campuses and appoints a Faculty Committee for International Initiatives to ensure representation by all academic units.

Table C-4: University Linkages with Institutions in East Asia		
Partner	Title and/or GU Unit	Country
Central Committee Party School	GU Office of the President: Agreement, joint conferences, faculty exchange	China
China Scholarship Council	Office of the Provost: GU Post-Doc Fellowship Program	China
Fudan University	GU Liaison Office at Fudan’s Center for American Studies; frequent joint conferences	China

Chinese government	Dialogue between GU Berkley Center and China's State Administration for Religious Affairs	China
Tung Foundation	Tung Scholarship Program funding China Ministry of Foreign Affairs officials' study at GU	China
Xiamen University	GU Department of Chemistry: Dual M.S.-Ph.D. Degree	China
Fudan University	GU Department of Chemistry: Undergraduate Summer Researcher Exchange	China
Fu-Jen University	GU Dept. of Math & Statistics & GU Dept. of Computer Science: Accelerated B.S.-M.S. Degree	Taiwan
9 organizations including Chinese U. for Political Science & Law, Yilian Legal Aid & Study Center of Labor, Tsinghua U. Health Law Research Center, & Chinese Hospital Association: China Health Law Initiative (GU Law Center)		China
Peking U., Renmin U., Yonsei U., National U. of Singapore	GU Law Center: Center for Transnational Legal Studies	China, Korea, Singapore
Fudan University	Summer study abroad for McCourt School of Public Policy	China
Global Education Institute	School of Continuing Studies: Executive training in China	China
China Hospital Association	Law Center: Various research projects	China
Multiple Universities in China	Summer Honors Institute at GU	China
Fudan University	School of Medicine: medical students rotation in Shanghai	China
Renmin U. and Tsinghua U.	Comparative Constitutional Law Feasibility Study	China
Fudan University	School of Nursing & Health Studies: Global Health Summer Program	China
Sichuan University	Nursing & Health Studies: Global health summer study abroad field trip	China
Summer Business Program in Hong Kong	McDonough School of Business: faculty-led summer program for undergraduates	China
Shanghai Food & Drug Administration	O'Neill Institute Law Visiting Scholar Program (12 Shanghai officials hosted since 2011)	China
Industrial & Commercial Bank of China	GU School of Business: Executive education program in D.C.	China
Peking University	GU Center for Contemporary Arab Studies: joint scholar exchange on Arab studies	China
Senior Chinese government officials & executives	School of Continuing Studies: 3-week custom executive training programs	China
U. of International Business & Economics	English Teacher Training Program with GU Center for Language Education & Development	China
Beijing Normal University	Beijing Normal U. Global Visiting Program (at GU)	China

Peking Union Medical College	GU Law Center: Research projects and health law course	China
National Taiwan University	GU Law relationship with National Taiwan U. Asian Center for WTO & International Health Law	Taiwan
Keio U. Law School	Study abroad for GU law students	Japan
Tokyo Metropolitan Government	International Conference Presentation Program at GU Center for Language Education & Development	Japan
Sophia University	ASP: faculty exchange	Japan
Amway Japan	GU Leadership Program for Japanese Execs	Japan
Waseda University	ASP: jointly with Government Department – scholarly exchange and conference collaboration agreement	Japan
Sogang University	ASP: faculty exchange	
Yonsei University	ASP: Graduate School of International Studies	Korea
SK Group	SK Global Leaders Program at GU School of Business	Korea
JoongAng Ilbo	ASP: Visiting Fellow Program	Korea
National Chengchi U.	ASP: Visiting Professor program	Taiwan
Seoul Metropolitan Government	ASP: Visiting Professional Fellow program	Korea
Asahi Shimbun	ASP: Visiting Fellow program	Japan
Asan Institute	ASP: Joint research seminars annually	Korea
Asan Institute	ASP: Visiting Fellow program	Korea
Pusan U. School of Law	Summer program at GU Law Center	Korea
Yonsei U. Law School	Law Center study abroad	Korea
Yonsei U., Keio U., Hong Kong U.	3-Campus Comparative East Asian Studies Program (ASP)	Korea, Japan, China
*National U. of Singapore	GU School of Public Policy & GU Law: Exchange program	Singapore

D. Strength of Library

1. Strength of Library Holdings and Financial Support to Library and Librarians

1.1 *Library Resources.*

GU's libraries together have over 3.5 million books, of which 2 million are print volumes. Nearly 80,000 titles are core East Asian area studies collection including both CJK and non-vernacular languages. The CJK vernacular collection is about 42,000 titles in total with 22,000 titles in Chinese, 15,000 titles in Japanese, and 4,740 titles in Korean. Between 01/01/2014 and

03/31/2018, a total of 3,790 titles in both print and electronic Chinese, Japanese, and Korean titles were added to the library. Since 01/01/2010, a total of 4,923 Chinese language titles, 1,328 Japanese language titles, and 889 Korean language titles were added to the general collection. The East Asia collection's strengths are in culture, modern literature, history, language study and international relations. To better meet teaching and research needs, in the last four years since 2014, the library has added extensively to titles in social science, especially in sociology, public policy, and East Asia diplomacy. In the summer of 2016, the University Library administration decided to centralize the shelving to promote easy access to the library's collection. Therefore, the East Asia Collection in vernacular languages, which was shelved together with Arabic, Yiddish and other Non-Roman languages, were removed from their original separate shelving space on the Lower Level of Lauinger Library and centralized together with the rest of the collection based on The Library of Congress Call Number system.

The library also has a rich multimedia collection. The microform collection contains over 1,510 titles related to East Asia in English and CJK languages. Our sound recordings include 37 titles in English related to East Asia, 47 titles in Chinese, 21 titles in Japanese, and 11 in Korean. The documentary/feature films collection include 1,697 titles in English related to East Asia, 524 titles in Chinese, 466 titles in Japanese, and 690 titles in Korean.

The library has access to 1,429 periodical and serial titles focused on East Asia in both CJK and non-vernacular languages. The library has access to 3,146 periodical and serial titles focused on Chinese Studies of which 2,364 are in Chinese language. The library has access to 969 periodical and serial titles focused on Japanese Studies, of which 166 titles are in Japanese language. The library has access to 605 periodical and serial titles focused on Korean Studies, of which 98 titles are in Korean language. All of these periodical and serials access are made

possible either by individual periodical subscription and aggregate subscriptions via databases such as, *China Academic Journals*, *Factiva*, *Dacheng*, *CiNii*, *DBpia*, *KISS*, *World News Access*, *World News*, *Business Source Complete* and *Science Direct*.

Nearly half the library's 124 individual CJK periodical and serial subscriptions in the humanities and social sciences cover the literature and languages of East Asia in both English and CJK languages, and the library subscribes to an additional 136 titles in diplomacy and international affairs that frequently review and analyze EA issues.

The library subscribes to 50 databases covering Asian Studies, mostly in the English language. There are 36 databases on China Studies in both Chinese language and English, 15 covering Japan, and 9 covering Korea. Among many library subscription resources that support the study of East Asia are the following core online databases: *Bibliography of Asia Studies*; *Digital Dictionary of Buddhism*; *China Data Online*; *Current Digest of Chinese Press*; *Duxiu*; *Dacheng*; *Archive of Chinese Government Documents*; *People's Daily Online and Global Times Online*; *Siku Quanshu* (full-text index to the Complete Library of the Four Treasures, a key reference for the study of Chinese classic literature and history); *China Academic Journals* (full-text index to thousands of journals published in China); *Taiwan Electronic Periodical Services*; *Times of Japan*; *Japan Knowledge*; *Cinii Articles and Books*; *Kikozu II Visual For Libraries*; *Yomidaxu Rikishkan*; *the Koseshu Zasshi Kiji Sakuin Shusei Database* (complete index database to the major periodicals published in Japan from Meiji Era to present); *Choson Ilbo*; *E-Korean Studies Database* (collection of databases with focus on Korea); *Nurimedia*; *KISS*; and *NK News Pro*. These resources provide primary sources in many different formats and languages and offer full-text access to thousands of academic journals. The library maintains subscriptions to numerous general resources and subject-specific databases that provide significant content for

EA studies, such as *Academic Search Premier*, *JSTOR*, *ArtStor*, *ProQuest Research Library*, *Lexis Nexis*, and *ProQuest Congressional*. GU's Lauinger Memorial Library is the primary repository of university holdings on EA in both English and Asian languages. As one of the nation's oldest Jesuit universities, GU's Woodstock Theological Resource Center is host to the best collection documenting the history of Jesuits' academic works on East Asia.

Due to the space constraints and issues related to duplication, GU no longer participates in the Library of Congress' Surplus Book Program as of 2015. Since 2010, GU has received a Korea Foundation annual grant to subsidize its subscription to the major electronic Korean Studies databases: E-Korean Studies, DBpia (also known as Nurimedia), KISS, etc.

The Asian Studies Librarian designed and provided 7 LibGuides covering Asian Studies and CJK Area Studies, which are permanently posted for public access. The incumbent librarian also creates 2 to 3 course guides designed for specific courses annually since 2015.

1.2 Support for Library Acquisitions & Staff

The library general budget experienced a severe cut by as much as 20% in the FY 2015/6 and 2016/17, which has severely impacted the library's East Asian collection. Although demand for EA resources at GU has increased, there is a freeze on new database acquisition. The East Asian collection is expecting more support from general library funds to acquire more EA related databases, but the prospects for this increase is dim under the current budgetary situation. Between FY 2014 and 2018, the library budget for acquiring East Asian monographs including CJK language is: \$214,544. During these five fiscal years, an additional \$255,000 was spent on East Asian related databases, serials, and periodicals. The library budget for acquiring e-books, databases, full-text journals, and articles available through electronic resources increases every year.

The annual budget has been around \$2.2 million during the past five years. The library subscribes to a total of 850 electronic databases and tens of thousands of electronic periodicals, many of which lend support to EA studies as highlighted above. A salary and fringe of \$88,000 directly supports The Asian Studies & Linguistics Bibliographer who is responsible for selecting and maintaining EA area studies materials, providing reference services in Asian studies, and giving library instructions to both undergraduate and graduate students in various programs in Asia Studies across campus.

The Asian Studies Bibliographer actively sought donations in the community in the context of acquisition budgetary constraints. Between 2014 and 2018, at least 20 major donations were successfully secured and over 1,500 titles relevant to East Asian curricular and research needs at Georgetown covering history, politics, art, literature, international relations of East Asia in both English and CJK languages were added to our general collection.

1.3. Access to Outside Materials.

In-person use of federal government libraries, including the Library of Congress and the National Archives, is possible because of GU's convenient location. The Library of Congress is an extraordinary resource for substantive primary research in virtually any discipline of EA studies. GU's participation in the Library of Congress Connection program gives students and faculty full access to borrowing and in-person services. GU's main campus libraries belong to the Association of Research Libraries, the Association of Jesuit Colleges and Universities, the Washington Research Library Consortium (WRLC), and the Chesapeake Information and Research Library Alliance, enabling student and faculty access to millions of additional resources. GU also participates in the OCLC Reciprocal Faculty Borrowing Program with about 200 research libraries across the United States.

The Asian Studies and Linguistics Bibliographer maintains regular and active contact with the librarian in charge of China Studies and Asia Studies at the Library of Congress's Asia Division, George Washington University, Johns Hopkins Universities, and George Mason University libraries for the convenience of referring GU's patrons to access these libraries and their unique collections. In the 2017/2018 academic year, GU borrowed 21,107 items via Inter Library Loan, 553 of them being EA materials. GU students and faculty can also access material not available at its own library or the WRLC consortium via East Asian Gateway Service, an innovative transcontinental interlibrary partnership focusing on delivery of full-text Chinese and Korean language academic publications from its partner libraries in Asia. GU's library maintains relationships with universities in China, such as Fudan University, Renmin University, and the China's Central Committee Party School. The GU Asian Studies Bibliographer travels to China with the Georgetown Faculty Delegation every May engaging in academic dialogue with the faculty from China's Central Committee Party School since 2010 and hence maintains regular contact with the libraries at the Central Party School and Renmin University for occasional access to their collection per request of GU faculty and Ph.D. students' need for primary sources from China's capital.

1.4. *Financial Support to East Asian Library Holdings*

Georgetown University makes significant annual investments to the East Asian library holdings and librarians. Table D-1 below summarizes recent contributions to a broad and balanced development of library holdings in support of the ASP, particularly for East Asia. Georgetown also supports a full-time librarian dedicated to the East Asian collections to assist faculty and students with their research and language learning.

Table D-1 FY 2014-18 East Asia Monograph/Serials Purchases	
Eat Asian Studies Monographs	\$123,716
General EA Serial/Multimedia/Electronic (mostly periodicals)	\$98,000
Chinese Monographs	\$33,427
Chinese Serial/Multimedia/Electronic	\$63,500
Japanese Monographs	\$41,132
Japanese Serial/Multimedia/Electronic	\$56,000
Korean Monographs	\$16,268
Korean Serial, Multimedia/Electronic	\$37,500
Total Budgeted	\$469,544

2. Inter-University Library Sharing

The main campus libraries are open to the public, with borrowing privileges extended to teachers, students, visiting scholars, and faculty of institutions that have agreements with GU. Between 2014 and 2017, Georgetown University Main Library lent a total of 22,254 titles to non-GU users via ILLiad—the Interlibrary Loan system. Out of the total, 189 titles are in Chinese, Japanese, or Korean language. Georgetown also has been open to other institutions’ resources via the same system of ILLiad. Since 2009, full access to library resources has been provided to visiting faculty from all over the world, including scholars in residence from East Asia. Between 2014 and 2017, the Asian Studies Bibliographer provided a total of 132 library orientation sessions, course-related instruction sessions, and in-depth graduate course instruction sessions. Between 2014 and 2017, the Asian Studies Bibliographer provided a total of 514 individual face-to-face in-depth research consultations to undergraduate, graduate students, faculty, and visiting scholars at Georgetown University.

E. Quality of Non-Language Instructional Program

1. Quality and Extent of Course Offerings across Disciplines and Schools

Georgetown University offers a unique curriculum when compared with peer institutions. Our curriculum integrates multidisciplinary and interdisciplinary courses on Asia, particularly for China, Japan, and Korea. It combines core social sciences and humanities courses with expanding courses on the environment, energy, and science and technology (see Appendix B). As a professional school focused on area studies expertise and leadership training, ASP draws upon faculty from numerous departments, such as Government, History, Law, Sociology, and Foreign Service (see Appendix B). The ASP undergraduate and graduate curricula are designed specifically to grapple with current events to facilitate student engagement, real-world problem solving, and career readiness. Many courses have team- and leadership-building exercises embedded within them to prepare future leaders in public service.

While today's international relations as a discipline has increasingly moved away from state-to-state relations and towards transnational issues that transcend borders, scholars note that the world is perpetually divided among different regions and cultures. Samuel Huntington predicted in his critically acclaimed work *The Clash of Civilizations* (1996) that the future of international relations in the Post-Cold War world would focus increasingly on the clash of cultures. Numerous scholars have since noted the return of great power rivalry in East Asia, as economic interdependence has also grown. For centuries, East Asia was shaped by the geopolitics of the West, but in the coming years the dynamics within Asia have the potential to change the world as a whole. Interdisciplinary regional studies has never been more important.

When Professor Victor Cha launched the area studies M.A. in Asian Studies (MASIA) at Georgetown, his aim was to create a program that would not only help rising student scholars become Asia experts in terms of language and knowledge of countries and cultures, but also to

give students an appreciation of the historical and cultural context of contemporary developments in the region to address the following questions: Is power only a material metric or is it a relational concept in Asia? How do religion and politics interact in Asia? What conceptions of social order and human relationships inform political and cultural practice in Asian societies? How can we learn today from the unique traditions in philosophy, literature, and the arts that emerged over millennia and continue to thrive today around Asia? How has modernity been experienced, inflected, and reconceived in Asian countries, both under the shadow of imperialism and independent of its influences? And to what extent does “Asia” itself exist as a distinct and meaningful entity in historical, cultural, and contemporary geopolitical terms?

At Georgetown, our area studies program draws on the scholarship of multiple disciplines, ranging from political science to history to economics. The trend within each of these disciplines is away from culture and history and towards quantitative methods. However, as Robert Bates of Harvard University notes, instead of creating conflicts between area studies and theory, it is essential for scholars to be trained in *both* methods for the enrichment of scholarship. Through rigorous coursework across disciplines, our M.A. students have access to the vast East Asia resources at Georgetown in addition to the university’s membership in the Consortium of Universities in the Washington Metropolitan Area, which gives Georgetown students even broader options for East Asian studies by allowing them to enroll in courses at George Washington University, American University, the University of Maryland, and several other institutions. ASP faculty offer capstone senior research seminars for ASUC candidates, and signature MASIA gateway and capstone courses. Mentored student papers in these courses have been published in peer-reviewed scholarly journals.

2. Depth of Specialized Course Coverage across Disciplines

The ASP curriculum is designed to provide undergraduate and graduate students with a multidisciplinary and comprehensive overview of East Asia with in-depth course offerings on topics relevant to China, Japan, and Korea (see Appendix B). All students begin with a gateway course on the international relations of East Asia (ASST 668: Theory and Policy in Asia). ASP then offers specialized courses in East Asian security, energy, the environment, and science and technology. Victor Cha's course on "Korea and the World," an inter-disciplinary class, is a security-focused course. Michael Green trains students in policy analysis on security related issues in "Theory and Policy in Asia" and "Japan's Search for Strategy." In alternate years, he teaches a course on "U.S. Grand Strategy in Asia" and "Makers of Modern Asia." China courses feature prominently in GU's undergraduate and graduate curriculum. Relevant courses include, "History of China I and II," "Chinese Politics in Comparative Perspective," "Politics in China," and "China and its Military." Evan Medeiros teaches "U.S.-China Relations" every fall. GU's Japan studies faculty are among the world's most prominent experts. Kevin Doak and Jordan Sand offer "Japanese Nationalism," "Endo Shusaku," "Approaches to the Modern City," and "Modern Japanese History." A number of Korea area studies courses are offered, including "Topics in Modern Korean History" and "Korea-Japan Relations." From international affairs to theology, Georgetown offers courses on East Asia in many different disciplines. For example, Joanna Lewis's course "Energy and Environment in China" helps students acquire functional knowledge on energy resources and climate while analyzing country-specific issues in China.

3. Sufficient Teaching Faculty and Pedagogy Training for Instructional Assistants

With 76 faculty affiliated with ASP and almost all teaching 2/2 course loads, ASP has ample highly qualified faculty to ensure broad and deep course offerings each semester. Courses average 10-15 students, ensuring more effective teaching and learning. Teaching assistants receive annual SFS orientation and training on pedagogy and mentoring.

East Asian area studies courses employ teaching assistants only for courses larger than 40 students. Given the university commitment to excellence in undergraduate and graduate teaching, only a fraction of courses have large enrollments. The most recent example was the Fall 2016 section of Modern Asia, an introductory Asian area studies seminar. Enrollment was around 100, an outlier in ASP course enrollment. Three TA's were hired as a result. None of Georgetown's MASIA courses have an enrollment of more than 35 with most averaging around 10-15. Teaching assistants are mentored by faculty regarding teaching sections, student advising, and grading. ASP faculty play an active role in mentoring teaching assistants through their respective departments for the large survey courses. ASP maintains a graduate student bi-weekly newsletter sent by the ASP Assistant Director of Academic Programs plus an Asian Studies Wire targeted to Asia-focused GU faculty and students and listing events and special mentoring sessions with graduate students. ASP hosts modules for students known as "Skills Workshops" designed to help graduate students with pedagogy, including sessions on STATA, writing, and conducting briefings to senior level personnel. The Department of East Asian Languages and Cultures (EALAC) has teaching assistants for its first, second, and third-year sections of Chinese, Japanese, and Korean who teach an evening drill session, complementing the faculty instructor who teaches the day-time lecture part of the course. The student teaching assistant will either possess native or near-native language proficiency in the target language. The East Asian Languages and Cultures faculty mentor individual Teaching Assistants. The TA's partner with

the language instructor who teaches the applicable lecture course that complements the drill session. They are primarily responsible for conducting the drill discussion sessions and do not grade coursework or exams.

4. Interdisciplinary Course Offerings

The breadth of course coverage allows students to study East Asia and Asia more broadly from a variety and combination of disciplines. Examples of such courses include, “Buddhist Art,” “Gender & Sexuality in Korean Culture,” and “Transnational Politics & History in Asia.” Interdisciplinary focus is a key feature of the Asian Studies Undergraduate Certificate, Asian Studies Graduate Certificate, and M.A. in Asian Studies (MASIA), which require completion of courses from 3 different disciplines, 2 different disciplines, and 3 different disciplines, respectively. Language majors typically fulfill general education requirements by taking courses in Asian history and enrolling in China-, Korea-, and Japan-related courses in other disciplines. The inter- and multi-disciplinary nature of ASP offerings is reflected in the current composition of Asian Studies Graduate Certificate candidates who hail from many different academic units at the university, including the M.S. in Foreign Service, the M.A. in Conflict Resolution, M.A. in Liberal Studies, and M.A. in Communication, Culture, and Technology. The MASIA curriculum encourages students to complete their degrees in an interdisciplinary fashion. Students acquire functional expertise in at least one, sometimes two, disciplines, as well as an optional sub-regional concentration in Southeast Asia or South Asia. This combination of interdisciplinary functional specializations combined with regional expertise that fuses the core East Asia curriculum with concentrations in South Asia and Southeast Asia give Georgetown students a uniquely constructed expertise. Students may use elective courses to complete a certificate in

Arab Studies; Diplomatic Studies; Eurasian, Russian, and East European Studies; International Business Diplomacy; or Refugees and Humanitarian Emergencies.

F. Quality of Language Instructional Program

1. Languages Instruction in Subject Area (East Asia) and Enrollment

1.1 Language Instruction

Georgetown University offers a full array of Chinese, Japanese, and Korean language instruction courses as well as culture, literature, philosophy, business, and linguistics courses taught in the respective target language at the advanced level or in English. The Department of East Asian Languages & Cultures (EALAC) offers more levels and more elective choices in Chinese and Japanese language than undergraduate programs at peer institutions and most larger institutions, due to the high percentage of students who continue their language study beyond the third-year level, as well as the university’s long commitment to foreign language study.

1.2. Language Program Overview

Table F-1 summarizes the main characteristics of the East Asian Languages Program.

Table F-1: Characteristics of East Asian Languages Program	
• Courses: 3 credits	• Language Study Abroad
• Req. Lang.: 4 courses	• Research Study Abroad
• Optional Lang: Level 3	• All faculty have PhD: Language/AS
• Discussion Groups: 2 hours	• DC Cultural Events: AS
• Native Conversational Partners	• Only modern standard CJK
• Limited AS in CJK	• Language for “Specific Purposes”
• Language/AS: Current Events	• “Communicative Approach”: R, W, L, S
• Fully Accredited	• Korean: Only 2 levels

Foreign language learning in its essence involves communication among individuals from different groups of citizens. People who strive towards such an objective work to promote unity and inclusion in such interactions. EALAC offers a rigorous language program that offers students focus and execution on vocabulary, grammar, and written and spoken expressions. The

department also focuses on sociocultural knowledge and culture. Scholars Bonny Norton and Kelleen Toohey in their work *Critical Pedagogies and Language Learning* identify that language education must expand on understanding and knowledge in the language learning context while also offering attention to sociological dynamics to include race, gender, culture, politics, and history. The department aims to offer students such context through the use of textbooks and curriculum that engages students into such cultural and historical ideas complementing grammar and idiomatic expressions from beginner courses to advanced electives such as “Chinese in Diplomatic Discourse,” and “Media Japanese.”

1.3. East Asian Language Enrollment

Chinese, Japanese and Korean are less commonly taught languages and provision of instruction in these languages fulfills a national need. As Table F-2, Georgetown University is providing significant levels of language instruction in these LCTL. The FLAS program is critical in attracting the most talented students with strong orientations toward national service.

Table F-2: East Asian Language Enrollment, 2016-2018			
2016-2017 AY		2017-2018 AY	
Chinese	541	Chinese	547
Japanese	170	Japanese	166
Korean	197	Korean	191
Total	908	Total	904

1.4. Extent of Language Offerings

GU offers a full array of Chinese, Japanese, and Korean (CJK) language instruction courses as well as culture, literature, philosophy, business, and linguistics courses taught in the respective target language at the advanced level or in English (see Appendix B). Business language courses

are offered for all East Asian languages. *Enrollments:* On-campus enrollment in EA language courses last year was 904. There has been a consistently strong demand for Chinese, Japanese, and Korean instruction at Georgetown.

1.5. *Advanced Language Levels and Discipline Courses in EA Languages.*

In each language program (CJK), GU offers unified courses for the first through third year, and then multiple electives at both the fourth and fifth year levels (300- and 400-). Advanced CJK offerings include the following courses taught fully or partially in the target language: “Modern Chinese Drama,” “Chinese in Diplomatic Discourse,” “Media Japanese,” “Japanese Readings in Language and Culture,” “Korean Current Affairs,” and “Korean Narratives in Film and Literature.” Students complete 6 semesters or equivalent before taking in-language electives.

2. Language Levels and Courses in Other Disciplines

EALAC, like ASP, requires a minimum of four courses with an optional third level in Chinese and Japanese. Language courses are complimented by 1-hour discussion groups. Language instruction is offered in modern standard Mandarin Chinese, Japanese, and Korean with focus on professional purposes and current events reading across media. Other disciplines taught include: culture, literature, philosophy, business, and linguistics. EALAC students may also take courses within the ASP, thereby significantly expanding the courses available to them. Examples of offered non-language courses are “Japanese Readings in Political Culture” and “Survey of Chinese Literary Genres.” The majority of these non-language courses are offered at level three or higher.

3. Sufficient Faculty Availability

The EALAC faculty instruct in Chinese (11), Japanese (4), and Korean (2). All Japanese and Korean faculty members are full-time, ensuring that all levels required to support the EA FLAS

Program will be provided annually. There are 8 full-time faculty in the instruction of the Chinese language, providing additional assurance that courses at all three levels will be regularly available (Appendices B and C).

4. Quality of Language Program Measured by Performance-Based Instruction and Resources

Student learning performance in foreign language acquisition is measured on the basis of multiple criteria and by various methods. First, students must complete a minimum of four language courses, typically introductory and intermediate level courses. Second, with the communicative approach to language instruction, students will be assessed for their skill in reading, writing, listening, and speaking the foreign language. Third, students must pass a standardized exam at the end of their four-course requirement. Fourth, students are required to enroll in Area Studies courses taught entirely in the appropriate foreign language. Thus, the ASP combines both quantitative and qualitative measures, applied annually, to assess student learning performance in language acquisition.

Language students take language, linguistics, and cultural studies courses to anchor language learning within the culture and deeper linguistic analyses. They are provided language labs, native language conversational partners, ample library resources, and practice exercises for the later standardized proficiency exam.

G. Quality of Curriculum Design

1. Curriculum and Training Across Disciplines and Professional Schools

ASP's curriculum is multidisciplinary and interdisciplinary, involving inter-departmental collaboration. It has a professional orientation, such as current events discussion, leadership development, and real-world problem solving. SFS is a member of the Association of

Professional Schools of International Affairs (APsIA). In 2011, ASP established an M.A. in Asian Studies (MASIA) that uniquely offers functional specializations within a traditional regional studies postgraduate curriculum. The first M.A. focused on Asia in GU’s 225-year history, it has been enormously successful by common metrics: 60 students are enrolled at any one time between the incoming and continuing student cohort; we consistently receive commitments from most of our top ten-ranked candidates; and our students are enjoying strong career and internship placements in which they are beginning to serve national needs with their regional expertise. MASIA’s curriculum design (Table 2-1) capitalizes on GU’s distinctive dual strength and solid institutionalized commitment to both the core social science disciplines and interdisciplinary studies grounded in regional expertise. Its innovative balance of traditional area studies and functional training stands out as a unique curriculum compared with other regional M.A. programs, and provides students with scholarly expertise and substantive skills that enhance the intellectual value and marketability of their degree. ASP also offers the Asian Studies Graduate Certificate (ASGC), which is open to all graduate students on the main, law, business, and medical campuses and has generated intense interest among students seeking to demonstrate a regional specialty in Asia in addition to their functional M.A. programs.

Table G-1: Characteristics of Foreign Language Instruction	
• Multiple Disciplines Offered	• Some Team Teaching
• Interdisciplinary Courses	• Some AS Taught in CJK
• Specialized CJK Courses	• Research Option
• Specialized Asian Studies Courses	• Courses for Govt: Security, Diplomacy
• Taught by leading PhD Scholars	• Courses for NGO: Development
• Taught by Major Practitioners	• Courses for Business: B&P, Econ
• Area & Global Perspectives	• CJK Scholar Publications
• CANDLS Assistance	• Fully Accredited

2. Academic and Career Advising Services

SFS and the College's dual-advising system allows undergraduates to form meaningful relationships and take advantage of faculty expertise and Dean's office guidance. Each 1st year student is assigned an advisor within the Dean's Office, and proseminar professors serve as faculty mentors during the students' first and second years. Most proseminar professors also serve on faculty field committees, allowing sophomores and above to select these faculty as major advisors and build relationships that last beyond their undergraduate careers. MASIA students benefit from three tiers of advising. They are given a faculty advisor (ratio of 3 advisees to 1 faculty). Students enjoy daily mentoring by the ASP Assistant Director of Academic Programs and peer support from an assigned second-year MASIA student. Both the Assistant Director of Academic Programs and the Director of Asian Studies meet with MASIA students through formal programming sessions, Director's lunches, and informal discussion in office hours. SFS graduate students take advantage of the specialized resources of the SFS Graduate Career Center. ASP sends a weekly *Asian Studies Wire* newsletter to all Asian Studies students with East Asia related job and internship openings. ASP holds several skills workshops and career-oriented events annually at which faculty and alumni discuss career options. Government officials who participate in ASP's event series and "Lunch with an Ambassador" sessions speak with students about Asia-related careers in public service. All GU students benefit from the assistance of the Career Education Center, including its annual Government & Nonprofit EXPO. The Peter Barkanic Resource Center in the ASP office maintains a TV lounge and library for congregating and for resources on graduate study programs, internships, and Asia-related employment.

ASP employs a full-time Assistant Director for Academic Programs, who is, in part, responsible for academic advisement of undergraduate and graduate students. He delivers this service to current FLAS fellows within ASP and EALAC. SFS supports a fully staffed GCC. In addition to one-on-one career advisement, GCC provides information on employment opportunities, workshops, career fairs, resume review, interview preparation, support for applicants to the PMF program, and other internships. It represents a full-service career center with a history of very high placements into federal agencies.

3. Student Research, Study Abroad and Summer Language Programs

Georgetown is a recognized leader in study abroad participation and programming. A study abroad experience challenges students to gain a heightened awareness and understanding of the world, providing them a learning opportunity that extends beyond the classroom. Through the Office of Global Education (OGE), which facilitates credit-bearing study abroad opportunities, Georgetown sends approximately 900 undergraduate students abroad to earn academic credit in 55 different countries. The majority of these students spend a semester, but other students take advantage of full-year programs, and an increasing number are enrolling in faculty-led summer programs. Asia is the second most popular destination for study abroad after Europe. It is also one of the fastest-growing study abroad programs at Georgetown. The chart below shows a broad range of study abroad programs in Asia where a number of Georgetown students participated during the past four years.

Table G-2: Number of Students in Study Abroad Activities						
Program Name	City	Country	2014-2015	2015-2016	2016-2017	2017-2018
3 Campus East Asia	Hong Kong	China	1	3	3	4
	Seoul	South Korea				
	Tokyo	Japan				
Accelerated Chinese Language in Shanghai, China (CIEE)	Shanghai	China	0	0	2	0

Advanced Chinese Studies at Peking University (CIEE)	Beijing	China	0	2	0	1
Advanced Chinese Studies at Peking University (CIEE)	Seoul	South Korea	3	5	5	4
Business, Language and Culture in Shanghai, China (CIEE)	Shanghai	China	0	1	4	3
China in a Global Context in Shanghai, China (CIEE)	Shanghai	China	9	15	5	3
Chinese University of Hong Kong	Hong Kong	China	12	12	3	12
City of University of Hong Kong (Syracuse University)	Hong Kong	China	4	4	4	6
Community Public Health in Khon Kaen, Thailand (CIEE)	Khon Kaen	Thailand	0	1	1	0
Contemporary India: Development, Economy, Society (IFSA)	Pune	India	5	5	5	0
Development and Globalization in Khon Kaen, Thailand (CIEE)	Khon Kaen	Thailand	0	0	0	1
Georgetown in Hong Kong: Marketing and Intercultural Communication - The Asian Perspective	Hong Kong	China	24	35	40	23
Intensive Chinese Language and Culture in Nanjing, China (CIEE)	Nanjing	China	1	0	1	0
Intensive Chinese Language and Culture in Taipei, Taiwan (CIEE)	Taipei	Taiwan	0	0	1	0
Intensive Chinese Language in Beijing, China (CIEE)	Beijing	China	5	3	1	5
Intensive Chinese Language in Harbin, China (CET)	Harbin	China	1	0	1	2
Intensive Language and Culture in Beijing, China (ACC Hamilton): Semester	Beijing	China	5	1	7	10
Intensive Language and Culture in Beijing, China (ACC Hamilton): Summer	Beijing	China	2	6	6	3
International Christian University	Tokyo	Japan	0	0	1	1
Keio University	Tokyo	Japan	0	0	0	0
Middlebury School in Hangzhou, China ^{1 2}	Hangzhou	China	NA	NA	1	1

² Program was approved by Georgetown University in 2016.

Middlebury School in Kunming, China ²³	Kunming	China	NA	NA	1	4
Nanzan University	Nagoya	Japan	1	0	1	3
National University of Singapore	Singapore	Singapore	0	1	0	1
SIT Study Abroad Programs ⁴	Ho Chi Minh City	Vietnam	NA	NA	NA	0
	Jaipur	India	NA	NA	NA	0
	Kathmandu	Nepal	NA	NA	NA	1
	Kunming	China	NA	NA	NA	0
	New Delhi	India	NA	NA	NA	0
	Ulaanbaatar	Mongolia	NA	NA	NA	0
	Apia	Samoa	NA	NA	NA	1
	Bali	Indonesia	NA	NA	NA	1
	Delhi	India	NA	NA	NA	0
Sophia University	Tokyo	Japan	0	0	0	0
The Beijing Center for Chinese Studies (Loyola University Chicago)	Beijing	China	4	4	1	0
Waseda University	Tokyo	Japan	1	2	4	3
Waseda University – Global Leadership	Tokyo	Japan	3	1	2	1

Georgetown offers students a vast array of study abroad programming designed to promote intercultural understanding and immersion in a global, diverse environment. OGE provides students with various Georgetown affiliated and external university partnerships. Programs vary from short-term study as little as 2-week experiences or more long-term study relating to a semester or a full-academic year. A team of researchers from the University of Georgia and the University of North Carolina, Chapel Hill, participated in a study that compared the value of study abroad vs. traditional study at a home campus in instilling global citizenry. While they found value in study abroad for helping students to gain such values, the overall effect beyond that of local campus study is unknown. The authors note that benefits from study abroad can come from multiple programs for various durations, and a “one size fits all” model is not the key for implementation. They also urge for more student advising to ensure such programming helps

³ Program was approved by Georgetown University in 2016.

⁴ Program was approved by Georgetown University in 2017.

the students' well-being and professional development. Georgetown's OGE maintains a robust staff of advisers with individual portfolios designed to ensure student safety, well-being, learning, and development is enhanced before, during, and after the experience off campus.

H. FLAS Fellowship Award Selection Procedures

1. High Quality Selection Plan

Starting with the 2015 FLAS awards cycle, all students applying for FLAS will complete the Free Application for Federal Student Aid (FAFSA). Georgetown's Office of Student Financial Services will use this to determine whether or not students have need of at least \$33,000 (FLAS CPP 1). Students who meet the need threshold of \$33,000 will be considered eligible to receive FLAS, and their FLAS applications will then be assessed for merit (FLAS CPP 1). Only applications for the study of Chinese, Japanese, and Korean will be considered; ED identifies all three as priority and less commonly taught languages (FLAS CPP 2).

In recent years, the pool of eligible, high-quality student applicants for FLAS has been sufficiently large in numbers that ASP is confident the number of FLAS fellows awarded can be increased annually from 6 to 10. In the AY 2017-18, Georgetown University has 547 students studying Chinese, 166 studying Japanese, and 191 studying Korean languages. This represents a substantial pool of internal candidates. Georgetown University's superior learning experience and location within Washington, D.C., draw substantial numbers of new applicants for these languages and FLAS specifically. The university is located near military bases, the Pentagon and other federal agencies whereby our proposed EA FLAS Program can effectively recruit active military and veterans.

2. Advertising for Recruitment and Award Notices

In January, ASP will send FLAS application information electronically to all graduate students through the Graduate School who focus on EA or who are ASGC or MASIA candidates. Application information will also be directly provided to students applying for MASIA and publicized on flyers and the ASP website. ASP staff will communicate with M.A. program and department chairs, including in the professional schools, to identify eligible meritorious award candidates. ASP will request Georgetown's many campus minority and women's groups to disseminate award information to their memberships. *Selection Timeline:* Applications will be due in late-March for fellowships beginning that fall. The selection committee will review applications in March and announce awards by early to mid-April.

3. **Selection Process and Timeline**

Applicants submit to ASP a statement of purpose; transcripts; 2 letters of recommendation; information on language proficiency; and, if applicable, a certificate of endorsement from the director of the student's home graduate studies department. Students include information on prior language and area studies training and to describe how future academic and career plans relate to the EA training that the fellowship would support.

10.C. Selection Committee & Criteria: The selection committee consists of 3-4 interdisciplinary faculty with EA expertise, headed by the ASP director and History, Government, and SFS representatives. Awards will be made to U.S. citizens or permanent residents enrolled in a full-time GU degree-granting program. Priority will be given to those who demonstrate intermediate language proficiency by the beginning of the award period; show potential for superior academic achievement based on academic record; and demonstrate career goals relating to EA. The selection committee will distribute awards across disciplines as possible, inclusive of the professional schools. When students are of equal qualification, priority will be given to underrepresented groups.

I. Priorities

1. Competitive Preference Priority 1: Financial Need

GU's East Asian studies FLAS selection committee continues to ensure that the financial need of every FLAS applicant is reviewed by the Office of Student Financial Services. Since the implementation of this priority, no decision has or would be announced until the committee receives confirmation from the Office of Student Financial Services that candidates have sufficient financial need to receive the FLAS fellowship.

2. Competitive Preference Priority 2: Fellowships for LCTL

2.1. 100% Commitment to LCTL

ASP administers FLAS fellowships only to recipients who pursue Chinese (Mandarin), Japanese, or Korean language (see Appendix D). Thus, the program maintains full compliance with Priority 2 for ensuring that FLAS funds are disbursed with the intention of candidates pursuing less commonly taught languages. The committee has changed its initial internal decisions based on financial need of candidates in previous cycles to ensure that students with financial need are prioritized.

2.2. National Need: Diverse Perspectives and Government Service in Areas of National Need

U.S. and Foreign Nations' Perspectives on International and Regional Issues

GU's East Asian studies faculty emphasize the importance of helping students learn about US policy as it relates to East Asia. The faculty offer instruction on policy debates viewed both from U.S. policymakers and their international counterparts. ASP faculty strives to be inclusive of different theoretical frameworks and points of view as the intention of the program is to train

future Asia specialists who will work with domestic and international colleagues with varied perspectives. In addition to the program's prized faculty, the diverse MASIA student body in such an environment has felt rather comfortable expressing their perspectives and asking questions designed to lead to discussion on policy matters. These student conversations and debates on U.S. policy and that of other countries in East Asia have led to greater understanding and insight among the student cohort. It has also led to meaningful relationships that cross nationality and political views.

Cross-Disciplinary and Interdisciplinary Courses

ASP core and concentration curricular requirements ensure that M.A. in Asian Studies students study East Asia regional and functional studies through the lenses of multiple disciplines, including history, political science, political economy, culture, and foreign language. The program offers several courses that cross disciplines. For example, one such course, "Transnational Politics and History of Asia" bridges political science, history, and political economy in a broad perspective of the history, politics, economics, and cultures of East Asia. Other interdisciplinary courses within the Asian Studies Program, include "Asia's Nationalisms," "Negotiation in Asia," "Risks, Markets, and National Security," and "Sports, Politics, and Development: Asia." What has made GU's MASIA graduates so successful is their ability to understand the international relations and political economy of Asia much more acutely given their background in language, culture, history, and experience in East Asia.

Courses on U.S. Foreign Policy, U.S. National Security, and U.S. Diplomacy

ASP focuses on helping students understand U.S. foreign policy, security, diplomacy, grand strategy efforts in context to East Asia in addition to South Asia and Southeast Asia. ASP offers several courses that address this priority, including its signature international relations of Asia

course ASST 668 Theory/Policy in Asia, which offers students background on the international relations and policies of not only East Asia but also U.S. foreign policy and security efforts in the region. ASP also addresses diplomacy coursework in conjunction with Georgetown's Institute for the Study of Diplomacy (ISD). MASIA students can elect to earn a Certificate in Diplomatic Studies. While ASP faculty offer much rigor and strength on East Asian studies security through several of their courses such as "U.S. Grand Strategy of Asia: History & Practice," "Chinese Military Power," and "International Relations and Diplomacy of East Asia," MASIA students can also elect to take coursework from GU's Security Studies Program. Given the faculty expertise and our location in Washington, D.C., ASP aims to combine policy and diplomacy focus within its curriculum to train future specialists on East Asia.

Courses on U.S. Government

ASP offers practitioner focused courses as it related to U.S. policy. Courses such as Congressional Policy as it relates to Asia, U.S. Grand Strategy and Asia, and this fall's soon to be added section on U.S.-China Relations are designed to help students obtain insight in how U.S. policymakers and diplomats wrestle with difficult challenges in the pursuit of peace and stability. With five former senior National Security Council officials among the faculty, one of our important objectives is to not only instruct students in the crafting of U.S. policy on Asia, but also to prepare our graduates to pursue careers in the government.

Veteran Recruitment

ASP seeks to recruit more active-duty military personnel and veterans. ASP has welcomed a few of these individuals over the years and seeks to be supportive of students making the transition from military service to the classroom. ASP has assisted these students with financial aid efforts, signing off of military paperwork, and being supportive with other inquiries. The

Asian Studies Program Assistant Director of Academic Programs, the program’s daily student life manager, has participated in Veterans Ally training on campus to assure utmost support for students who have served their country in the military.

PMF Preparation

As addressed in Section B, ASP works closely with the GCC to assist students in preparing for the Presidential Management Fellowship (PMF). While the opportunity is competitive, MASIA and other graduate students in SFS have enjoyed success due to the coaching and preparation from the GCC, the real-life case studies they discuss and analyze in the curriculum, and the professional experience they gain through internships in Washington, D.C. and elsewhere. Table I-1 demonstrates the strength of ASP’s PMF preparation efforts.

Table I-1			
PMF Finalists: M.A. in Asian Studies			
2013-2014	2014-2015	2015-2016	2017-2018
Michael Finn	Michael Finn	Hannah Hindel	Lily McFeeters
	Yasmin Fouladi	Nicole White	James Lowe
	Olivier Garaud		Andrew Switzer
	Alison Szalwinski		

Guide to Acronyms

AAS	Association for Asian Studies
ACTFL	American Council on the Teaching of Foreign Languages
AP, CPP, IP	Absolute Priority, Competitive Preference Priority, Invitational Priority
ASGC	Asian Studies Graduate Certificate
ASP	Georgetown University Asian Studies Program
ASST	Asian Studies course designator
ASUC	Asian Studies Undergraduate Certificate
CFR	Council on Foreign Relations
CJK	Chinese, Japanese, and Korean [language]
CNDLS	Georgetown University Center for New Designs in Learning & Scholarship
CSIS	Center for Strategic and International Studies
EA	East Asia/East Asian
EALAC	Georgetown University Department of East Asian Languages & Cultures
GCC	Georgetown University School of Foreign Service Graduate Career Center
GU	Georgetown University
LCTL	Less Commonly Taught Languages
LLT	Georgetown University Language Learning Technology Center
MASIA	Georgetown University Master of Arts in Asian Studies
NSC	U.S. National Security Council
OGE	Georgetown University Office of Global Education
ORS	Georgetown University Office of Research Services
OSFO	Georgetown University Office of Sponsored Financial Operations
SA, SEA	South Asia, Southeast Asia
SFS	Georgetown University School of Foreign Service
WRLC	Washington Research Library Consortium

Georgetown University
East Asia FLAS Program Proposal
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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 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: _____ Year 2: _____ Year 3: _____ Year 4: _____

FLAS Request

Year 1: \$330,000 Year 2: \$330,000 Year 3: \$330,000 Year 4: \$330,000

Type of Applicant

- Single institution Georgetown University
- 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)

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

Mandarin Chinese, Japanese, Korean

Proposed East Asia FLAS Program Budget

	2018-2019	2019-2020	2020-2021	2021-2022
Academic Year – Graduate Student Fellowships	10	10	10	10
Institutional Payment: \$18,000 each	\$180,000	\$180,000	\$180,000	\$180,000
Subsistence Allowance: \$15,000 each	\$150,000	\$150,000	\$150,000	\$150,000
TOTAL	\$330,000	\$330,000	\$330,000	\$330,000

Department	Course Number	Course Section	Course Title	Faculty	Term	2016-2017 (UG)	2016-2017 (G)	2017-2018 (UG)	2017-2018 (G)	2018-2019 (UG)	2018-2019 (G)	Credit Hours	% on East Asia
Arab Studies													
ARST	457	1	China-Arab Relations	Abboud, Farid C.	Fall 2016	2	7					3	50%
Art History													
ARTH	171	1	Buddhist Art	Wang, Michelle C.	Fall 2017			36	0			3	100%
ARTH	273	1	East Asian Painting	Wang, Michelle C.	Spring 2017	25	0					3	100%
ARTH	273	1	East Asian Painting	Wang, Michelle C.	Spring 2018			28	0			3	100%
ARTH	466	1	The Body in Asian Art	Wang, Michelle C.	Spring 2017	8	2					3	100%
ARTH	467	1	Arts of Zen Buddhism	Wang, Michelle C.	Fall 2016	9	2					3	100%
Asian Studies													
ASST	504	1	Topics: Modern Korean History	Kim, Christine J.	Spring 2017	0	10					3	100%
ASST	504	1	Topics: Modern Korean History	Kim, Christine J.	Spring 2018			0	2			3	100%
ASST	504	1	Topics: Modern Korean History	Kim, Christine J.	Fall 2018					0	7	3	100%

ASST	509	1	Imperialism/Colonialism: Asia	Kim, Christine J.	Fall 2016	0	11		3	100%
ASST	509	1	Imperialism/Colonialism: Asia	Kim, Christine J.	Fall 2017			0	8	3 100%
ASST	511	1	Intl Pol Econ: East Asia	Tajima, Yuhki	Fall 2016	0	12		3	100%
ASST	511	2	Intl Pol Econ: East Asia	Tajima, Yuhki	Fall 2016	0	16		3	100%
ASST	511	1	Intl Pol Econ: East Asia	Tajima, Yuhki	Fall 2017			0	15	3 100%
ASST	511	1	Intl Pol Econ: East Asia	Tajima, Yuhki	Spring 2018			0	12	3 100%
ASST	511	2	Intl Pol Econ: East Asia	Tajima, Yuhki	Fall 2018			0	9	3 100%
ASST	511	1	Intl Pol Econ: East Asia	Tajima, Yuhki	Fall 2018			0	17	3 100%
ASST	516	1	Risk & Innovatn in 21st C Asia	Sharma, Amit	Fall 2016	1	6		3	100%
ASST	516	1	Risk, Markets & Natl Security	Sharma, Amit	Fall 2017			0	10	3 100%
ASST	516	1	Risk, Markets & Natl Security	Sharma, Amit	Fall 2018			0	7	3 100%

ASST	520	1	Growth:Chinese Military Power	Wilder, Dennis B.	Fall 2016	0	22		3	100%
ASST	520	1	Growth:Chinese Military Power	Wilder, Dennis B.	Fall 2017			0	19	3 100%
ASST	520	1	Growth:Chinese Military Power	Wilder, Dennis B.	Fall 2018			0	7	3 100%
ASST	524	1	Chinese Politics	Cho, Sungmin	Fall 2016	0	5			3 100%
ASST	524	1	Chinese Politics	Looney, Kristen	Fall 2017			0	8	3 100%
ASST	524	1	Chinese Politics	Looney, Kristen	Fall 2018			0	10	3 100%
ASST	525	1	Korea and the World	Cha, Victor D.	Fall 2017			3	14	3 100%
ASST	529	1	Congressi onal Pwr &Asia Policy	Lohman, Walter	Spring 2017	0	14			3 100%
ASST	529	1	Congressi onal Pwr &Asia Policy	Lohman, Walter	Spring 2018			0	16	3 100%
ASST	530	1	Illicit Economie s in Asia	Kim, Diana	Fall 2016	0	8			3 100%
ASST	530	1	Illicit Economie s in Asia	Kim, Diana	Fall 2018			0	3	3 100%
ASST	531	1	Sovereign Risk & Asia	Byrne, Thomas	Spring 2017	0	15			3 100%

ASST	531	1	Sovereign Risk & Asia	Byrne, Thomas	Spring 2018		1	8		3	100%
ASST	532	2	China's Economy	Brown, William	Fall 2016	0	1			3	100%
ASST	532	1	China's Economy	Brown, William	Fall 2016	0	4			3	100%
ASST	533	1	Ethnic Politics	Tajima, Yuhki	Spring 2017	0	7			3	100%
ASST	533	1	Ethnic Politics	Tajima, Yuhki	Spring 2018			0	2	3	100%
ASST	534	1	Negotiation in Asia	Billings-Yun, Melanie	Fall 2017			0	15	3	100%
ASST	534	1	Negotiation in Asia	Billings-Yun, Melanie	Fall 2018			0	18	3	100%
ASST	535	1	Pol of Nuclear Weapons: E Asia	Cho, Sungmin	Fall 2017			0	5	3	100%
ASST	536	1	Korea-Japan Relations	Katz, Katrin	Spring 2018			0	6	3	100%
ASST	540	1	US/Taiwan & CSR: China & Community	Wang, Robert	Fall 2018			0	6	3	100%
ASST	541	1	Asia's Nationalisms	Smith, Sheila	Fall 2018			0	7	3	100%
ASST	550	1	Korean Politics	Terry, Sue Mi	Fall 2018			0	9	3	100%
ASST	581	1	Sports, Politics, Dev: Asia	Cha, Victor D.	Fall 2018			2	8	3	100%
ASST	581	2	Sports, Politics, Dev: Asia	Cha, Victor D.	Fall 2018			0	7	3	100%

ASST	668	1	Theory/Policy in Asia	Green, Michael	Fall 2016	0	13		3	100%
ASST	668	2	Theory/Policy in Asia	Green, Michael	Fall 2016	0	15		3	100%
ASST	668	1	Theory/Policy in Asia	Green, Michael	Fall 2017			0	12	3 100%
ASST	668	2	Theory/Policy in Asia	Green, Michael	Fall 2017			0	16	3 100%
ASST	668	1	Theory/Policy in Asia	Green, Michael	Fall 2018			0	9	3 100%
ASST	668	2	Theory/Policy in Asia	Green, Michael	Fall 2018			0	16	3 100%
ASST	701	1	Chinese Foreign Policy	Scobell, Andrew	Spring 2017	0	14		3	100%
ASST	701	1	Chinese Foreign Policy	Scobell, Andrew	Spring 2018			0	24	3 100%
ASST	705	1	Chinese Politics in Comp Persp	Looney, Kristen	Spring 2018			0	4	3 100%
ASST	706	1	Explor Limits of SE Asia Diplo	Lohman, Walter	Fall 2016	0	13		3	25%
ASST	706	1	Explor Limits of SE Asia Diplo	Lohman, Walter	Fall 2017			0	6	3 25%

ASST	706	1	Explor Limits of SE Asia Diplo	Lohman, Walter	Fall 2018			1	2	3	25%
ASST	707	1	Island Disputes in NE Asia	Smith, Sheila	Spring 2017	0	3			3	100%
ASST	708	1	Trnsnt'l, Migr & Ctzen:E Asia	Shipper, Apichai W.	Fall 2017			0	12		3 100%
ASST	711	1	Politics & Societies: SE Asia	Shipper, Apichai W.	Fall 2016	0	13			3	25%
ASST	711	1	Politics & Societies: SE Asia	Shipper, Apichai W.	Spring 2018			0	13		3 25%
ASST	715	1	Japan's Domestic Politics	Smith, Sheila	Fall 2016	0	9			3	100%
ASST	715	1	Japan's Domestic Politics	Smith, Sheila	Fall 2017			0	2		3 100%
ASST	716	1	Intl Relations of SE Asia	Shipper, Apichai W.	Spring 2017	0	12			3	25%
ASST	716	1	Intl Relations of SE Asia	Shipper, Apichai W.	Fall 2018			1	2	3	25%
ASST	718	1	Transnat'l Pol & History: Asia	Kim, Diana	Spring 2017	0	14			3	100%
ASST	718	1	Transnat'l Pol & History: Asia	Kim, Diana	Spring 2018			0	14		3 100%

ASST	779	1	Int'l Rel & Diplo of East Asia	Cha, Victor D.	Spring 2017	0	20		3	100%
Business Administration										
BADM	650	51	GBE: Shanghai	Dugan, Susan	Summer 2016	0	42		4.5	100%
BADM	650	51	GBE: Shanghai	Gill, Brian	Summer 2016	0	42		4.5	100%
BADM	650	4	Global Bus Exp: Mumbai	Langlois, Catherine	Spring 2017	0	33		4.5	100%
BADM	650	5	Global Bus Exp: Hong Kong	Dong, Arthur	Spring 2017	0	44		4.5	100%
BADM	703	50	China's Value Chain	Haft, Jeremy	Spring 2017	0	25		3	100%
BADM	650	51	GBE: Shanghai	Gill, Brian	Summer 2017			0	41	4.5 100%
BADM	650	4	Global Bus Exp: Mumbai	Langlois, Catherine	Spring 2018			0	33	4.5 100%
BADM	703	50	China's Value Chain	Haft, Jeremy	Spring 2018			0	33	3 100%
BADM	650	51	GBE: Shanghai	Gill, Brian	Summer 2018			0	45	4.5 100%
Bachelor of Arts in Liberal Studies										
BLHS	393	40	China and the Internet	Harrell, Paula S.	Summer 2017			3	0	3 100%
BLHV	393	140	China and the Internet	Harrell, Paula S.	Summer 2016	14	0			3 100%

BLHS	412	1	China/US: Friends or Foes?	Marolda, Edward	Spring 2017	7	0		3	100%
BLHS	415	1	China Rise to Econ Power	Harrell, Paula S.	Fall 2016	7	0		3	100%
BLHS	415	101	China Rise to Econ Power	Harrell, Paula S.	Spring 2018			15	0	3 100%
Communication, Culture, Technology										
CCTP	615	1	New Media & Txts Acr Cultures	Macovski, Michael M.	Fall 2016	0	14		3	25%
CCTP	615	1	New Media & Txts Acr Cultures	Macovski, Michael M.	Spring 2018			0	8	3 25%
Chinese										
CHIN	11	1	Intens First Lev Chinese I	Li, Wen-hui	Fall 2016	7	1		6	100%
CHIN	11	2	Intens First Lev Chinese I	Li, Wen-hui	Fall 2016	12	1		6	100%
CHIN	11	3	Intens First Lev Chinese I	Lin, Chuan	Fall 2016	10	0		6	100%
CHIN	11	4	Intens First Lev Chinese I	Hsiao, Juei-Chen	Fall 2016	11	2		6	100%

CHIN	11	1	Intens First Lev Chinese I	Lin, Chuan	Fall 2017		12	1		6	100%	
CHIN	11	2	Intens First Lev Chinese I	Li, Wen-hui	Fall 2017		12	1		6	100%	
CHIN	11	3	Intens First Lev Chinese I	Huang, Lihong	Fall 2017		10	2		6	100%	
CHIN	11	4	Intens First Lev Chinese I	Huang, Lihong	Fall 2017		9	3		6	100%	
CHIN	11	1	Intens First Lev Chinese I	Li, Wen-hui	Fall 2018				3	2	6	100%
CHIN	11	2	Intens First Lev Chinese I	Li, Wen-hui	Fall 2018				4	0	6	100%
CHIN	11	3	Intens First Lev Chinese I	Huang, Lihong	Fall 2018				7	1	6	100%
CHIN	11	4	Intens First Lev Chinese I	Huang, Lihong	Fall 2018				6	0	6	100%
CHIN	12	1	Intens First Lev Chinese II	Hsiao, Juei-Chen	Spring 2017	11	1			6	100%	
CHIN	12	2	Intens First Lev Chinese II	Hsiao, Juei-Chen	Spring 2017	10	1			6	100%	
CHIN	12	3	Intens First Lev Chinese II	Li, Wen-hui	Spring 2017	12	0			6	100%	
CHIN	12	4	Intens First Lev Chinese II	Li, Wen-hui	Spring 2017	7	1			6	100%	

CHIN	12	1	Intens First Lev Chinese II	Lin, Chuan	Spring 2018			11	0		6	100%
CHIN	12	2	Intens First Lev Chinese II	Huang, Lihong	Spring 2018			13	2		6	100%
CHIN	12	3	Intens First Lev Chinese II	Li, Wen-hui	Spring 2018			3	2		6	100%
CHIN	12	4	Intens First Lev Chinese II	Li, Wen-hui	Spring 2018			8	1		6	100%
CHIN	13	1	Intens Frst Lev Chin:Adv Begin	Wang, Peng	Fall 2016	6	1				6	100%
CHIN	13	1	Intens Frst Lev Chin:Adv Begin	Wang, Peng	Fall 2017			13	0		6	100%
CHIN	13	1	Intens Frst Lev Chin:Adv Begin	Wang, Peng	Fall 2018				4	2	6	100%
CHIN	24	1	East Asia: Texts & Contexts	Kafalas, Philip A.	Spring 2017	9	0				3	100%
CHIN	24	1	East Asia: Texts & Contexts	Kafalas, Philip A.	Spring 2018			9	0		3	100%
CHIN	111	1	Intens Second Lev Chinese I	Qi, Di	Fall 2016	7	2				6	100%
CHIN	111	2	Intens Second Lev Chinese I	Qi, Di	Fall 2016	9	0				6	100%

CHIN	111	3	Intens Second Lev Chinese I	Yang, Yu-Sheng	Fall 2016	12	2		6	100%	
CHIN	111	4	Intens Second Lev Chinese I	Yang, Yu-Sheng	Fall 2016	8	0		6	100%	
CHIN	111	5	Intens Second Lev Chinese I	Yu, Pei-Shan	Fall 2016	5	1		6	100%	
CHIN	111	6	Intens Second Lev Chinese I	Huang, Lihong	Fall 2016	7	2		6	100%	
CHIN	111	1	Intens Second Lev Chinese I	Yang, Yu-Sheng	Fall 2017			8	1	6	100%
CHIN	111	2	Intens Second Lev Chinese I	Yang, Yu-Sheng	Fall 2017			11	0	6	100%
CHIN	111	3	Intens Second Lev Chinese I	Hsiao, Juei-Chen	Fall 2017			12	2	6	100%
CHIN	111	4	Intens Second Lev Chinese I	Hsiao, Juei-Chen	Fall 2017			8	1	6	100%
CHIN	111	5	Intens Second Lev Chinese I	Qi, Di	Fall 2017			10	0	6	100%
CHIN	111	6	Intens Second	Yu, Pei-Shan	Fall 2017			5	1	6	100%

			Lev Chinese I							
CHIN	111	1	Intens Second Lev Chinese I	Qi, Di	Fall 2018			5	0	6 100%
CHIN	111	2	Intens Second Lev Chinese I	Yang, Yu-Sheng	Fall 2018			8	1	6 100%
CHIN	111	3	Intens Second Lev Chinese I	Hsiao, Juei-Chen	Fall 2018			6	0	6 100%
CHIN	111	4	Intens Second Lev Chinese I	Hsiao, Juei-Chen	Fall 2018			4	1	6 100%
CHIN	111	5	Intens Second Lev Chinese I	Yu, Pei-Shan	Fall 2018			10	1	6 100%
CHIN	112	1	Intens Second Lev Chinese II	Qi, Di	Spring 2017	7	2			6 100%
CHIN	112	2	Intens Second Lev Chinese II	Qi, Di	Spring 2017	8	0			6 100%
CHIN	112	3	Intens Second Lev Chinese II	Yang, Yu-Sheng	Spring 2017	9	0			6 100%
CHIN	112	4	Intens Second Lev Chinese II	Yang, Yu-Sheng	Spring 2017	11	0			6 100%

CHIN	112	5	Intens Second Lev Chinese II	Yu, Pei-Shan	Spring 2017	6	1		6	100%
CHIN	112	6	Intens Second Lev Chinese II	Huang, Lihong	Spring 2017	9	4		6	100%
CHIN	112	1	Intens Second Lev Chinese II	Hsiao, Juei-Chen	Spring 2018			6	1	6 100%
CHIN	112	2	Intens Second Lev Chinese II	Hsiao, Juei-Chen	Spring 2018			11	0	6 100%
CHIN	112	3	Intens Second Lev Chinese II	Yang, Yu-Sheng	Spring 2018			10	0	6 100%
CHIN	112	4	Intens Second Lev Chinese II	Yang, Yu-Sheng	Spring 2018			8	0	6 100%
CHIN	112	5	Intens Second Lev Chinese II	Yu, Pei-Shan	Spring 2018			12	2	6 100%
CHIN	112	6	Intens Second Lev Chinese II	Qi, Di	Spring 2018			5	0	6 100%
CHIN	114	1	Intens 2nd Lev Chin:Adv Beginr	Wang, Peng	Spring 2017	7	2		6	100%
CHIN	114	1	Intens 2nd Lev	Wang, Peng	Spring 2018			14	0	6 100%

		Chin:Adv Beginr									
CHIN	211	1	Third Level Chinese I	Yu, Pei-Shan	Fall 2016	15	0			3	100%
CHIN	211	2	Third Level Chinese I	Yu, Pei-Shan	Fall 2016	13	1			3	100%
CHIN	211	3	Third Level Chinese I	Huang, Lihong	Fall 2016	9	4			3	100%
CHIN	211	4	Third Level Chinese I	Huang, Lihong	Fall 2016	8	4			3	100%
CHIN	211	5	Third Level Chinese I	Ren, Fei	Fall 2016	9	1			3	100%
CHIN	211	1	Third Level Chinese I	Qi, Di	Fall 2017			9	2	3	100%
CHIN	211	2	Third Level Chinese I	Qi, Di	Fall 2017			10	0	3	100%
CHIN	211	3	Third Level Chinese I	Yu, Pei-Shan	Fall 2017			10	3	3	100%
CHIN	211	4	Third Level Chinese I	Yu, Pei-Shan	Fall 2017			7	2	3	100%
CHIN	211	5	Third Level Chinese I	Ren, Fei	Fall 2017			6	4	3	100%
CHIN	211	1	Third Level Chinese I	Qi, Di	Fall 2018			8	0	3	100%
CHIN	211	2	Third Level	Qi, Di	Fall 2018			5	0	3	100%

Chinese I											
CHIN	211	3	Third Level Chinese I	Yang, Yu-Sheng	Fall 2018			6	0	3	100%
CHIN	211	4	Third Level Chinese I	Yang, Yu-Sheng	Fall 2018			12	1	3	100%
CHIN	211	5	Third Level Chinese I	Yu, Pei-Shan	Fall 2018			10	0	3	100%
CHIN	212	1	Third Level Chinese II	Huang, Lihong	Spring 2017	9	4			3	100%
CHIN	212	2	Third Level Chinese II	Huang, Lihong	Spring 2017	13	2			3	100%
CHIN	212	3	Third Level Chinese II	Yu, Pei-Shan	Spring 2017	13	1			3	100%
CHIN	212	4	Third Level Chinese II	Yu, Pei-Shan	Spring 2017	12	0			3	100%
CHIN	212	6	Third Level Chinese II	Lin, Chuan	Spring 2017	6	1			3	100%
CHIN	212	1	Third Level Chinese II	Qi, Di	Spring 2018			12	1	3	100%
CHIN	212	2	Third Level Chinese II	Qi, Di	Spring 2018			10	2	3	100%
CHIN	212	3	Third Level Chinese II	Yu, Pei-Shan	Spring 2018			9	2	3	100%
CHIN	212	4	Third Level	Yu, Pei-Shan	Spring 2018			10	2	3	100%

Chinese II											
CHIN	212	5	Third Level Chinese II	Ren, Fei	Spring 2018		5	2		3	100%
CHIN	311	1	Integrated Advanced Chinese I	Lin, Chuan	Fall 2016	8	4			3	100%
CHIN	311	2	Integrated Advanced Chinese I	Lin, Chuan	Fall 2016	14	0			3	100%
CHIN	311	1	Integrated Advanced Chinese I	Lin, Chuan	Fall 2017			13	1	3	100%
CHIN	311	2	Integrated Advanced Chinese I	Lin, Chuan	Fall 2017			9	2	3	100%
CHIN	311	1	Integrated Advanced Chinese I	Ren, Fei	Fall 2018			9	2	3	100%
CHIN	311	2	Integrated Advanced Chinese I	Ren, Fei	Fall 2018			2	3	3	100%
CHIN	312	1	Integrated Advanced Chinese II	Lin, Chuan	Spring 2017	8	0			3	100%
CHIN	312	2	Integrated Advanced Chinese II	Lin, Chuan	Spring 2017	4	0			3	100%
CHIN	312	1	Integrated Advanced Chinese II	Lin, Chuan	Spring 2018			13	0	3	100%

CHIN	313	1	Advanced Oral Communication	Hsiao, Juei-Chen	Fall 2016	12	0		3	100%
CHIN	313	2	Advanced Oral Communication	Hsiao, Juei-Chen	Fall 2016	4	0		3	100%
CHIN	313	1	Advanced Oral Communication	Lin, Chuan	Spring 2017	8	2		3	100%
CHIN	313	1	Advanced Oral Communication	Lin, Chuan	Spring 2018			9	0	3 100%
CHIN	313	1	Advanced Oral Communication	Yu, Pei-Shan	Fall 2018			14	1	3 100%
CHIN	321	1	Business Chinese I	Wang, Peng	Fall 2016	11	2		3	100%
CHIN	321	2	Business Chinese I	Wang, Peng	Fall 2016	15	0		3	100%
CHIN	321	3	Business Chinese I	Wang, Peng	Fall 2016	8	2		3	100%
CHIN	321	1	Business Chinese I	Wang, Peng	Fall 2017			10	4	3 100%
CHIN	321	2	Business Chinese I	Wang, Peng	Fall 2017			14	1	3 100%
CHIN	321	1	Business Chinese	Wang, Peng	Fall 2018			15	0	3 100%
CHIN	321	2	Business Chinese	Wang, Peng	Fall 2018			14	1	3 100%

CHIN	322	1	Business Chinese II	Wang, Peng	Spring 2017	14	0		3	100%
CHIN	322	2	Business Chinese II	Wang, Peng	Spring 2017	6	0		3	100%
CHIN	322	1	Business Chinese II	Wang, Peng	Spring 2018			5	0	3 100%
CHIN	322	2	Business Chinese II	Wang, Peng	Spring 2018			9	2	3 100%
CHIN	325	1	Adv Readings in Chinese	Li, Wen-hui	Fall 2017			11	0	3 100%
CHIN	326	1	Modern Chinese Lit & Society	Li, Wen-hui	Fall 2017			12	2	3 100%
CHIN	331	1	Topics in Current Affairs	Ren, Fei	Spring 2017	12	1			3 100%
CHIN	331	1	Topics in Current Affairs	Ren, Fei	Spring 2018			7	1	3 100%
CHIN	352	1	Imgs of Women: Cont Chin Film	Zhang, Jingyuan	Spring 2017	13	0			3 100%
CHIN	353	1	War & Its Legacies in Chin Lit	Kafalas, Philip A.	Spring 2018			10	2	3 100%
CHIN	360	1	Chinese Literary Dream Texts	Kafalas, Philip A.	Spring 2017	3	1			3 100%
CHIN	362	1	Intro to Classical Chinese	Kafalas, Philip A.	Fall 2016	10	1			3 100%

CHIN	362	1	Intro to Classical Chinese	Kafalas, Philip A.	Fall 2017		7	1		3	100%	
CHIN	362	1	Intro to Classical Chinese	Kafalas, Philip A.	Fall 2018				12	0	3	100%
CHIN	364	1	Chinese in Diplomatic Discours	Huang, Lihong	Spring 2017	10	1				3	100%
CHIN	364	1	Chinese in Diplomatic Discours	Huang, Lihong	Spring 2018		8	1			3	100%
CHIN	364	2	Chinese in Diplomatic Discours	Huang, Lihong	Spring 2018		6	3			3	100%
CHIN	391	1	Intro to Chinese Linguistics	Ren, Fei	Fall 2016	7	0				3	100%
CHIN	391	1	Intro to Chinese Linguistics	Ren, Fei	Fall 2017		11	0			3	100%
CHIN	391	1	Intro to Chinese Linguistics	Ren, Fei	Fall 2018				8	0	3	100%
CHIN	406	1	Reading Lu Xun	Zhang, Jingyuan	Spring 2018		13	0			3	100%
CHIN	459	1	Senior Seminar	Kafalas, Philip A.	Fall 2016	6	0				3	100%
CHIN	459	1	Senior Seminar	Kafalas, Philip A.	Fall 2017		5	0			3	100%
CHIN	459	1	Senior Seminar	Kafalas, Philip A.	Fall 2018				9	0	3	100%

CHIN	464	1	Modern Chinese Drama	Zhang, Jingyuan	Fall 2016	4	1		3	100%
CHIN	464	1	Modern Chinese Drama	Zhang, Jingyuan	Fall 2017			7	0	3 100%
CHIN	464	1	Modern Chinese Drama	Zhang, Jingyuan	Fall 2018			13	0	3 100%
Economics										
ECON	384	70	Topics in International Econ	Antoniades, Alexis	Fall 2016	15	0			3 25%
ECON	384	70	Topics in International Econ	Antoniades, Alexis	Fall 2017			14	0	3 25%
ECON	384	70	Topics in International Econ	Antoniades, Alexis	Fall 2018			18	0	3 25%
English as a Foreign Language										
ENFL	227	10	TEFL-China:English Teaching Me	Penrod, Glen A.	Summer 2016	25	0			4 100%
English										
ENGL	206	1	Asian American Lit	Lee, Jee Yoon	Fall 2016	16	0			3 100%
ENGL	206	1	Asian American Lit	So, Christine	Fall 2018			9	0	3 100%

ENGL	626	1	Asian American Lit & Culture	So, Christine	Fall 2018			0	8	3	100%
Global Business											
GBUS	403	1	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2016	4	0			3	25%
GBUS	403	1	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2017			1	0	3	25%
GBUS	403	1	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2018			8	0	3	25%
GBUS	403	2	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2017			2	0	3	25%
GBUS	403	2	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2018			3	0	3	25%
GBUS	403	3	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2017			1	10	3	25%
GBUS	403	3	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2018			0	1	3	25%
GBUS	403	4	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2017			0	5	3	25%

GBUS	403	4	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2018			0	4	3	25%
GBUS	461	1	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2016	9	5			3	50%
GBUS	461	1	Pol Econ of Cities:LA & Asia	King, Robin A.	Spring 2017	3	0			3	50%
GBUS	461	1	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2017			4	0	3	50%
GBUS	461	1	Pol Econ of Cities:LA & Asia	King, Robin A.	Spring 2018			2	1	3	50%
GBUS	461	1	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2018			9	0	3	50%
GBUS	461	2	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2016	2	0			3	50%
GBUS	461	2	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2018			2	0	3	50%
GBUS	461	3	Pol Econ of Cities:LA & Asia	King, Robin A.	Spring 2017	0	4			3	50%
GBUS	461	3	Pol Econ of	King, Robin A.	Fall 2017			0	1	3	50%

			Cities:LA & Asia							
GBUS	461	3	Pol Econ of Cities:LA & Asia	King, Robin A.	Spring 2018		0	2		3 50%
GBUS	461	3	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2018			0	1	3 50%
GBUS	461	4	Pol Econ of Cities:LA & Asia	King, Robin A.	Spring 2017	0	4			3 50%
GBUS	461	4	Pol Econ of Cities:LA & Asia	King, Robin A.	Fall 2017			0	3	3 50%
GBUS	462	1	China- Latin America Relations	Kotschwar, Barbara R.	Fall 2016	4	2			1.5 50%
GBUS	462	1	China- Latin America Relations	Mullinix, Margaret M.	Fall 2017			3	0	3 50%
GBUS	462	1	China- Latin America Relations	Kotschwar, Barbara R.	Fall 2017			3	0	3 50%
GBUS	462	1	China- Latin America Relations	Kotschwar, Barbara R.	Fall 2018			6	0	3 50%
GBUS	462	1	China- Latin America Relations	Mullinix, Margaret M.	Fall 2018			6	0	3 50%

GBUS	462	2	China-Latin America Relations	Kotschwar, Barbara R.	Fall 2017	1	0		3	50%	
GBUS	462	2	China-Latin America Relations	Mullinix, Margaret M.	Fall 2017	1	0		3	50%	
GBUS	462	3	China-Latin America Relations	Mullinix, Margaret M.	Fall 2017	0	4		3	50%	
GBUS	462	3	China-Latin America Relations	Kotschwar, Barbara R.	Fall 2017	0	4		3	50%	
GBUS	462	3	China-Latin America Relations	Mullinix, Margaret M.	Fall 2018			0	3	3	50%
GBUS	462	3	China-Latin America Relations	Kotschwar, Barbara R.	Fall 2018			0	3	3	50%
GBUS	462	4	China-Latin America Relations	Kotschwar, Barbara R.	Fall 2017	0	1		3	50%	
GBUS	462	4	China-Latin America Relations	Mullinix, Margaret M.	Fall 2017	0	1		3	50%	
GBUS	503	1	Globaltn: Chall for Devd Countr	Moran, Theodore H.	Fall 2016	0	14		3	25%	

Global Human Development Program											
GHDP	608	1	Global Social Innovation	Wise, Louise B.	Fall 2017		2	12		3	25%
GHDP	609	20	Global Social Innovation Lab	Wise, Louise B.	Fall 2017		0	4		1.5	25%
GHDP	609	20	Global Social Innovation Lab	Wise, Louise B.	Fall 2018				0	14	1.5 25%
GHDP	650	10	Global Soc Entrpse & Soc Entrp	Wise, Louise B.	Spring 2017	0	12			1.5	25%
GHDP	651	20	Innvtn Prvt Sctr Apprchs Glbl	Wise, Louise B.	Spring 2017	0	16			1.5	25%
GHDP	652	1	Global Soc Enterprise & Innov	Wise, Louise B.	Spring 2018		2	14		3	25%
GHDP	656	1	Engines of Growth: SMEs	Wise, Louise B.	Fall 2016	0	10			3	25%
GHDP	656	10	Engines of Growth: SMEs	Wise, Louise B.	Fall 2018				0	4	1.5 25%
Government											
GOVT	358	1	Politics of China	Cho, Sungmin	Spring 2017	15	1			3	100%

GOVT	358	1	Dept Sem: Politics of China	Looney, Kristen	Fall 2017			9	0		3	100%
GOVT	358	1	Dept Sem: Politics of China	Cho, Sungmin	Spring 2018			12	0		3	100%
GOVT	358	1	DepSem: Politics of China	Looney, Kristen	Fall 2018				10	0	3	100%
GOVT	374	1	Dept Sem:Sr Res Sem on Asia	Kim, Christine J.	Fall 2016	1	0				3	100%
GOVT	374	1	Dept Sem:Sr Res Sem on Asia	Kim, Diana	Fall 2017			4	0		3	100%
GOVT	556	1	Korea and the World	Cha, Victor D.	Fall 2017			0	10		3	100%
GOVT	643	1	Chinese Politics in Comp Persp	Looney, Kristen	Spring 2018			0	4		3	100%
GOVT	646	1	Chinese Politics	Looney, Kristen	Fall 2017			0	9		3	100%
GOVT	646	1	Chinese Politics	Looney, Kristen	Fall 2018				0	6	3	100%
GOVT	679	1	Int'l Rel & Diplo of East Asia	Cha, Victor D.	Spring 2017	0	8				3	100%
History												
HIST	8	1	Intro Late Hist: World II	McNeill, John	Spring 2017	15	0				3	25%
HIST	8	1	Intro Late Hist:	Zimmers, Stefan N.	Spring 2018			16	0		3	25%

World II										
HIST	8	2	Intro Late Hist: World II	McNeill, John	Spring 2017	16	0		3	25%
HIST	8	2	Intro Late Hist: World II	Zimmers, Stefan N.	Spring 2018		15	0	3	25%
HIST	8	3	Intro Late Hist: World II	McNeill, John	Spring 2017	16	0		3	25%
HIST	8	3	Intro Late Hist: World II	Zimmers, Stefan N.	Spring 2018		16	0	3	25%
HIST	8	4	Intro Late Hist: World II	McNeill, John	Spring 2017	11	0		3	25%
HIST	8	4	Intro Late Hist: World II	Zimmers, Stefan N.	Spring 2018		18	0	3	25%
HIST	8	13	Intro Late Hist: World II	Goldfrank, David M.	Spring 2017	13	0		3	25%
HIST	8	13	Intro Late Hist: World II	Degroot, Dagomar	Spring 2018		21	0	1.5	25%
HIST	8	14	Intro Late Hist: World II	Goldfrank, David M.	Spring 2017	13	0		3	25%
HIST	8	14	Intro Late Hist: World II	Degroot, Dagomar	Spring 2018		18	0	1.5	25%
HIST	8	15	Intro Late Hist: World II	Goldfrank, David M.	Spring 2017		8	0	3	25%
HIST	8	16	Intro Late Hist:	Goldfrank, David M.	Spring 2017		8	0	3	25%

World II											
HIST	8	20	Intro Late Hist: World II	Gettig, Eric T.	Summer 2017		12	0		3	25%
HIST	8	20	Intro Late Hist: World II	Cornwell, Graham H.	Summer 2018			5	0	3	25%
HIST	8	70	Intro Late Hist: World II	Musandu, Phoebe	Spring 2017	14	0			3	25%
HIST	8	70	Intro Late Hist: World II	Musandu, Phoebe	Spring 2018		12	0		3	25%
HIST	104	70	Indian Ocean World	Reardon- Anderson, James	Spring 2018		16	0		3	25%
HIST	107	1	Pacific World	Wall, Michael C.	Spring 2017	16	0			3	100%
HIST	107	1	Pacific World	Wall, Michael C.	Fall 2017		17	0		3	100%
HIST	107	1	Pacific World	Wall, Michael C.	Spring 2018		15	0		3	100%
HIST	107	1	Pacific World	Sand, Jordan A.	Fall 2018			9	0	3	100%
HIST	107	2	Pacific World	Wall, Michael C.	Spring 2017	18	0			3	100%
HIST	107	2	Pacific World	Wall, Michael C.	Fall 2017		16	0		3	100%
HIST	107	2	Pacific World	Wall, Michael C.	Spring 2018		15	0		3	100%
HIST	107	2	Pacific World	Sand, Jordan A.	Fall 2018			9	0	3	100%
HIST	107	3	Pacific World	Wall, Michael C.	Spring 2017	15	0			3	100%
HIST	107	3	Pacific World	Wall, Michael C.	Fall 2017		16	0		3	100%

HIST	107	3	Pacific World	Wall, Michael C.	Spring 2018			16	0		3	100%
HIST	107	3	Pacific World	Sand, Jordan A.	Fall 2018				9	0	3	100%
HIST	107	4	Pacific World	Wall, Michael C.	Spring 2017	17	0				3	100%
HIST	107	4	Pacific World	Wall, Michael C.	Fall 2017			17	0		3	100%
HIST	107	4	Pacific World	Wall, Michael C.	Spring 2018			14	0		3	100%
HIST	107	4	Pacific World	Sand, Jordan A.	Fall 2018				8	0	3	100%
HIST	107	5	Pacific World	Benedict, Carol A.	Spring 2018			16	0		3	100%
HIST	107	6	Pacific World	Benedict, Carol A.	Spring 2018			17	0		3	100%
HIST	107	7	Pacific World	Benedict, Carol A.	Spring 2018			15	0		3	100%
HIST	107	8	Pacific World	Benedict, Carol A.	Spring 2018			18	0		3	100%
HIST	107	10	Pacific World	Wall, Michael C.	Summer 2016	7	0				3	100%
HIST	107	10	Pacific World	Wall, Michael C.	Summer 2017			7	0		3	100%
HIST	107	10	Pacific World	Alejandrino, Clark L.	Summer 2018				5	0	3	100%
HIST	107	70	Pacific World	Oidtmann, Max	Fall 2016	11	0				3	100%
HIST	107	70	Pacific World	Oidtmann, Max	Fall 2017			19	0		3	100%
HIST	108	1	Central Eurasia	Millward, James A.	Spring 2017	30	0				3	25%
HIST	108	1	Cent. Eurasia: World Crossroads	Afinogenov, Gregory D.	Fall 2018				22	0	3	25%

HIST	120	1	Confucian World to 1800	Spendelow, Howard R.	Spring 2017	11	0		3	100%
HIST	122	70	History of China I	Oidtmann, Max	Fall 2016	16	0		3	100%
HIST	122	1	History of China I	Spendelow, Howard R.	Fall 2016	18	0		3	100%
HIST	122	1	History of China I	Spendelow, Howard R.	Fall 2017			18	0	3 100%
HIST	122	70	History of China I	Oidtmann, Max	Fall 2017			10	0	3 100%
HIST	122	1	History of China I	Spendelow, Howard R.	Fall 2018			6	0	3 100%
HIST	122	70	History of China I	Oidtmann, Max	Fall 2018			8	0	3 100%
HIST	123	1	History of China II	Spendelow, Howard R.	Spring 2017	13	0		3	100%
HIST	123	70	History of China II	Oidtmann, Max	Spring 2017	13	0		3	100%
HIST	123	70	History of China II	Oidtmann, Max	Spring 2018			13	0	3 100%
HIST	123	1	History of China II	Spendelow, Howard R.	Spring 2018			8	0	3 100%
HIST	124	1	History of Japan I	Spendelow, Howard R.	Fall 2016	11	0		3	100%
HIST	124	1	History of Japan I	Spendelow, Howard R.	Fall 2017			23	0	3 100%
HIST	124	1	History of Japan I	Spendelow, Howard R.	Fall 2018			8	0	3 100%
HIST	125	1	History of Modern Japan	Rubinfiem, Louisa D.	Spring 2017	61	0		3	100%
HIST	125	1	History of Modern Japan	Sand, Jordan A.	Spring 2018			27	0	3 100%

HIST	221	70	Russia, China:Comparative Hist	Oidtmann, Max	Spring 2017	5	0		3	100%
HIST	226	1	Hist of Korea in NE Asia	Kim, Christine J.	Spring 2017	47	0		3	100%
HIST	226	1	Hist of Korea in NE Asia	Kim, Christine J.	Spring 2018			39	0	3 100%
HIST	282	1	The US in the World to 1945	Higuchi, Toshihiro	Fall 2017			63	0	3 25%
HIST	283	1	American Diplomatic History II	Higuchi, Toshihiro	Spring 2017	32	0		3	25%
HIST	283	1	The US in the world since 1945	Higuchi, Toshihiro	Spring 2018			56	0	3 25%
HIST	305	1	GlobalHist:Empire/Nation/World	Benedict, Carol A.	Fall 2017			17	0	3 25%
HIST	305	70	Global Hist: Capitalism /Commun	Pirbhai, Mohammed R.	Fall 2017			10	0	3 25%
HIST	325	1	Modern China:Fiction & History	Spendelow, Howard R.	Fall 2016	3	1		3	100%
HIST	325	1	Modern China:Fiction & History	Spendelow, Howard R.	Fall 2018			8	2	3 100%

HIST	327	1	Russia&China:Roots of Conflict	Spendelow, Howard R.	Fall 2017		6	0		3	50%
HIST	329	1	China's Boxers: Global Context	Spendelow, Howard R.	Spring 2018		2	0		3	100%
HIST	575	1	Political economy of communism	Balzer, Harley D.	Spring 2018		0	4		3	50%
HIST	585	1	US as Pacific Power	Higuchi, Toshihiro	Spring 2017	0	12			3	100%
HIST	627	1	Central Eurasia in World Hist	Millward, James A.	Spring 2017	0	5			3	25%
HIST	722	1	Late Imperial China	Millward, James A.	Fall 2018			0	6	3	100%
International Affairs											
INAF	100	23	Prose: Rise of US as Pacific Power	Higuchi, Toshihiro	Fall 2016	15	0			3	25%
INAF	100	23	Prose: Rise of US as Pacific Power	Higuchi, Toshihiro	Fall 2017		15	0		3	25%
INAF	200	2	Research Chinese	Mastro, Oriana	Fall 2017		9	0		3	100%

				Foreign Policy							
INAF	214	1	Intro to Transnat'l Problems	Kim, Diana	Spring 2017	16	0			3	100%
INAF	250	1	Modern Asia	Cha, Victor D.	Fall 2016	92	0			3	100%
INAF	293	1	Island Disputes in Asia	Smith, Sheila	Spring 2018			6	0	3	100%
INAF	326	1	Politics of China	Cho, Sungmin	Spring 2017	12	0			3	100%
INAF	326	1	Politics of China	Looney, Kristen	Fall 2017			9	3	3	100%
INAF	326	1	Politics of China	Cho, Sungmin	Spring 2018			7	0	3	100%
INAF	326	1	Politics of China	Looney, Kristen	Fall 2018			20	1	3	100%
INAF	332	1	Political Economy of Asia	Tajima, Yuhki	Spring 2017	14	0			3	100%
INAF	347	1	Dept Sem:Sr Res Sem On Asia	Kim, Christine J.	Fall 2016	3	0			3	100%
INAF	347	1	Dept Sem:Sr Res Sem On Asia	Kim, Diana	Fall 2017			19	0	3	100%
INAF	347	1	Dept Sem:Sr Res Sem On Asia	Kim, Diana	Fall 2018			0	2	3	100%
INAF	367	1	Trade in Asia Pacific	Mullen, John E.	Fall 2017			8	0	3	100%

INAF	367	1	Trade in Asia Pacific	Mullen, John E.	Fall 2018			6	2	3	100%
INAF	385	100	Politics and Sports	Stephen, Elizabeth	Spring 2018			13	0	3	100%
INAF	385	101	Politics and Sports	Stephen, Elizabeth	Spring 2018			12	0	3	100%
INAF	385	700	Politics and Sports	Stephen, Elizabeth	Spring 2018			10	0	4	100%
INAF	410	1	Chinese Military Power	Wilder, Dennis B.	Spring 2017	9	0			3	100%
INAF	410	1	Chinese Military Power	Wilder, Dennis B.	Spring 2018			10	0	3	100%
INAF	413	1	Japan's Search for Strategy	Green, Michael	Spring 2017	9	11			3	100%
INAF	413	1	Japan's Search for Strategy	Green, Michael	Spring 2018			8	0	3	100%
INAF	449	1	China's Evolving Role in Afr	Park, Yoon J.	Fall 2016	17	2			3	100%
INAF	449	1	China's Evolving Role in Afr	Park, Yoon J.	Fall 2017			2	0	3	100%
INAF	449	1	China's Evolving Role in Afr	Park, Yoon J.	Fall 2018			18	2	3	100%
INAF	457	1	China and the Middle East	Abboud, Farid C.	Spring 2017	1	3			3	100%

INAF	496	1	US Strat in Asia: Hist & Pract	Green, Michael	Spring 2017	7	16		3	100%
INAF	560	1	Ethnic Politics	Tajima, Yuhki	Spring 2017	0	5		3	100%
International Politics										
IPOL	210	101	Borders and Security Concerns	Stephen, Elizabeth	Spring 2017	22	0		3	25%
IPOL	210	62	Borders and Security Concerns	Stephen, Elizabeth	Spring 2017	8	0		3	25%
IPOL	421	70	Asian Pltcs: Cult, Power, Hist	Chandra, Uday	Spring 2018			16	0	3 100%
Japanese										
JAPN	11	1	Intens First Lev Japanese I	Sato, Kumi	Fall 2016	11	2		6	100%
JAPN	11	2	Intens First Lev Japanese I	Sato, Kumi	Fall 2016	6	5		6	100%
JAPN	11	1	Intens First Lev Japanese I	Sato, Kumi	Fall 2017			12	2	6 100%
JAPN	11	2	Intens First Lev Japanese I	Sato, Kumi	Fall 2017			2	1	6 100%
JAPN	11	1	Intens First Lev Japanese I	Sato, Kumi	Fall 2018			9	3	6 100%

JAPN	11	2	Intens First Lev Japanese I	Sato, Kumi	Fall 2018			8	2	6	100%
JAPN	12	1	Intens First Lev Japanese II	Sato, Kumi	Spring 2017	10	3			6	100%
JAPN	12	2	Intens First Lev Japanese II	Sato, Kumi	Spring 2017	7	1			6	100%
JAPN	12	1	Intens First Lev Japanese II	Sato, Kumi	Spring 2018			11	3	3	100%
JAPN	12	2	Intens First Lev Japanese II	Sato, Kumi	Spring 2018			0	1	3	100%
JAPN	24	1	East Asia: Texts & Contexts	Kafalas, Philip A.	Spring 2017	4	0			3	100%
JAPN	24	1	East Asia: Texts & Contexts	Kafalas, Philip A.	Spring 2018			12	1	3	100%
JAPN	111	1	Intens Second Lev Japanese I	Omori, Motoko	Fall 2016	6	2			6	100%
JAPN	111	2	Intens Second Lev Japanese I	Omori, Motoko	Fall 2016	6	1			6	100%
JAPN	111	1	Intens Second Lev Japanese I	Omori, Motoko	Fall 2017			6	0	3	100%

JAPN	111	2	Intens Second Lev Japanese I	Omori, Motoko	Fall 2017			3	0		3	100%	
JAPN	111	1	Intens Second Lev Japanese I	Omori, Motoko	Fall 2018					2	0	6	100%
JAPN	111	2	Intens Second Lev Japanese I	Omori, Motoko	Fall 2018					9	1	6	100%
JAPN	112	1	Intens Second Lev Japanese II	Omori, Motoko	Spring 2017	3	2					6	100%
JAPN	112	2	Intens Second Lev Japanese II	Omori, Motoko	Spring 2017	8	0					6	100%
JAPN	112	1	Intens Second Lev Japanese II	Omori, Motoko	Spring 2018			14	1			6	100%
JAPN	211	1	Third Level Japanese I	Mori, Yoshiko	Fall 2016	11	3					3	100%
JAPN	211	1	Third Level Japanese I	Omori, Motoko	Fall 2017			10	0			6	100%
JAPN	211	1	Third Level Japanese I	Omori, Motoko	Fall 2018					8	2	3	100%
JAPN	212	1	Third Level	Sato, Kumi	Spring 2017	11	3					3	100%

			Japanese II								
JAPN	212	1	Third Level Japanese II	Omori, Motoko	Spring 2018		8	3		3	100%
JAPN	212	1	Third Level Japanese II	Omori, Motoko	Spring 2018		7	3		3	100%
JAPN	311	1	Integrated Adv Japanese I	Mori, Yoshiko	Fall 2016	8	3			3	100%
JAPN	311	1	Integrated Adv Japanese I	Mori, Yoshiko	Fall 2017		2	0		3	100%
JAPN	311	1	Integrated Adv Japanese I	Mori, Yoshiko	Fall 2018	6	3			3	100%
JAPN	322	1	Business Japanese II	Omori, Motoko	Fall 2016	9	3			3	100%
JAPN	322	1	Business Japanese II	Mori, Yoshiko	Fall 2018			8	1	3	100%
JAPN	334	1	Media Japanese	Mori, Yoshiko	Fall 2017		2	0		3	100%
JAPN	359	1	Readings in Political Culture	Doak, Kevin	Spring 2017	7	0			3	100%
JAPN	362	1	Bungo: Literary Japanese	Hanami, Ichiro L.	Spring 2017	7	1			3	100%
JAPN	365	1	Modern Japanese Short	Doak, Kevin	Spring 2018		7	0		3	100%

Stories												
JAPN	372	1	Readings in Lang & Culture	Mori, Yoshiko	Spring 2018			10	5	6	100%	
JAPN	391	1	Intro to Jpn Linguistic s	Mori, Yoshiko	Spring 2018			0	1	3	100%	
JAPN	406	1	Endo Shusaku	Doak, Kevin	Fall 2017			10	2	3	100%	
JAPN	412	1	Japanese Anime Film	Doak, Kevin	Spring 2017	22	2			3	100%	
JAPN	412	1	Japanese Anime Film	Doak, Kevin	Fall 2018				9	6	3	100%
JAPN	459	1	Senior Seminar	Doak, Kevin	Fall 2016	2	0			3	100%	
JAPN	459	1	Senior Seminar	Doak, Kevin	Fall 2017			7	0	3	100%	
JAPN	459	1	Senior Seminar	Doak, Kevin	Fall 2018				2	0	3	100%
Korean												
KREN	11	1	Intens First Lev Korean I	Mun, Bokyung	Fall 2016	13	0			6	100%	
KREN	11	2	Intens First Lev Korean I	Choi, Min K.	Fall 2016	12	2			6	100%	
KREN	11	1	Intens First Lev Korean I	Mun, Bokyung	Fall 2017			33	0	3	100%	

KREN	11	2	Intens First Lev Korean I	Choi, Min K.	Fall 2017		10	5		6	100%	
KREN	11	1	Intens First Lev Korean I	Mun, Bokyung	Fall 2018				3	1	6	100%
KREN	11	2	Intens First Lev Korean I	Choi, Min K.	Fall 2018				7	2	6	100%
KREN	12	1	Intens First Lev Korean II	Mun, Bokyung	Spring 2017	10	0				6	100%
KREN	12	2	Intens First Lev Korean II	Choi, Min K.	Spring 2017	7	1				6	100%
KREN	12	1	Intens First Lev Korean II	Mun, Bokyung	Spring 2018				6	0	6	100%
KREN	12	2	Intens First Lev Korean II	Choi, Min K.	Spring 2018				7	0	6	100%
KREN	111	1	Intens Second Lev Korean I	Yoo, Hei S.	Fall 2016	10	1				6	100%
KREN	111	1	Intens Second Lev Korean I	Lee, Aimee	Fall 2017				11	2	6	100%
KREN	111	1	Intens Second Lev Korean I	Lee, Aimee	Fall 2018				10	0	6	100%
KREN	112	1	Intens Second Lev Korean II	Yoo, Hei S.	Spring 2017	11	1				6	100%

KREN	112	1	Intens Second Lev Korean II	Lee, Aimee	Spring 2018	6	3		3	100%
KREN	211	1	Third Level Korean	Yoo, Hei S.	Fall 2016	5	3		3	100%
KREN	211	1	Third Level Korean	Mun, Bokyung	Fall 2017			9	2	3 100%
KREN	211	1	Third Level Korean	Mun, Bokyung	Fall 2018				7	2 3 100%
KREN	212	1	Third Lev Korean II	Yoo, Hei S.	Spring 2017	6	3			3 100%
KREN	212	1	Third Lev Korean II	Mun, Bokyung	Spring 2018			29	0	3 100%
KREN	306	1	Intro to Korean Culture	Choi, Min K.	Spring 2017	38	0			3 100%
KREN	306	1	Intro to Korean Culture	Choi, Min K.	Spring 2018			4	1	3 100%
KREN	311	1	Integrated Advanced Korean	Choi, Min K.	Fall 2016	2	4			3 100%
KREN	311	1	Integrated Advanced Korean	Choi, Min K.	Fall 2017			11	0	6 100%
KREN	311	1	Integrated Advanced Korean	Choi, Min K.	Fall 2018				4	2 3 100%
KREN	313	1	Adv. Oral Communi cation	Mun, Bokyung	Spring 2018			12	0	6 100%
KREN	321	1	Business Korean I	Yoo, Hei S.	Fall 2016	11	0			3 100%

KREN	321	1	Business Korean	Mun, Bokyung	Fall 2017			11	0	3	100%	
KREN	321	1	Business Korean	Mun, Bokyung	Fall 2018				10	0	3	100%
KREN	331	1	Korean Current Affairs	Choi, Min K.	Spring 2017	14	1				3	100%
KREN	341	1	Gend&Sexlty:KorCltr(English)	Choi, Min K.	Fall 2016	33	0				3	100%
KREN	341	1	Gend&Sexlty:KorCltr(English)	Choi, Min K.	Fall 2017			6	1		3	100%
KREN	361	1	Korean Narratives : Film & Lit	Choi, Min K.	Spring 2018			22	2		3	100%
KREN	372	1	Korean Media	Yoo, Hei S.	Spring 2017	8	0				3	100%
KREN	341	1	Gend&Sexlty:KorCltr	Choi, Min K.	Fall 2018				35	0	3	100%
Liberal Studies												
LSHV	378	1	Found:Path-Future-US & 21st C	Wall, Michael C.	Spring 2017	1	11				3	25%
LSHV	378	1	FDN: Path-Future-US & 21C	Wall, Michael C.	Spring 2018			0	16		3	25%
M.S. in Foreign Service Program												

MSFS	507	1	Globalizat n:Intersoci etal Rel	McNeill, John	Fall 2016	1	16		3	25%
MSFS	507	2	Globalizat n:Intersoci etal Rel	McAllister, William	Fall 2016	0	17		3	25%
MSFS	507	3	Globalizat n:Intersoci etal Rel	Roshwald, Aviel	Fall 2016	0	17		3	25%
MSFS	507	4	Globalizat n:Intersoci etal Rel	Millward, James A.	Fall 2016	0	17		3	25%
MSFS	507	5	Globalizat n:Intersoci etal Rel	de Luna, Kathryn M.	Fall 2016	0	16		3	25%
MSFS	507	6	Globalizat n:Intersoci etal Rel	Wall, Michael C.	Fall 2016	0	17		3	25%
MSFS	507	1	Globalizat n:Intersoci etal Rel	Martin, Jamie R.	Fall 2017			0	14	3 25%
MSFS	507	2	Globalizat n:Intersoci etal Rel	Martin, Jamie R.	Fall 2017			2	16	3 25%
MSFS	507	3	Globalizat n:Intersoci etal Rel	Roshwald, Aviel	Fall 2017			0	17	3 25%
MSFS	507	4	Globalizat n:Intersoci etal Rel	Millward, James A.	Fall 2017			1	16	3 25%
MSFS	507	5	Globalizat n:Intersoci etal Rel	Benedict, Carol A.	Fall 2017			1	16	3 25%
MSFS	507	6	Globalizat n:Intersoci etal Rel	Wall, Michael C.	Fall 2017			0	17	3 25%

MSFS	507	7	Globalizat n:Intersoci etal Rel	Gettig, Eric T.	Fall 2017		1	16		3	25%
MSFS	513	1	Dev Econ: Theory/Ev idence/Pol	Staab, Martin J.	Spring 2017	0	21			3	25%
MSFS	556	1	Cybersecu rity: Bus/Gov/I nt Com	Gronberg, Katherine	Spring 2017	0	11			3	25%
MSFS	556	1	Cybersecu rity: Bus/Gov/I nt Com	Olcott, Jacob	Spring 2017	0	11			3	25%
MSFS	556	1	Cybersecu rity: Bus/Gov/I nt Com	Papadopoulos, Emilian N.	Spring 2018			0	14		3 25%
MSFS	557	1	Nuclear Weapons & Intl/Reg Sec	Gallucci, Robert L.	Fall 2016	0	17			3	25%
MSFS	557	1	Nuclear Weapons & Intl/Reg Sec	Gallucci, Robert L.	Fall 2017			0	18		3 25%
MSFS	557	1	Nuclear Weapons & Intl/Reg Sec	Gallucci, Robert L.	Fall 2018				1	17	3 25%
MSFS	604	1	Climate Science & Policy	Lewis, Joanna	Fall 2017			1	10		3 25%
MSFS	604	2	Climate Science & Policy	Lewis, Joanna	Fall 2017			0	2		3 25%

MSFS	613	1	Comparative Regional Econ Devt	Staab, Martin J.	Fall 2016	0	16		3	25%
MSFS	613	1	Comparative Regional Econ Devt	Staab, Martin J.	Fall 2018			1	10	3 25%
Philosophy										
PHIL	20	10	Intro to Philosophy	Rees, Joseph N.	Summer 2016	6	0		3	25%
PHIL	20	20	Intro to Philosophy	Huget, Hailey E.	Summer 2016	6	0		3	25%
PHIL	20	130	Intro to Philosophy	Olsen, James C.	Summer 2016	18	0		3	25%
PHIL	20	131	Intro to Philosophy	Olsen, James C.	Summer 2016	15	0		3	25%
PHIL	20	1	Intro to Philosophy	Mattingly, James M.	Fall 2016	20	0		3	25%
PHIL	20	2	Intro to Philosophy	Mattingly, James M.	Fall 2016	19	0		3	25%
PHIL	20	3	Intro to Philosophy	Mattingly, James M.	Fall 2016	19	0		3	25%
PHIL	20	4	Intro to Philosophy	Mattingly, James M.	Fall 2016	17	0		3	25%

PHIL	20	5	Intro to Philosophy	Mattingly, James M.	Fall 2016	18	0	3	25%
PHIL	20	6	Intro to Philosophy	Mattingly, James M.	Fall 2016	15	0	3	25%
PHIL	20	7	Intro to Philosophy	Mattingly, James M.	Fall 2016	18	0	3	25%
PHIL	20	8	Intro to Philosophy	Mattingly, James M.	Fall 2016	18	0	3	25%
PHIL	20	9	Intro to Philosophy	Mattingly, James M.	Fall 2016	20	0	3	25%
PHIL	20	10	Intro to Philosophy	Mattingly, James M.	Fall 2016	16	0	3	25%
PHIL	20	11	Intro to Philosophy	Ver Eecke, Wilfried	Fall 2016	57	0	3	25%
PHIL	20	12	Intro to Philosophy	Mulherin, Thomas J.	Fall 2016	66	0	3	25%
PHIL	20	13	Intro to Philosophy	Mulherin, Thomas J.	Fall 2016	26	0	3	25%
PHIL	20	14	Intro to Philosophy	Glazer, Walter P.	Fall 2016	25	0	3	25%
PHIL	20	15	Intro to Philosophy	Ievers, Lisa M.	Fall 2016	26	0	3	25%
PHIL	20	1	Intro to Philosophy	Lewis, Neil T.	Spring 2017	18	0	3	25%

PHIL	20	2	Intro to Philosophy	Lewis, Neil T.	Spring 2017	18	0	3	25%
PHIL	20	3	Intro to Philosophy	Lewis, Neil T.	Spring 2017	22	0	3	25%
PHIL	20	4	Intro to Philosophy	Lewis, Neil T.	Spring 2017	20	0	3	25%
PHIL	20	5	Intro to Philosophy	Lewis, Neil T.	Spring 2017	19	0	3	25%
PHIL	20	6	Intro to Philosophy	Lewis, Neil T.	Spring 2017	21	0	3	25%
PHIL	20	7	Intro to Philosophy	Lewis, Neil T.	Spring 2017	22	0	3	25%
PHIL	20	8	Intro to Philosophy	Lewis, Neil T.	Spring 2017	19	0	3	25%
PHIL	20	9	Intro to Philosophy	Lewis, Neil T.	Spring 2017	21	0	3	25%
PHIL	20	10	Intro to Philosophy	Lewis, Neil T.	Spring 2017	21	0	3	25%
PHIL	20	11	Intro to Philosophy	Ver Eecke, Wilfried	Spring 2017	55	0	3	25%
PHIL	20	12	Intro to Philosophy	Ambrosio, Francis J.	Spring 2017	59	0	3	25%
PHIL	20	13	Intro to Philosophy	Mulherin, Thomas J.	Spring 2017	62	0	3	25%

PHIL	20	14	Intro to Philosophy	Ievers, Lisa M.	Spring 2017	24	0	3	25%	
PHIL	20	1	Intro to Philosophy	Fisher, Quentin A.	Summer 2017		7	0	3	25%
PHIL	20	10	Intro to Philosophy	Jebari, Joseph D.	Summer 2017		16	0	3	25%
PHIL	20	20	Intro to Philosophy	Cudney, Paul B.	Summer 2017		1	0	3	25%
PHIL	20	130	Intro to Philosophy	Olsen, James C.	Summer 2017		17	0	3	25%
PHIL	20	131	Intro to Philosophy	Olsen, James C.	Summer 2017		4	0	3	25%
PHIL	20	1	Intro to Philosophy	Mattingly, James M.	Fall 2017		20	0	3	25%
PHIL	20	2	Intro to Philosophy	Mattingly, James M.	Fall 2017		17	0	3	25%
PHIL	20	3	Intro to Philosophy	Mattingly, James M.	Fall 2017		27	0	3	25%
PHIL	20	4	Intro to Philosophy	Mattingly, James M.	Fall 2017		22	0	3	25%
PHIL	20	5	Intro to Philosophy	Mattingly, James M.	Fall 2017		19	0	3	25%
PHIL	20	7	Intro to Philosophy	Mattingly, James M.	Fall 2017		17	0	3	25%

PHIL	20	8	Intro to Philosophy	Mattingly, James M.	Fall 2017	21	0	3	25%
PHIL	20	9	Intro to Philosophy	Mattingly, James M.	Fall 2017	20	0	3	25%
PHIL	20	11	Intro to Philosophy	Ver Eecke, Wilfried	Fall 2017	41	0	3	25%
PHIL	20	12	Intro to Philosophy	Mulherin, Thomas J.	Fall 2017	40	0	3	25%
PHIL	20	13	Intro to Philosophy	Ambrosio, Francis J.	Fall 2017	62	0	3	25%
PHIL	20	14	Intro to Philosophy	Miller, Joshua A.	Fall 2017	23	0	3	25%
PHIL	20	15	Intro to Philosophy	Olsen, James C.	Fall 2017	21	0	3	25%
PHIL	20	70	Intro to Philosophy	Jacob, Anjana	Fall 2017	3	0	3	25%
PHIL	20	1	Intro to Philosophy	Lance, Mark N.	Spring 2018	21	0	3	25%
PHIL	20	2	Intro to Philosophy	Lance, Mark N.	Spring 2018	23	0	3	25%
PHIL	20	3	Intro to Philosophy	Lance, Mark N.	Spring 2018	19	0	3	25%
PHIL	20	4	Intro to Philosophy	Lance, Mark N.	Spring 2018	20	0	3	25%

PHIL	20	5	Intro to Philosophy	Lance, Mark N.	Spring 2018	20	0	3	25%	
PHIL	20	6	Intro to Philosophy	Lance, Mark N.	Spring 2018	22	0	3	25%	
PHIL	20	7	Intro to Philosophy	Lance, Mark N.	Spring 2018	20	0	3	25%	
PHIL	20	8	Intro to Philosophy	Lance, Mark N.	Spring 2018	19	0	3	25%	
PHIL	20	9	Intro to Philosophy	Ver Eecke, Wilfried	Spring 2018	52	0	3	25%	
PHIL	20	10	Intro to Philosophy	Ambrosio, Francis J.	Spring 2018	41	0	3	25%	
PHIL	20	11	Intro to Philosophy	Ievers, Lisa M.	Spring 2018	24	0	3	25%	
PHIL	20	12	Intro to Philosophy	Mulherin, Thomas J.	Spring 2018	24	0	3	25%	
PHIL	20	1	Intro to Philosophy	Barnes, Michael R.	Summer 2018		5	0	3	25%
PHIL	20	10	Intro to Philosophy	Farr, Jason A.	Summer 2018		3	0	3	25%
PHIL	20	20	Intro to Philosophy	Eller, Madeline M.	Summer 2018		8	0	3	25%
PHIL	20	130	Intro to Philosophy	Olsen, James C.	Summer 2018		15	0	3	25%

PHIL	20	1	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	2	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	3	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	4	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	5	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	6	Intro to Philosophy	Blattner, William D.	Fall 2018	11	0	3	25%
PHIL	20	7	Intro to Philosophy		Fall 2018	15	0	3	25%
PHIL	20	8	Intro to Philosophy	Mulherin, Thomas J.	Fall 2018	15	0	3	25%
PHIL	20	9	Intro to Philosophy	Elzinga, Benjamin J.	Fall 2018	15	0	3	25%
PHIL	20	10	Intro to Philosophy	Elzinga, Benjamin J.	Fall 2018	15	0	3	25%
PHIL	20	11	Intro to Philosophy	Ver Eecke, Wilfried	Fall 2018	35	0	3	25%
PHIL	20	12	Intro to Philosophy	Cudney, Paul B.	Fall 2018	15	0	3	25%

PHIL	142	1	Eastern Perspectives on Ethics	Hickey, Colin J.	Spring 2017	26	0		3	100%
PHIL	191	1	Classical Chinese Phil	Lu-Adler, Huaping	Spring 2018		27	0	3	100%
Public Policy										
PPOL	511	1	Comparative Policy Process	Weaver, R K.	Fall 2016	0	24		3	25%
PPOL	511	2	Comparative Policy Process	Weaver, R K.	Fall 2016	0	11		3	25%
PPOL	511	3	Comparative Policy Process	Bunse, Simone	Fall 2016	0	17		3	25%
PPOL	511	4	Comparative Policy Process	Bunse, Simone	Fall 2016	0	9		3	25%
PPOL	511	1	Comparative Policy Process	Weaver, R K.	Fall 2017		0	25	3	25%
PPOL	511	2	Comparative Policy Process	Weaver, R K.	Fall 2017		0	23	3	25%
PPOL	511	3	Comparative Policy Process	Weaver, R K.	Fall 2017		0	22	3	25%
PPOL	511	1	Comparative Policy Process	Weaver, R K.	Fall 2018		0	26	3	25%
PPOL	511	2	Comparative Policy Process	Weaver, R K.	Fall 2018		0	16	3	25%

Process											
PPOL	511	3	Comparative Policy Process	Weaver, R K.	Fall 2018			0	12	3	25%
PPOL	515	1	Comparative Public Management	Tobin, Jennifer	Spring 2017	0	28			3	25%
PPOL	515	1	Comparative Public Management	Tobin, Jennifer	Spring 2018			0	14	3	25%
PPOL	515	2	Comparative Public Management	Tobin, Jennifer	Spring 2018			0	26	3	25%
PPOL	608	1	Asian Economic Development	Staab, Martin J.	Fall 2016	0	11			3	100%
PPOL	608	1	Asian Economic Development	Staab, Martin J.	Fall 2017			0	9	3	100%
PPOL	681	1	BRICS & The Global Economy	Sarna, Naveen	Fall 2016	0	5			3	25%
PPOL	681	1	BRICS & The Global Economy	Sarna, Naveen	Fall 2017			0	4	3	25%
PPOL	681	1	BRICS & The Global Economy	Sarna, Naveen	Fall 2018			0	3	3	25%

Security Studies											
SEST	532	1	Comparin g Intelligenc e Servcs	O'Connell, Kevin M.	Fall 2016	0	15			3	25%
SEST	532	1	Comparin g Intelligenc e Servcs	O'Connell, Kevin M.	Spring 2017	0	16			3	25%
SEST	532	1	Comparin g Intelligenc e Servcs	O'Connell, Kevin M.	Fall 2017			0	15	3	25%
SEST	532	1	Comparin g Intelligenc e Servcs	O'Connell, Kevin M.	Spring 2018			0	17	3	25%
SEST	532	1	Comparin g Intelligenc e Servcs	O'Connell, Kevin M.	Fall 2018			1	17	3	25%
SEST	571	10	Security in East Asia	Harold, Scott	Summer 2016	0	10			3	100%
SEST	571	11	Security in East Asia	Harold, Scott	Summer 2016	0	1			3	100%
SEST	571	1	Security Iss in East Asia	McNaugher, Thomas	Spring 2017	0	17			3	100%
SEST	571	10	Security in East Asia	Harold, Scott	Summer 2017			0	5	3	100%

SEST	571	11	Security in East Asia	Harold, Scott	Summer 2017	0	3		3	100%
SEST	571	1	Security Iss in East Asia	McNaugher, Thomas	Spring 2018	1	17		3	100%
SEST	571	11	Security in East Asia	Harold, Scott	Summer 2018			0	1	3 100%
SEST	571	10	Security in East Asia	Harold, Scott	Summer 2018			0	13	3 100%
SEST	583	1	China and its Military	Chase, Michael	Fall 2016	0	18		3	100%
SEST	583	1	China and its Military	Willner, Albert	Spring 2017	1	14		3	100%
SEST	583	1	China and its Military	Chase, Michael	Fall 2017	0	18		3	100%
SEST	583	1	China and its Military	Willner, Albert	Spring 2018	0	18		3	100%
SEST	583	1	China and its Military	Chase, Michael	Fall 2018			0	18	3 100%
SEST	670	40	Econ & Secrty:Ko rean Peninsula	Brown, William	Summer 2016	0	5		3	100%
SEST	670	40	Econ & Secrty:Ko rean Peninsula	Brown, William	Summer 2017	0	9		3	100%

SEST	670	40	Econ & Secrty:Ko rean Peninsula	Brown, William	Summer 2018			0	12	3	100%
SEST	670	41	Econ & Secrty:Ko rean Peninsula	Brown, William	Summer 2018			0	1	3	100%
SEST	683	20	Dynamics of East Asia	Hwang, Balbina Y.	Summer 2016	0	7			3	100%
SEST	696	1	Maritime Conflict in Asia	Cole, Bernard	Fall 2016	0	17			3	100%
SEST	696	1	Maritime Conflict in Asia	Cole, Bernard	Fall 2017			0	11	3	100%
Sociology											
SOCI	164	1	Japanese Society	Imamura, Anne E.	Spring 2017	37	0			3	100%
SOCI	164	2	Japanese Society	Imamura, Anne E.	Spring 2018			50	0	3	100%
SOCI	226	1	Consumer ism/E.Asi an Societies	McNamara, Dennis	Fall 2017			11	0	3	100%
SOCI	227	1	Economy & Society in East Asia	McNamara, Dennis	Fall 2016	5	0			3	100%
SOCI	227	1	Economy & Society in East Asia	McNamara, Dennis	Fall 2018			5	0	3	100%
SOCI	249	1	Family & Gender in Japan	Imamura, Anne E.	Fall 2016	30	0			3	100%

SOCI	249	1	Family & Gender in Japan	Imamura, Anne E.	Fall 2017		16	0		3	100%
SOCI	249	1	Family & Gender in Japan	Imamura, Anne E.	Fall 2018			22	0	3	100%
Theology											
THEO	27	1	Asian Philosophies	Cline, Erin	Spring 2018		37	0		3	100%
THEO	28	1	Religion & the Body	Glücklich, Ariel	Spring 2018		36	0		3	50%
THEO	36	1	Islam & Challenges of Modernity	Marshall, David	Fall 2017		14	0		3	100%
THEO	47	1	Chinese Philosophy	Cline, Erin	Fall 2017		37	0		3	100%
THEO	47	1	Chinese Philosophy	Cline, Erin	Fall 2018			35	0	3	100%
THEO	50	1	Islamic Thought & Practice	Archer, George E.	Spring 2017	32	0			3	100%
THEO	51	1	Modern Hinduism	Glücklich, Ariel	Spring 2017	26	0			3	100%
THEO	51	1	Modern Hinduism	Glücklich, Ariel	Spring 2018		32	0		3	100%
THEO	53	1	Religion & Aesthetics	Cho, Francisca	Fall 2017		34	0		3	50%

THEO	55	1	Muslim/Christian Rel:Gbl Futr	Heck, Paul	Spring 2017	10	0		3	100%
THEO	57	1	Hindu Religious Tradition	Glücklich, Ariel	Fall 2016	23	0		3	100%
THEO	57	1	Hindu Religious Tradition	Glücklich, Ariel	Spring 2017	11	0		3	100%
THEO	57	1	Hindu Religious Tradition	Glücklich, Ariel	Fall 2017			32	0	3 100%
THEO	57	1	Hindu Religious Tradition	Sharan, Brahmachari V.	Fall 2018			34	0	3 100%
THEO	82	70	Islamic Law and Institutions	Siddiqui, Sohaira Z.	Fall 2018			20	0	3 100%
THEO	94	1	Muslim Women Intellectuals	Wilkinson, Taraneh R.	Spring 2018			19	0	3 100%
THEO	139	1	Chinese Religions	Cline, Erin	Fall 2016	36	0		3	100%
THEO	143	1	Buddhist Ethics, Social Action	King, Sallie B.	Spring 2017	31	0		3	100%
THEO	144	70	Islam Mystical Trad: Sufism	Laude, Patrick D.	Spring 2017	21	0		3	100%
THEO	146	1	Christian Theology in Asia	Lefebure, Leo D.	Spring 2018			23	0	3 100%

THEO	167	1	Intro to Buddhism	Dotson, Brandon B.	Fall 2016	29	0		3	100%
THEO	167	1	Intro to Buddhism	Dotson, Brandon B.	Fall 2017			33	0	3 100%
THEO	167	1	Intro to Buddhism	Dotson, Brandon B.	Spring 2018			32	0	3 100%
THEO	167	1	Intro to Buddhism	Cho, Francisca	Fall 2018			35	0	3 100%
THEO	177	1	Performing Hinduism	Tiwari, Bulbul	Fall 2018			2	0	3 100%
THEO	180	1	Buddhism and Film	Cho, Francisca	Spring 2018			26	0	3 100%
THEO	369	1	Buddhist & Daoist Non-Dualism	King, Sallie B.	Fall 2017			4	1	3 100%
THEO	608	1	Buddhism and Modernity	Cho, Francisca	Spring 2017	0	3			3 100%
THEO	610	1	Buddhist Ethics & Social Actio	King, Sallie B.	Spring 2018			0	5	3 100%
THEO	720	1	Daoism	Cline, Erin	Spring 2017	0	3			3 100%

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BALZER, Harley: *Professor Emeritus, Department of Government (20% EA; tenured)*

Education: Ph.D. History, University of Pennsylvania (1980); A.B. History and Political Science, Washington University in St. Louis (1969)

Academic Experience: Associate Professor of Government and International Affairs, Georgetown University (1983–present); Director of the Center for Eurasian, Russian, and East European Studies, Georgetown University (1987–2001); Title VIII-Supported Research Scholar, Woodrow Wilson International Center for Scholars (1985–1986)

Overseas Experience: International Research and Exchanges Board (IREX) and Fulbright-Hays Scholar in Soviet Union; Member of the Governing Council of the Basic Research and Higher Education Program for Russian universities

Language Proficiency: Russian

Area Studies Courses: Russia and China in the Global Economy; Political Economy of Communism

Specializations: Peace and security; political economy; communism; Sino-Russia relations

Recent/Selected Publications:

- “Migration Between China and Russia.” *Post-Soviet Affairs* 26, no. 1 (2010): 1–37.
- “Russia and China in the Global Economy.” *Demokratizatsiya* 16, no. 1 (2008): 37–48.
- “State and Society in Transitions from Communism: China in Comparative Perspective.” In *State and Society in 21st Century China: Crisis, Contention, and Legitimation*. London and New York: Routledge, 2004.
- *Science, Technology and Innovation Policies: Federation of Russia. Evaluation Report*. Paris: OECD, 1994.
- *Soviet Science on the Edge of Reform*. Boulder, CO: Westview, 1989.

Awards & Distinctions: Director and Chairman of the Board of the International Science Foundation (1993); Congressional Fellow, Office of Lee Hamilton, U.S. House of Representatives (1982–1983)

BARALE, Lucille: *Adjunct Professor, Law Center (100% EA; non-tenured)*

Education: J.D. George Washington University (1980); M.A. Chinese Language and Linguistics, University of Hawaii (1974); B.A. Chinese and Russian, Georgetown University (1972)

Academic Experience: Adjunct Professor, Georgetown University Law Center (2007–present); Adjunct Professor, Renmin University Law School (2008–2012)

Overseas Experience: Partner, Freshfields Bruckhaus Deringer LLP, Hong Kong Office (1996–2006); Associate, Freshfields Bruckhaus Deringer LLP, Frankfurt Office (1993–1996); Associate, Coudert Brothers LLP, Beijing Office (1983–1989)

Language Proficiency: Mandarin Chinese

Area Studies Courses: Law & Foreign Investment in China

Specializations: Foreign investment; China; property rights; international law; corporate law; intellectual property

Recent/Selected Publications:

- “A Law Built on Shaky Foundation: Mainland Legislation Using Property as Security Fails Mortgage Lenders and Borrowers.” *Financial Times*, September 2005.
- “Building New Strategies: What China’s Entry into the WTO Means for the Way Foreign Companies Access the China Market.” *American Lawyer*, July 2001.
- “Project and Infrastructure Finance: Renewed Efforts for Reform in the Power Sector.” *China Law and Practice*, February 2001.

Awards & Distinctions: Chair of American Chamber of Commerce Charitable Foundation (2005); Chair of American Chamber of Commerce, Hong Kong (2004); President of American Chamber of Commerce in China (1989)

BENEDICT, Carol: *Sun Yat-Sen Professor, Department of History and Walsh School of Foreign Service (90% EA; tenured)*

Education: Ph.D. East and Central Asian History, Stanford University (1992); M.A. East Asian Studies, Stanford University (1985); B.A. University of California at Santa Cruz (1980)

Academic Experience: Professor, Georgetown University (1995–present); Chair of the Department of History, Georgetown University (2012–2016)

Overseas Experience: N/A

Language Proficiency: Mandarin Chinese

Area Studies Courses: Pacific World; 20th Century China; Late Imperial China; Mao and the Cultural Revolution

Specializations: Qing and twentieth-century China; disease history of late imperial and modern China; Chinese consumption and material culture

Recent/Selected Publications:

- “Bourgeois Decadence or Proletarian Pleasure? The Visual Culture of Male Smoking Across the 1949 Divide.” In *Poisonous Pandas: Chinese Cigarette Manufacturing in Critical Historical Perspective*. Palo Alto, CA: Stanford University Press, 2018.
- “Tobacco Smoking and Health in Twentieth-Century China.” In *Medical Transitions in Twentieth-Century China*. Bloomington, IN: Indiana University Press, 2014.
- *Golden Silk Smoke: A History of Tobacco in China, 1550-2010*. Berkeley, CA: University of California Press, 2011.
- “Between Sovereign Power and Popular Desire: Tobacco in Seventeenth-Century Manchuria, 1600-1644.” *Late Imperial China* 32 no. 1 (June 2011): 13–48.
- *Bubonic Plague in Nineteenth-Century China*. Palo Alto, CA: Stanford University Press, 1996.
- “Framing Plague in China’s Past.” In *Remapping China*. Palo Alto, CA: Stanford University Press, 1996.

Awards & Distinctions: Georgetown University Graduate School of Arts and Sciences Distinguished Achievement in Research Award (2013); American Historical Association John K. Fairbank Prize in East Asian History (2011); Georgetown College Dean’s Award for Excellence in Teaching (2005)

BILLINGS-YUN, Melanie: *Adjunct Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. History, Harvard University (1982); MSc European Studies, London School of Economics (1977); B.S. History, Portland State University (1976)

Academic Experience: Adjunct Professor, Georgetown University (2017–Present); Adjunct Professor, Portland State University (2006–present)

Overseas Experience: Senior Partner, Global Resolutions Ltd., Singapore (2004–2009); Adjunct Professor, Chulalongkorn University, Bangkok (2001–2008); Ewha Womans University, Seoul (1998–2000)

Language Proficiency: French

Area Studies Courses: Negotiation in Asia

Specializations: Conducting business in Asia; negotiation; international consulting

Recent/Selected Publications:

- *Beyond Dealmaking: Five Steps to Negotiating Profitable Relationships*. New York: Jossey-Bass 2010.
- “Trust in Mediation: The Process or the Person.” In *The Asian Perspective on Mediation*. Singapore: Academy Publishing, 2009.
- *Decision Against War: Eisenhower and Dien Bien Phu, 1954*. New York: Columbia University Press, 1988.

Awards & Distinctions: Co-founder and president, Oregon-Sabah Collaborative (2014–2018); Portland State University Best Adjunct Teaching Award (2017); Chair, Asia Business Forum on Negotiating (2006); Executive Council Member, Women’s Business Connection, Singapore (2005–2006)

BOUEY, Jennifer Huang: *Associate Professor, School of Nursing and Health Studies (20% EA; tenured)*

Education: Ph.D. Epidemiology, George Washington University (2001); M.P.H. Epidemiology/Biostatistics, George Washington University (1995); M.B.B.S. Clinical Medicine, Peking University (1993)

Academic Experience: Associate Professor, Department of International Health, School of Nursing and Health Studies, Georgetown University (2009–present); Assistant Professor, Georgetown University (2005–2009); Research Assistant Professor, Center for Clinical and Community Research, Children’s National Medical Center (2003–2005); Research Associate and Post-doctoral Fellow, Children’s National Medical Center (2001–2003)

Overseas Experience: Adjunct Professor, International Master of Public Health Program, School of Life Science, Tsinghua University (2014–present); Head Coordinator and Instructor, Georgetown-Fudan Global Health Summer Program (2009–present); Medical Residency at Beijing Medical University (1993–1994)

Language Proficiency: Mandarin Chinese

Area Studies Courses: Changing Patterns of Diseases in China

Specializations: Epidemiology; clinical medicine; biostatistics; marginalized populations; rural-to-urban migrants; health care; HIV/AIDS research

Recent/Selected Publications:

- “China’s Engagement with Development Assistance for Health in Africa.” *Global Health Research and Policy*, August 2017.
- “Type 2 Diabetes among 6 Asian Ethnic Groups in California: The Nexus of Ethnicity, Gender, and Generational Status.” *Journal of Health Care for the Poor and Underserved* 26 (May 2015): 16–35.
- “Dynamics of the HIV Epidemic in MSM.” *BioMed Research International* (March 2014).
- “Social Network and Other Correlates of HIV Testing: Findings from Male Sex Workers and Other MSM in Shanghai, China.” *AIDS and Behavior* 16 no. 4 (May 2012): 858–71.

Awards and Distinctions: Fellow, Royal Society of Tropical Medicine and Hygiene (2014–present); Georgetown University Dean’s Challenge Award (2015); Georgetown University Student of Color Alliance Nomination of “Commitment to Diversity” Award (2015); Annual International Women’s and Children’s Health and Gender Working Group Travel Award (2014); Georgetown University International Research Collaboration Travel Award (2013); Georgetown University Outstanding Faculty Achievement Award (2011)

BYRNE, Thomas: *Adjunct Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: M.A. International Economics, The Johns Hopkins University – Paul H. Nitze School of Advanced International Studies (1983); B.S. Biology, Stony Brook University (1975)

Academic Experience: Adjunct Professor, Georgetown University (2017–present); Adjunct Professor, Columbia University (2016–present); Senior Economist, Institute of International Finance (1984–1996)

Overseas Experience: Sovereign Risk Analyst and Manager, Moody’s Investors Service, Singapore (1996–2015); Peace Corps Volunteer (1976–1979)

Language Proficiency: Mandarin Chinese, Korean

Area Studies Courses: Sovereign Risk & Asia

Specializations: Emerging markets in Asia; Asian political economy, risk management

Awards & Distinctions: President & CEO, The Korea Society (2015–present)

CHA, Victor: *D.S. Song-Korea Foundation Endowed Chair in Department of Government and Walsh School of Foreign Service (90% EA; tenured)*

Education: Ph.D. Political Science, Columbia University (1994); M.I.A. International Affairs, Columbia University (1988); B.A./M.A. Philosophy, Politics, and Economics, Oxford University (1986); A.B. Economics, Columbia University (1983)

Academic Experience: Professor, Georgetown University (2010–present); Senior Advisor and Korea Chair, Center for Strategic and International Studies (2009–present); Co-Editor, *Contemporary Asia in the World Series*, Columbia University Press (2008–present); Director of Asian Studies, Georgetown University (2007–2017); Associate Professor, Georgetown University (2000–2004); Assistant Professor (1995–2000)

Overseas Experience: Lecturer at Yonsei University International Summer School (2010–present); Director for Asian Affairs and United States Deputy Head of Delegation to Six Party Talks, National Security Council, White House (2004–2007); Fulbright Scholar in South Korea (1991–1992)

Language Proficiency: Korean

Area Studies Courses: Korea and the World; Sports and Politics in Asia; International Relations & Diplomacy of East Asia; Modern Asia; Asian Studies Certificate Capstone

Specializations: International relations, international security, East Asian politics and security, Korean politics and foreign policy, North Korea, alliances in Asia, sports diplomacy

Recent/Selected Publications:

- “The Case of the Pivot to Asia: System Effects and the Origins of Strategy.” *Political Science Quarterly* 132 no. 4 (Winter 2017/2018): 595–617.
- *Powerplay: The Origins of the American Alliance System in Asia*. Princeton, NJ: Princeton University Press, 2016.
- “Reverberation and the Domestic Politics of Civil Nuclear Cooperation.” *Asian Security* 11 no. 3 (December 2015): 242–60.
- *The Impossible State: North Korea, Past and Future*. New York: Ecco, 2013.
- “The Asian Games and Diplomacy in Asia: Korea-China-Russia.” *International Journal of the History of Sport* 30 (June 2013): 1176–87.
- *Beyond the Final Score: The Politics of Sport in Asia*. New York: Columbia University Press, 2009.
- *Nuclear North Korea: A Debate on Engagement Strategies*. New York: Columbia University Press, 2003.
- “Engagement and Preventive Defense on the Korean Peninsula.” *International Security* 29 no. 1 (Summer 2002): 40–78.
- *Alignment Despite Antagonism: The United States-Korea-Japan Security Triangle*. Palo Alto, CA: Stanford University Press, 2000.

Awards & Distinctions: U.S. Department of Education Title VI Grant (2014–2018); Constantine E. McGuire Medal (2018); Distinguished Principal Investigator Award (2016); Director of the U.S. Department of Education Title VI National Resource Center for East Asia (2010–2014); Dean’s Excellence in Teaching Award (2010); American Political Science Association Distinction in Teaching Excellence (2010); two National Security Council Outstanding Service Commendations (2004–2007)

CHAKRAVARTI, Ananya: Assistant Professor, Department of History (10% EA; tenure-track)

Education: Ph.D. History, University of Chicago (2012); M.A. History, University of Chicago (2007); B.A. Economics, Princeton University (2005)

Academic Experience: Assistant Professor, Georgetown University (2015–Present); Assistant Professor, The American University in Cairo (2013–2015); Max Weber Postdoctoral Fellow, European University Institute (2012–2013)

Overseas Experience: Visiting Researcher, Centro de História de Além-Mar, Universidade Nova de Lisboa (2011)

Language Proficiency: Bengali, Hindi, Portuguese, Italian, Spanish, Marathi

Area Studies Courses: How South Asia Shaped the World; Modern South Asia; Film & Women in South Asia; Indian Ocean: Empires/Diasporas; Language, Literature, and Power in South Asia

Specializations: Modern South Asian history; global empires; comparative studies; religious history

Recent/Selected Publications:

- *The Empire of Apostles: Religion, Accommodation and The Imagination of Empire in Modern Brazil and India.* New Delhi: Oxford University Press, 2018.
- “Between *bhakti* and *pieta*: Untangling emotion in Marathi Christian Poetry.” *History of Religions* 56, no. 4 (May 2017): 365–387.
- “Peripheral Eyes: Brazilians and India, 1947–1961.” *Journal of Global History* 10 no. 1 (March 2015): 122–146.
- “The Affective (Re)turn and Early Modern European History: An Afterword.” *Historical Reflections/Réflexions Historiques* 41, no. 2 (2015): 88–96.

Awards & Distinctions: Senior Long-term Research Fellowship, American Institute of Indian Studies (2019); International Dissertation Research Fellowship, Social Science Research Council (2010–11); Century Fellowship, University of Chicago (2006–12)

CHO, Francisca: Professor and Chair, Department of Theology (90% EA; tenured)

Education: Ph.D. Religious Studies, University of Chicago (1992); B.A. Religious Studies, Brown University (1983)

Academic Experience: Professor, Georgetown University (1992–present)

Overseas Experience: Extensive field research in Asia

Language Proficiency: Mandarin Chinese, Korean, Japanese

Area Studies Courses: Intro to Buddhism; Buddhism and Film; Buddhism and Modernity; Buddhism and Christianity in Secular World; Buddhism & science, Buddhism & Science

Specializations: East Asian religions; Buddhism and science; Buddhism and aesthetics; comparative studies; methods in the study of religion

Recent/Selected Publications:

- *Seeing Like the Buddha: Enlightenment Through Film.* Albany, NY: State University of New York Press, 2017.
- “Buddhism and Science as Ethical Discourse.” In *Oxford Handbook of Contemporary Buddhism*, New York: Oxford University Press, 2017.
- *Religion and Science in the Mirror of Buddhism.* New York: Routledge, 2016.
- “Religion as a Complex and Dynamic System.” *Journal of the American Academy of Religion* 18 no. 2 (2013): 357–398.
- “Empiricism, Conceptual Cleavers, and the Discourse on Religion and Science.” In *The Routledge Companion to Religion and Science*. London: Routledge Press, 2011.
- *Everything Yearned For: Manhae’s Poems of Love and Longing.* Boston, MA: Wisdom Publications, 2005.
- *Embracing Illusion: Truth and Fiction in The Dream of the Nine Clouds.* Albany, NY: State University of New York Press, 1996.

Awards & Distinctions: Member, Broader Social Impacts Committee, Smithsonian National Museum of Natural History; Daesan Cultural Foundation Translation Award (2005)

CHOI, Min Koo: *Assistant Teaching Professor and Korean Language Coordinator, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: Ph.D. East Asian Languages and Literatures, University of Hawaii (2010); M.A. East Asian Languages and Literatures, University of Hawaii (2005); B.A. English, University of Hawaii (2002)

Academic Experience: Assistant Teaching Professor and Korean Language Coordinator, Georgetown University (2013–present); Assistant Professor, Defense Language Institute at Presidio of Monterey (2011–2013); Lecturer, University of Hawaii (2007–2011); Teaching Assistant, University of Hawaii (2004–2007)

Overseas Experience: Frequent teaching and research in Korea; born in Seoul

Language Proficiency: Korean

Area Studies Courses: Intensive First Level Korean I, Intensive First Level Korean II, Intro to Korean Culture, Integrated Advanced Korean, Korean Current Affairs, Gender and Sexuality in Korean Culture, Korean Narratives in Film and Literature

Specializations: Korean language and culture, Korean literature

Recent/Selected Publications:

- “A Modern Korean Intellectual in Colonial Korea in Cho Myōng-hŭi’s short story “Ttangsokŭro” (Under the Ground, 1925).” *Proceeding of The 8th World Congress of Korean Studies*.
- “The Collaborator Mesmerized by a Nationalist: The Narrative Configuration of Nationalism and Colonial Modernity in the South Korean Film, *Modern Boy*.” *Athens Journal of History* 2 no. 2 (2016): 97–110.
- “A Content Course for Advanced Learners of Korean, ‘Gender and Sexuality in Korean Culture’: The Approach of Critical Discourse Analysis.” *The Korean Language in America* 19 no. 1 (2015): 127–135.

Awards & Distinctions: N/A

CLINE, Erin: *Associate Professor, Department of Theology (90% EA; tenured)*

Education: Ph.D. Philosophy, Baylor University (2006); M.A. Philosophy, Baylor University (2003); B.A. Philosophy, Belmont University (2001)

Academic Experience: Associate Professor (2014–present) and Assistant Professor (2009–2014), Georgetown University; Assistant Professor, University of Oregon (2006–2009); Instructor, Baylor University (2003–2006)

Overseas Experience: Instructor, China Travel Study, Belmont University (Summer 2002, 2004)

Language Proficiency: Classical and Mandarin Chinese; Spanish

Area Studies Courses: Chinese Philosophy; Daoism; Asian Philosophies; Confucianism; Early Chinese Political Thought; Chinese Religions; Religion and Ethics in Early Chinese Thought

Specializations: Chinese religions, philosophy of religion, feminism

Recent/Selected Publications:

- “Confucianism and Childhood Development.” In *Oxford Handbooks Online*. New York: Oxford University Press, 2017.
- “Putting Confucian Ethics to the Test: The Role of Empirical Inquiry in Comparative Ethics.” *Journal of Religious Ethics* 45 no. 4 (2017): 666–686.
- “Confucianism, Human Dignity, and Reverence for Life.” *Dao: A Journal of Comparative Philosophy* 15, no. 4 (2016): 607–617.
- *Families of Virtue: Confucian and Western Views on Childhood Development*. New York: Columbia University Press, 2015.
- *Confucius, Rawls, and the Sense of Justice*. New York: Fordham University Press, 2013.
- “Female Spirit Mediums and Religious Authority in Contemporary Southeastern China.” *Modern China* 36 no. 5 (2010): 520–555.
- “Two Interpretations of De in the Daodejing.” *Journal of Chinese Philosophy* 31 no. 2 (2004): 219–33.

Awards & Distinctions: University of Oregon New Faculty Award; 2005–2006, P.E.O. Scholar Award; 2002–2005, Baylor University Graduate Student Association Travel Awards; Summer 2002, Wallace Rasmussen Award for Advanced Study in China

DESAL, Raj: *Associate Professor, Walsh School of Foreign Service (10% EA; tenured)*

Education: Ph.D. Political Science, Harvard University (1996); M.A. Political Science, Harvard University (1992); B.A. Political Science, University of California Irvine (1988)

Academic Experience: Nonresident Senior Fellow, The Brookings Institution (2008-present); Associate Professor, Georgetown University (2006–present); Assistant Professor, Georgetown University (1999–2006); Teaching Fellow, Harvard University (1991–1996)

Overseas Experience: Fellowship at Charles University, Prague, Czech Republic (1991); secondary education at the International School of Kuala Lumpur, Malaysia; Contributed to the efforts to privatize and restructure public enterprises in post-Soviet Eastern Europe while working at the World Bank; Affiliated Researcher at the Stockholm Institute of Transition Economics at the Stockholm School of Economics

Language Proficiency: N/A

Area Studies Courses: Rise of Global Capitalism, Political Economy of Development

Specializations: Economic reform; foreign aid; international development; Asian economies

Recent/Selected Publications:

- “Collective Action and Community Development: Evidence from Self-help Groups in Rural India.” *The World Bank Economic Review* 28 no. 3 (September 2014): 492–524.
- “Can Producer Associations Improve Rural Livelihoods? Evidence from Farmer Centres in India.” *Journal Of Development Studies* 50 no. 1 (January 2014): 64–80.
- *After the Spring: Economic Transitions in the Arab World*. New York: Oxford University Press, 2012.
- “The Costs Of Political Influence: Firm-level Evidence From Developing Countries.” *Quarterly Journal Of Political Science* 6 no. 2 (September 2011): 137–178.
- “Democratizing Foreign Aid: Online Philanthropy and International Development Assistance.” *Journal of International Law and Politics*, 42 no. 2 (2010): 1111–1142.
- *Can Russia Compete?* Washington, DC: Brookings Institution Press, 2008.
- “Democracy, Inequality, and Inflation.” *American Political Science Review* 97 no. 3 (August 2003): 391–406.

Awards & Distinctions: World Bank Research Preparation Grant (2003–2004); Faculty Research Fellowship, Georgetown University (2001–2002); Alfred Krupp Foundation Fellowship (1995–1996); Professional Development Fellowship in Soviet and Eastern European Studies (U.S. Department of State Title VIII grant) (1993–1994)

DINH, Viet: *Adjunct Professor, Law Center (10% EA; non-tenured)*

Education: J.D. Harvard Law School (1993); A.B. Government and Economics, Harvard University (1990)

Academic Experience: Adjunct Professor, Georgetown University Law Center (1996–present)

Overseas Experience: Vietnam native

Language Proficiency: Vietnamese

Areas Studies Courses: Constitutional Law I: Federal System; Separation of Powers

Specializations: Constitutional law, corporations law, law and economics of development, law in Asia

Recent/Selected Publications:

- “Liberty, Security, and the USA PATRIOT Act.” In *Confronting Terror: 9/11 and the Future of American National Security*, edited by Dean Reuter and John Yoo. Jackson, TN: Encounter Books, 2011. Co-authored with John D. Ashcroft.
- “Judicial Independence.” *American Academy of Arts and Sciences Bulletin* 62 (2009): 44–58. Co-authored with Sandra Day O’Connor, Linda Greenhouse, Judith Resnik, and Bert Brandenburg.
- “Threats to Judicial Jurisprudence, Real & Imagined.” *Daedalus* (2008): 64–73.

Awards & Distinctions: Board of Directors Member, LPL Financial (2015–present); Board of Directors Member, Revlon (2011–present); General Counsel and Corporate Secretary, Strayer Education, Inc. (2009–present); Board of Directors Member and Chair for Nominating and Corporate Governance Committee, 21st Century Fox (2004–present)

DOAK, Kevin: *Professor and Nippon Foundation Endowed Chair in Japanese Studies, Department of East Asian Languages and Cultures (100% EA; tenured)*

Education: Ph.D. East Asian Languages & Civilizations, University of Chicago (1989); M.A. East Asian Languages & Civilizations, University of Chicago (1983); B.A. Japanese Studies, Quincy College (1982)

Academic Experience: Professor, Georgetown University (2002–present); Chair, Department of East Asian Languages and Cultures, Georgetown University (2003–2006, 2006–2009); Associate Professor, University of Illinois (1999–2002); Assistant Professor, University of Illinois (1994–1998); Dana Faculty Fellow and Assistant Professor, Wake Forest University (1989–1992)

Overseas Experience: On-Site Evaluation of Georgetown Student Programs in Tokyo, Office of International Programs (2009); Distinguished Lecturer, Leiden University, the Netherlands (2005); Director and Professor, University of Illinois program at Konan University, Japan (2000-2001); summer research grant at Kyoto University (1998); Director and Professor, Wake Forest overseas program at Tokai University, Japan (1992-1993); Fulbright Graduate Research Fellow, Tokyo (1985-1987)

Language Proficiency: Japanese

Area Studies Courses: Endo Shusaku, Japanese nationalism, Catholicism in Japan, Japanese Anime Film, Modern Japanese Short Stories, Readings in Political Culture

Specializations: Japanese language and culture; Catholicism; Japanese literature and film; Japanese political thought; nationalism

Recent/Selected Publications:

- “Toward a Globalized Japanese Studies: What We Need to Learn from Modern Catholic Japan.” *Sekai no Nihon Kenkyū* 20 (May 2017): 12–17.
- “Tanaka Kōtarō, Korea, and the Natural Law.” *Sungkyun Journal of East Asian Studies*, 17 no. 1 (April 2017): 1–18.
- *Nihonjin ga Kizukanai Sekai Ichi Subarashii Kuni: Nihon [Japan: the World's Most Amazing Country that the Japanese Themselves Don't Appreciate]*. Tokyo: WAC Bunko, 2016.
- “Beyond International Law: The Theories of World Law in Tanaka Kotaro and Tsuneto Kyo.” *Journal of the History of International Law* 13 (2011): 209–234.
- *Ogoe de utae 'Kimigayo' o*. Tokyo: PHP Institute, Inc., 2009.
- “Narrating China, Ordering East Asia.” *Journal of the Washington Institute of China Studies* 3 no. 1 (2008): 1–24.
- *A History of Nationalism in Modern Japan: Placing the People*. Boston & Leiden: Brill, 2007.
- *Dreams of Difference: The Japan Romantic School and the Crisis of Modernity*. Berkeley, CA: University of California Press, 1994.

Awards & Distinctions: Editorial Board, *Sungkyunkwan Journal of East Asian Studies* (2015–present); First Terada Mari Japan Study Award (2014); Co-editor, *The Journal of Japanese Studies* (2008-2014); Fulbright Dissertation Fellow (1985–87); National Resource Fellow (1984–85)

FEINERMAN, James: *James M. Morita Professor of Asian Legal Studies and Associate Dean for Transnational Programs, Georgetown University Law Center; Director, Georgetown Center for Asian Law (90% EA; tenured)*

Education: Ph.D. East Asian Languages and Literatures, Yale University (1979); J.D. Harvard Law School (1979); B.A. Chinese Studies (1971)

Academic Experience: Professor, Georgetown University Law Center (1985–present); Executive Director of China Committee, National Academy of Sciences (1993–1995); Fellow, Woodrow Wilson International Center for Scholars (1992–1993); Director for East Asian Legal Studies, Harvard Law School (1983–1985)

Overseas Experience: Fulbright researcher in Japan (1986); Fulbright lecturer on law, Peking University (1982-3); National Student Exchange Program sponsored by the Committee on Scholarly Communication with the People's Republic of China (1979-1980)

Language Proficiency: Mandarin Chinese, Cantonese, Japanese, Spanish

Area Studies Courses: Asian Law & Policy Seminar; Chinese Law Seminar

Specializations: Asian law; China; corporate governance; corporate law; contracts

Recent/Selected Publications:

- “Sovereignty, Old and New: Another Look at Taiwan’s International Legal Status.” In *Membership for Taiwan in the United Nations: Achieving Justice and Universality*. New York: New Century Institute Press, 2007.
- *The Limits of the Rule of Law in China*. Seattle, WA: University of Washington Press, 2000.

Distinctions: Editor-in-Chief, *China Law Reporter* (1986–1998); Chair, Committee on Legal Education Exchange with China (1993–1997); Chair, Asia Law Forum, the Association for Asian Studies (1991–1996); Director, Committee on Scholarly Communication with China (1993–1995); MacArthur Foundation fellowship to study China’s practice of international law (1989); Fellow at the Woodrow Wilson International Center for Scholars (1992–1993); Associate, Davis Polk & Wardwell LLP (1979–1983)

GOUNARIS, Nestor: *Adjunct Professor, Georgetown University Law Center (100% EA; non-tenured)*

Education: J.D. University of Virginia (2001); B.S.F.S. International Politics, Georgetown University (1994)

Academic Experience: Adjunct Professor, Georgetown University Law Center (2013–present); Adjunct Professor, University of Virginia School of Law (2009–present); Adjunct Professor, University of California Los Angeles School of Law (2010–2011)

Overseas Experience: Founding Partner at China Solutions, Shanghai, China (2005–Present); Associate at Simmons & Simmons, Shanghai City, China (2003–2005); Associate at O’Melveny & Myers, Shanghai City, China (2001–2003); 20 years China experience, with nearly 14 years in-country since 1989

Language Proficiency: Mandarin Chinese, Greek

Area Studies Courses: Negotiating a Joint Venture in China

Specializations: China; Asian business; corporate law; Chinese business law; US-China relations; foreign direct investment

Recent/Selected Publications: N/A

Awards & Distinctions: Regional Legal Counsel for Asia-Pacific, Stepan Company (2014–2016); Honors Paralegal, U.S. Department of Justice (1997–1999)

GREEN, Michael: *Professor and Director of Asian Studies, Chair in Modern and Contemporary Japanese Politics and Foreign Policy, Walsh School of Foreign Service (100% EA; tenured)*

Education: Ph.D. International Relations, Johns Hopkins University – The Paul H. Nitze School of Advanced International Studies (1994); M.A. International Relations, Johns Hopkins University – The Paul H. Nitze School of Advanced International Studies (1987); B.A. History, Kenyon College (1983)

Academic Experience: Professor and Director of Asian Studies, Georgetown University (2018–present); Chair in Modern and Contemporary Japanese Politics and Foreign Policy (2016–present); Senior Vice President for Asia and Japan Chair, Center for Strategic and International Studies (2012–present); Associate Professor, Georgetown University (2006–2018); Senior Advisor and Japan Chair, Center for Strategic and International Studies (2006–2012); Senior Fellow for Asian Security, Council on Foreign Relations (1997–2001); Acting Director of the Edwin O. Reischauer Center, Johns Hopkins University (1997–1999); Professorial Lecturer, Johns Hopkins University (1995–2000); Visiting Assistant Professor, Johns Hopkins University (1993–1994); Associate Executive Director, Foreign Policy Institute (1991–1993)

Overseas Experience: Professional Staff, Office of Japanese Diet Member Motoo Shiina (1987–1989); Visiting Journalist, *Iwate Nippo*, Japan (1986); *Monbusho* English Fellow, Yoshida High School, Shizuoka, Japan (1983–1985); graduate work at University of Tokyo as a Fulbright Fellow

Language Proficiency: Japanese

Area Studies Courses: Theory and Policy in Asia; Japan’s Search for Strategy; Makers of Modern Asia; U.S. Strategy in Asia: History & Practice

Specializations: Japanese politics and foreign policy; U.S.-Japan relations, American grand strategy in Asia; Asian history; international relations theory; Asian politics and security

Recent/Selected Publications:

- *By More than Providence: Grand Strategy and American Power in the Asia Pacific since 1783*. New York: Columbia University Press, 2017.
- “The Gulf War and Japan’s National Security Identity.” In *Examining Japan’s Lost Decade*. Abingdon, UK: Routledge, 2015.
- “The Democratic Party of Japan and the Future of the U.S.-Japan Alliance.” *The Journal of Japanese Studies* 37 no. 1 (Winter 2011): 91–116.
- *Asia’s New Multilateralism: Cooperation, Competition and the Search for Community*. New York: Columbia University Press, 2009 (co-edited with Bates Gill).
- *Japan’s Reluctant Realism: Foreign Policy in an Era of Uncertain Power*. New York: Palgrave MacMillan, 2001.

Awards & Distinctions: Senior Advisor, The Asia Group (2016–present); Distinguished Visiting Fellow, Rebuild Japan Initiative Foundation (2013–present); Non-resident Fellow, The Lowy Institute (2013–present); Editorial Board Member, *The Washington Quarterly* (2009–present); Vice Chair, U.S.-Japan Friendship Commission (2006–2012); Special Assistant to the President for National Security Affairs and Senior Director for Asian Affairs, National Security Council, The White House (2004–2005); Director for Asian Affairs, National Security Council, The White House (2001–2003)

HIGUCHI, Toshihiro: *Assistant Professor, Department of History and Walsh School of Foreign Service (50% EA; tenure-track)*

Education: Ph.D. History, Georgetown University (2011); M.A. History, State University of New York at Albany (2005); B.A. International Political Economy, University of Tsukuba, Japan (2002)

Academic Experience: Assistant Professor, Georgetown University (2016–present); Assistant Professor, Kyoto University Hakubi Center for Advanced Research (2014–2015); ACLS/Mellon New Faculty Fellow and Associate Lecturer, University of Wisconsin (2012–2014); MacArthur Foundation Postdoctoral Fellow, Stanford University (2011–2012); Teaching Assistant, Georgetown University (2005–2009)

Overseas Experience: Graduate work and field study in Japan

Language Proficiency: Japanese

Area Studies Courses: The U.S. in the World since 1945; World War III: A History; Rise of U.S. as a Pacific Power

Specializations: U.S. foreign relations (19th and 20th century); trans-border issues; global environment

Recent/Selected Publications:

- “Radiation Protection by Numbers: Another Man-Made Disaster.” In *Learning from Fukushima: Improving Nuclear Safety and Security*. Palo Alto, CA: Stanford University Press, 2016.
- “The Strange Career of Dr. Fish: Yoshio Hiyama, Radioactive Fallout, and Nuclear Fear Management in Japan, 1954-1958.” *Historia Scientiarum* 25, no. 1 (2015): 57–77.
- “Tipping the Scale of Justice: The Fallout Suit of 1958 and the Environmental Legal Dimension of Nuclear Pacifism.” *Peace & Change* 38, no. 1 (2013): 33–55.
- “Japan as an Organic Empire: Commercial Fertilizers, Nitrogen Supply, and Japan’s Core-Peripheral Relationship.” In *Environment and Society in the Japanese Islands: From Prehistory to the Present*. Corvallis, OR: Oregon State University Press, 2015.
- “How U.S. Aid in the 1950s Prepared Japan as a Future Donor.” In *The Rise of Development Donors in Asia: Japan’s Impact on the Evolution of Emerging Donors*. London: Routledge, 2012.
- “Atmospheric Nuclear Weapons Testing and the Debate on Risk Knowledge in Cold War America, 1945-1963.” In *Environmental Histories of the Cold War*. New York: Cambridge University Press, 2010.

Awards and Distinctions: Harold N. Glassman Dissertation Award in the Humanities, Georgetown University (2013); USA Dissertation Prize in International History, Oxford University Press (2012)

HSIAO, Juei-Chen: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: M.A. Foreign Languages & Literature, National Cheng Kung University (2008); B.A. Chinese Literature, Foreign Languages and Literature, National Cheng Kung University (2002)

Academic Experience: Georgetown University, Department of East Asian Languages and Cultures (2013 - Present); Chinese lecturer, U.C. Berkeley (2005-6); Chinese lecturer, Columbia University (2004-5); Instructor, International Chinese Language Program, National Taiwan University (2004); Instructor, Chinese Division, National Cheng Kung University Language Center (1999-4); Lecturer, English Teaching in China Cooperation Group (2002-4); Instructor, International Chinese Language Program, National Taiwan University (2002)

Overseas Experience: Native of and teacher in Taiwan

Language Proficiency: Mandarin Chinese

Area Studies Courses: First Level Chinese I; Second Level Chinese I & II; Third Level Chinese II; Advanced Oral Communication; Business Chinese

Specializations: Chinese language; grammar; oral communication; professional Chinese

HSU, Becky: *Associate Professor, Department of Sociology (20% EA; tenured)*

Education: Ph.D. Sociology, Princeton University (2011); M.A. Sociology, Princeton University (2004); B.A. Sociology, Yale University (1997)

Academic Experience: Associate Professor, Georgetown University (2018–present); Assistant Professor, Georgetown University (2011–2018)

Overseas Experience: Extensive field research in China

Languages: Chinese

Area Studies Courses: Global Development and Social Justice; Advanced Seminar: Happiness and Society; Religion & Society; Sociological Theory

Specializations: religion, economic sociology, organizations, and Chinese society, poverty in rural China, definition of happiness in China

Recent/Selected Publications:

- *Happiness in China: Virtue, Anxiety, and Family through the Years*. Chicago: University of Chicago Press (under contract).
- *Borrowing Together: Microfinance and Cultivating Social Ties*. New York: Cambridge University Press, 2017.
- “Surveying Happiness In China: Comparing Measures Of Subjective Well-being.” *The Journal Of Chinese Sociology* 4 no. 1 (August 2017).
- “The ‘impossible’ Default: Qualitative Data On Borrower Responses To Two Types Of Social-collateral Microfinance Structures In Rural China.” *The Journal of Development Studies* 52 no. 1 (January 2016): 147–159.
- “How Not to Punish Your Neighbor: Microfinance and Second-Order Free Riding in Rural China.” *International Journal of Development Issues* 13 no. 2 (2014): 113–128.

Awards & Distinctions: Affiliated Faculty, Georgetown University Initiative for U.S.-China Dialogue; Secretary-Treasurer, American Sociological Association Section on Sociological Practice and Public Sociology (2009–2011); Student Practitioner Award, ASA Sociological Practice and Public Sociology Section *Graduate student who has made a promising contribution to public sociology* (2008); Graduate Student Paper Award, ASA Section on Asia and Asian America. *Best student paper on topics pertaining to Asia* (2007)

HUANG, Lihong: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: Ph.D. Linguistics, Georgetown University; M.A. TESOL & Bilingual Education, Georgetown University; B.A. Philosophy, Nankai University

Academic Experience: Assistant Teaching Professor, Georgetown University (2013–Present); Adjunct Instructor, Georgetown University (2009–2013)

Overseas Experience: Head Coordinator and Instructor, Georgetown-Fudan Global Health Summer Program (2009–present); Native of China

Language Proficiency: Mandarin Chinese

Area Studies Courses: First Level Chinese I & II; Second Level Chinese I & II; Third Level Chinese I & II; Topics in Current Affairs; Chinese in Diplomatic Discourse

Specializations: Chinese language; grammar; linguistics; Chinese politics and diplomacy; Chinese writing; Chinese culture

Recent/Selected Publications:

- “What is Applied Cognitive Linguistics? Answers from Current SLA Research.” De Gruyter Mouton, October 2018 (forthcoming).

Awards and Distinctions: Trained U.S. government employees for the Defense Language Proficiency Test 5 (DLPT), independent contractor on test development for the Federal Bureau of Investigation (FBI)

HUSSAIN, Touqir: *Adjunct Professor, Walsh School of Foreign Service (10% EA; non-tenured)*

Education: M.A. English Literature, Punjab University, Pakistan (1963)

Academic Experience: Adjunct Professor, Georgetown University (2013–present); Adjunct Professor, University of Virginia (2006–present); Research Fellow at the Center for the Study of Globalization, George Washington University (2006–2010); Senior Fellow, The U.S. Institute of Peace (2004–2005)

Overseas Experience: Former senior diplomat and ambassador of Pakistan

Language Proficiency: Punjabi

Area Studies Courses: South Asia: Issue of War and Peace; Post 1979: Pakistan, Afghanistan, Iran

Specializations: South Asian politics and security, Iran, Afghanistan, the Kashmir dispute, U.S-Pakistan relations, civil military relations

Recent/Selected Publications:

- “What Pakistan Needs from America’s Afghan War Effort.” *The National Interest*, March 22, 2018.
- “The Making of U.S. Foreign Policy.” *The Express Tribune*, April 18, 2017.
- “Pakistan Needs a New Security Paradigm: It’s Time for Islamabad to Think Bigger.” *The Diplomat*, July 30, 2016.

Awards and Distinctions: Pakistani Ambassador to Japan (1998–2003); Foreign Affairs Advisor to the Prime Minister of Pakistan (1995–1998); Pakistani Ambassador to Spain (1993–1995); Pakistani Ambassador to Brazil (1990–1993)

IBRAHIM, Amrita: *Assistant Teaching Professor, Department of Anthropology (20% EA; non-tenured)*

Education: Ph.D. Anthropology, Johns Hopkins University (2013); M.A. Sociology, Delhi University (2004); B.A. History, Delhi University (2001)

Academic Experience: Assistant Teaching Professor, Department of Anthropology, Georgetown University (2017–present); Adjunct Lecturer, Georgetown University (2016–2017); Postdoctoral Fellow, Department of Anthropology, Harvard University (2013)

Overseas Experience: Undergraduate and graduate studies in India

Language Proficiency: Hindi, Urdu

Area Studies Courses: Intro to Cultural Anthropology; Media and Global Protest

Specializations: Anthropology of media, surveillance, and policing; sexual violence and gender, South Asia

Recent/Selected Publications:

- “The Not-So-Happy Ever After: Crime as Moral Corruption in the Family in Hindi Television News.” *Contributions to Indian Sociology* 49 no. 3 (2015): 344–368.
- “Who is a Bigger Terrorist Than the Police? Photography as a Politics of Encounter in Delhi’s Batla House.” *South Asia Popular Culture* 11 no. 2 (2013): 133–144.
- “Voyeurism and the Family on Television.” In *Cambridge Companion to Modern Indian Culture*. Cambridge, UK: Cambridge University Press, 2012.

Awards and Distinctions: Harvard University Certificate of Teaching Excellence (2012); Wenner-Gren Foundation for Anthropological Research Doctoral Dissertation Fieldwork Grant (2009)

IMAMURA, Anne: *Adjunct Professor, Department of Sociology and Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. Sociology, Columbia University (1980); M.A. Sociology, Columbia University (1976); M.A. Asian Studies, University of Hawaii (1969); B.A. Social Studies, Ohio Dominican College (1968)

Academic Experience: Adjunct Professor, Georgetown University (2000–present); Director, Area Studies Division, Foreign Service Institute, U.S. Department of State (1997–2015); Assistant Professor, University of Maryland (1981–1988)

Overseas Experience: Lecturer, Sophia University, Tokyo, Japan (1978–1979); Fulbright and Japan Foundation Dissertation Research Fellow in Tokyo, Japan (1977–1979); Foreign Research Fellow, University of Tokyo (1977–1979); Lecturer, University of Malaya, Kuala Lumpur, Malaysia (1972–1974); Lecturer, Sophia University, Tokyo, Japan (1970–1971)

Language Proficiency: Japanese

Area Studies Courses: Family & Gender in Japan; Japanese Society

Specializations: Cross-cultural marriage; cultural and social change; family and social structure in Japan

Recent/Selected Publications:

- “Japanese Family Culture.” In *The Cambridge Companion to Modern Japanese Culture*. New York: Cambridge University Press, 2009.
- “Independence of Family and Education: Reactions of Foreign Wives of Japanese to the School System.” In *Japanese Schooling: Patterns of Socialization, Equality, and Political Control*. University Park, PA: Pennsylvania State University Press, 1989.
- *Urban Japanese Housewives: At Home and in the Community*. Honolulu, HI: Univ. of Hawaii Press, 1987.
- “Husband-Wife Role Misunderstanding: The Case of International Marriage.” *International Journal of Sociology of the Family* 16 (1986).

Awards and Distinctions: Fulbright-Hays Faculty Research Abroad Fellow (1983–1984); President’s Fellow, Columbia University (1976–1978)

JOSHI, Shareen: *Assistant Professor, Walsh School of Foreign Service (20% EA; tenure-track)*

Education: Ph.D. Economics, Yale University (2005); M. Phil. Economics, Yale University (2003); M.A. Economics, Yale University (2001); B.A. Mathematics and Economics, Reed College (1998)

Academic Experience: Assistant Professor, Georgetown University (2013–present); Senior Fellow, Johns Hopkins University (2017); Visiting Assistant Professor, Georgetown University (2008–2013); Postdoctoral Research Fellow, University of Chicago (2004–2006); Research Fellow, Santa Fe Institute (1998–2000)

Overseas Experience: Presentations, lectures, and outreach activities in India (2011–present); research through India Central Program (2013); extensive field work in Jaipur

Language Proficiency: Hindi, Punjabi

Area Studies Courses: Development of India; Sex, Power, Politics, and Markets; Poverty in the Developing World

Specializations: Political economy; poverty alleviation; Indian studies; rural development; international economy

Recent/Selected Publications:

- “Who Should Be at the Top of Bottom-Up Development? A Case-Study of the National Rural Livelihoods Mission in Rajasthan, India.” *Journal of Development Studies* (2017).
- “Can Producer Associations Improve Rural Livelihoods? Evidence from Farmer Centres in India.” *Journal of Development Studies* 1 (2014) 64–80.
- “Missing Women and Violent Crimes in India: More than a Correlation?” *Georgetown Journal of International Affairs* 15 no. 2 (2014): 35–43.
- “Red Tape: Bureaucracy, Structural Violence, and Poverty in India: A Review.” *South Asian History and Culture* (2014): 14–17.

Awards and Distinctions: Associate Editor, *Journal of South Asian Development*; Doyle Fellowship, Engaging Difference Program, Georgetown University (2017–2018); Reviewer and Affiliate for the World Bank (2013–2017)

KAFALAS, Phillip: *Associate Professor, Department of East Asian Languages and Cultures (100% EA; tenured)*

Education: Ph.D. Chinese, Stanford University (1995); M.A. East Asian Studies, Stanford University (1987); A.B. English Language and Literature, Harvard University (1983)
Academic Experience: Associate Professor, Georgetown University (2002–present); Assistant Professor, Georgetown University (1997–2002)
Overseas Experience: Language training in China; member of the faculty advisory committee for the Georgetown University Initiative for U.S.-China Dialogue on Global Issues
Language Proficiency: Mandarin Chinese
Area Studies Courses: Intro to Classical Chinese; East Asia: Texts & Contexts; War & Its Legacies in Chinese Literature; Chinese Literary Dream Texts; Traditions of Chinese Fiction; Reading Chinese Landscape
Specializations: Late imperial Chinese literature; Classical Chinese; Chinese political literature
Recent/Selected Publications:

- *In Limpid Dream: Nostalgia and Zhang Dai's Reminiscences of the Ming.* Norwalk, CT: EastBridge, 2007.
- “Mnemonic Locations: The Housing of Personal Memory in Prose from the Ming and Qing.” *Chinese Literature: Essays, Articles, Reviews* 27 (2005): 93–116.
- “Weighty Matters, Weightless Form: Politics and the late Ming Xiaopin Writer.” *Ming Studies* 39 (1998): 50–85
- “Society and Performance in Late-Ming Yangzhou: Four Essays from Zhang Dai's Dream Reminiscences of Tao'an.” In *Yangzhou, A place in Literature: The Local in Chinese Cultural History*. Honolulu, HI: University of Hawaii Press, 2015.

Awards and Distinctions: Academic Honors for Teaching, College Academic Council (2011)

KANEDA, Mitch: *Director of the Undergraduate Program and Associate Dean, Walsh School of Foreign Service (20% EA; non-tenured)*

Education: Ph.D. Economics, University of Pennsylvania (1994); M.A. Public Administration, International Christian University, Tokyo, Japan (1988); B.A. Liberal Arts, International Christian University, Tokyo, Japan (1986)
Academic Experience: Georgetown University (1994–present); Visiting Assistant Professor (1999) & Visiting Scholar (1997), Emory University; Lecturer, University of Pennsylvania (1993), Teaching Assistant, University of Pennsylvania (1990-1994)
Overseas Experience: Undergraduate and graduate studies in Tokyo; Research Assistant, International Christian University (1988–1989); Teaching Assistant, International Christian University (1987–1989)
Language Proficiency: Japanese
Area Studies Courses: Japanese Economy; International Trade
Specializations: international trade theory and policy, dynamic models, Japanese economy, evolutionary game theory, social norms, growth and development
Recent/Selected Publications:

- “Policy Designs in a Dynamic Model of Infant Industry Protection.” *Journal of Development Economics* 72 (2003): 91–115.
- “Warranted Skepticism: A Dynamic Model of Infant Industry Protection,” *Georgetown University Department of Economics Working Paper Series*, October 1999, and *Emory University Department of Economics Working Paper*, August 1999.

Awards & Distinctions: Constantine E. McGuire Medal (2017); Core Faculty Award for Excellence in Teaching (1999); Professor of the Year Award (1996-1997)

KATZ, Katrin: *Adjunct Assistant Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. Political Science, Northwestern University (2018); M.A. Law and Diplomacy, Tufts University (2004); B.A. International Relations and Japanese (2000)

Academic Experience: Adjunct Assistant Professor, Georgetown University (2017–present); Adjunct Fellow, Office of the Korea Chair, Center for Strategic and International Studies (2015–present)

Overseas Experience: Fulbright ETA Fellowship/Program Coordinator, Seoul, South Korea (2001–2002); Fulbright ETA Fellowship, Mokpo, South Korea (2000–2001)

Language Proficiency: Japanese, Korean

Area Studies Courses: Japan-Korea Relations

Specializations: Northeast Asian politics and security, U.S. policy towards East Asia, Korean politics and foreign policy

Recent/Selected Publications:

- “South Korea in 2011: Holding Ground as the Region’s Linchpin.” *Asian Survey* 52, no. 1 (2012): 52–64.
- “The U.S. and South Korea in 2010.” *Asian Survey* 51, no. 1 (2011): 54–63.

Awards & Distinctions: Inaugural Sherman Family Korea Emerging Scholar Lecture Series Award, The Korea Society (2017); Director for Japan, Korea, and Oceanic Affairs, National Security Council, The White House (2007–2008); Special Assistant to the Assistant Secretary for International Organization Affairs, U.S. Department of State (2005–2007)

KIM, Diana: *Assistant Professor, Walsh School of Foreign Service (90% EA; tenure-track)*

Education: Ph.D. Political Science, University of Chicago (2013); M.A. Political Science, University of Chicago (2007); B.A. Political Science, Korea University (2004)

Academic Experience: Assistant Professor, Georgetown University (2016–present); Research Associate, Center for History and Economics, Harvard University (2016–present); Postdoctoral Prize Fellow in Economics, History, and Politics, Harvard University (2013–2016)

Overseas Experience: Summer Research Affiliate, Center for Khmer Studies, Cambodia (2015); Archival Research in Cambodia, France, Vietnam, and South Korea; Archival and Ethnographic Research in Sop Ruak, Thailand; Ethnographic Research in Bangkok and Chiang Mai, Thailand

Language Proficiency: Korean, French

Area Studies Courses: Illicit Economies in Asia; Transnational Politics & History: Asia; Intro to Transnational Problems

Specializations: Transnational and comparative politics, socio-legal theory, public policy, Southeast Asia, Northeast Asia, illicit economies and vice, state formation, legacies of colonialism

Recent/Selected Publications:

- *Empires of Vice: Opium and the Rise of Prohibition Across Southeast Asia, 1870-1940*. Forthcoming with Princeton University Press.
- “A ‘Surreptitious Introduction’: Opium Smuggling and Colonial State Formation in Late 19th Century Bengal and Burma.” In *The Legitimacy of Power: New Perspectives on the History of Political Economy*, Basingstoke, UK: Palgrave Macmillan, 2018.
- “Standoffish States: Nonliterate Leviathans in Southeast Asia.” *Trans-Regional and National Studies of Southeast Asia* 3 no. 1 (2015): 25–44.
- “The Story of the Tattooed Lady: Scandal and the Colonial State in British Burma.” *Law and Social Inquiry* 37 no. 4 (2012): 969–990.

Awards and Distinctions: Consultant for the Chicago Council on Global Affairs; Finalist, Social Science Research Council Junior Fellowship (2017); Young Southeast Asia Fellow, Southeast Asia Research Group (2013); Charles and Louise Tilly Award for Best Graduate Student Paper in Social Science History, Social Science History Association (2012); Graduate Student Award for Best Journal-Length Paper in the Field of Socio-Legal Studies, Law and Social Inquiry and American Bar Foundation (2011)

KIM, Christine: *Associate Professor of Teaching, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. History and East Asian Languages, Harvard University (2004); M.I.A. International Relations, Columbia University (1992); B.A. East Asian Studies, University of Virginia (1988)

Academic Experience: Associate Professor of Teaching, Georgetown University (2012–present); Assistant Professor, Georgetown University (2003–2012); Visiting Lecturer, Columbia University (2002)

Overseas Experience: Workshops and field research in South Korea (2004–2012); Fulbright-Hays Doctoral Dissertation Research, Tokyo & Seoul (1999–2000); Postgraduate Fellowship, Fudan University (1988–1989)

Language Proficiency: Korean; Classical Chinese; Mandarin Chinese; Japanese

Area Studies Courses: World War II in East Asian History & Film; Modern Korean History; History of Korea in Northeast Asia; Imperialism and Colonialism; Asian History on Film; War and Peace in Asia; Pacific War

Specializations: Modern Korean history; imperialism and colonialism; 20th century conflicts; political symbolism

Recent/Selected Publications:

- *The King Is Dead: The Monarchy and National Identity in Modern Korea, 1897–1945.* Manuscript in progress.
- “South Korea: Commemorations, Revisions, and Reckonings.” In *Anniversary Politics: National Identities and Commemoration of World War II in the Asia Pacific*. Lanham, MD: Lexington Books, 2018.
- “Colonial Plunder And The Failure Of Restitution In Postwar Korea.” *Journal of Contemporary History* 52 no. 3 (July 2017): 607–24.
- “Korean Royal Portraits in the Colonial Archives.” *Ars Orientalis* 43 (2013): 96–107.
- “The Choson Monarchy in Republican Korea, 1945–1965.” In *Northeast Asia’s Difficult Past: Essays in Collective Memory*. London: Palgrave Macmillan, 2010.
- “Politics and Pageantry in Protectorate Korea, 1905–10: The Imperial Progresses of Sunjong.” *Journal of Asian Studies* 68 no. 3 (2009): 835–59.

Awards and Distinctions: Fellowship, Academy of Korean Studies (2011–2015); Association for Asian Studies Grant in Korean Studies (2010, 2002); POSCO Fellowship, East West Center (2009); Advanced Research Fellowship, Korea Foundation (2006–2007); Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (1999–2000)

KIM, Joongi: *Adjunct Professor, Georgetown University Law Center (100% EA; non-tenured)*

Education: J.D. Georgetown University (1992); M.A. Global Affairs, Yonsei University (1990); B.A. Political Science, Columbia University (1988)

Academic Experience: Professor of Law, Yonsei University (1988–present); Adjunct Professor, Georgetown University (2011–present); Editorial Board Member, *International Investment Law and Arbitration* and *Asian Journal of Comparative Law* (2012–present); Associate Dean, International Affairs, Yonsei University (2007–2017); Visiting Professor, National University of Singapore (2004–2005); Assistant Professor, Hongik University (1995–1998)

Overseas Experience: Panel of Arbitrators, World Bank ICSID, Korea-EU FTA, Korea-US FTA (2008–present); Vice Chair, ICC Korea International Arbitration Committee (2016–present); Scholar in Residence, International Arbitration Group, WilmerHale London Office (2011)

Language Proficiency: Korean, Japanese

Area Studies Courses: International Arbitration in Asia

Specializations: Korean law; international arbitration; international dispute resolution

Recent/Selected Publications:

- “The Formation of Rule of Law in Corporate Governance.” In *Rule of Law in South Korea*. Palo Alto, CA: Hoover Institution Press, 2010.
- “RTAs for Development: Utilizing Territoriality Principle Exemptions under Preferential Rules of Origin.” *Journal of World Trade* 43 no. 1 (February 2009): 153–172.
- “Institutionalizing Undue Influence: The Case of Samsung in Korea.” In *Global Corruption Report 2009: Corruption and the Private Sector*. Cambridge, UK: Cambridge University Press, 2009.

Awards and Distinctions: Simdang International Trade and Business Research Award (2018); Yonsei University Presidential Distinguished Teaching Award; Associate, Foley & Lardner (1992–1995)

KIM, Stephanie: *Assistant Professor of the Practice and Faculty Director of the Higher Education Administration program, School of Continuing Studies (50% EA; non-tenured)*

Education: Ph.D. Education, University of California, Los Angeles (2014); M.S. Global Affairs, New York University (2008); B.A. English Language and Literature, University of Michigan (2004)

Academic Experience: Assistant Professor of the Practice and Faculty Director of the Higher Education Administration program, Georgetown University (2018–present); Program Director, Center for Korean Studies, University of California, Berkeley (2015–2018); Korea Foundation Postdoctoral Fellow, University of California, Berkeley (2014–2015)

Overseas Experience: Institute of International Education Fulbright Fellowship to South Korea (2011–2012); Many conferences and papers presented in Korea and China, some in Canada and Mexico

Language Proficiency: Korean

Area Studies Courses: Global Higher Education

Specializations: Comparative higher education, globalization and higher education reform, transnational mobility of students and scholars across Asia; higher education in South Korea

Recent/Selected Publications:

- “Illegitimate Elites and the Politics of Belonging at a Korean University,” *Journal of Korean Studies* 23 no. 1 (2018): 175–202.
- “An Uncertain Future: Leading National Universities in South Korea and the Flagship Model.” In *Envisioning the Asian New Flagship University: Its Past and Vital Future*. Berkeley, CA: Berkeley Public Policy Press, 2017.
- “Western Faculty ‘Flight Risk’ at a Korean University and the Complexities of Internationalization in Asian Higher Education.” *Comparative Education* 52 no. 1 (2016): 78–90.
- “English is for Dummies: Linguistic Contradictions at an International College in South Korea.” *Compare: A Journal of Comparative and International Education* 46 no. 1 (2016): 116–135.

Awards and Distinctions: Center for Strategic and International Studies US-Korea NextGen Scholar (2018–2019)

KROENIG, Matthew: *Associate Professor, Department of Government and Walsh School of Foreign Service (20% EA; tenured)*

Education: Ph.D. Political Science, University of California, Berkeley (2007); M.A. Political Science, University of California, Berkeley (2003); A.B. History, University of Missouri (2000)

Academic Experience: Associate Professor, Georgetown University (2013–present); Senior Fellow, Brent Scowcroft Center on International Security, The Atlantic Council (2013–present); Assistant Professor, Georgetown University (2008–2013)

Overseas Experience: Traveled and worked in over sixty countries on six continents

Languages: Italian

Area Studies Courses: Intro to International Relations, Nuclear Weapons in World Politics

Specializations: International relations, international security, foreign policy, nuclear weapons and nonproliferation

Recent/Selected Publications:

- “Nukes with Numbers: Empirical Research on the Consequences of Nuclear Weapons for International Conflict,” *Annual Review of Political Science* 19 (2016): 397–412.
- *Nuclear Posture and Nonproliferation Policy: Causes and Consequences for the Spread of Nuclear Weapons*. New York: Routledge, 2015.
- “How China Could Become More Competitive.” *The Wall Street Journal*, June 24, 2015.
- “Why Democracies Dominate: America’s Edge over China.” *The National Interest* 138 (July 2015): 38–46.
- *Exporting the Bomb: Technology Transfer and the Spread of Nuclear Weapons*. Ithaca, NY: Cornell University Press, 2010.

Awards & Distinctions: Research Fellowship, Georgetown University (2014); International Affairs Fellow, Council on Foreign Relations (2010–2011); International Studies Association, Best Book Award, Honorable Mention (2010)

LEWIS, Joanna: *Associate Professor, Walsh School of Foreign Service (90% EA; tenured)*

Education: Ph.D. Energy and Resources, University of California, Berkeley, (2005); M.A. Energy and Resources, University of California, Berkeley (2001); A.B. Environmental Science and Policy, Duke University (1997)

Academic Experience: Associate Professor, Science, Technology, and International Affairs, Georgetown University (2014–present); Faculty Affiliate, China Energy Group, Lawrence Berkeley National Laboratory, U.S. Department of Energy (2013–present); Assistant Professor, Georgetown University (2008–2014); Fellow, Environmental Change and Security Program and China Environment Forum, Woodrow Wilson International Center for Scholars (2011–2012); Senior International Fellow, Pew Center on Global Climate Change (2005–2008)

Overseas Experience: Visiting Scholar, Institute of Energy, Environment, and Economy, Tsinghua University (2003–2004); 4 to 8 weeks per year in China since 2005 working on alternative energy projects; convener of the Georgetown University Initiative for U.S.-China Dialogue on Global Issues faculty research group on climate change

Languages: Chinese, French

Area Studies Courses: Climate Science & Policy; Science, Technology in the Global Arena; Energy & Environment: China; China's Energy Challenges

Specializations: Climate change and security in China; China's energy industry; Sino-U.S. cooperation on climate change

Recent/Selected Publications:

- “Understanding China’s Non-Fossil Energy Targets.” *Science*, 350 no. 6264 (2015): 1034–1036.
- “Industrial Policy, Politics and Competition in the Wind Power Industry.” *Business and Politics* 16 no. 5 (2014): 511–547.
- “Managing Intellectual Property Rights in Cross-Border Clean Energy Collaboration: The Case of the U.S.-China Clean Energy Research Center.” *Energy Policy* 69 (2014): 546–554.
- *Green Innovation in China: China’s Wind Power Industry and the Global Transition to a Low-Carbon Economy*. New York: Columbia University Press, 2013.
- “The State of U.S.-China Relations on Climate Change: Examining the Bilateral and Multilateral Relationship.” *China Environment Series* 11 (2010): 7–39.
- “Climate Change and Security: Examining China’s Challenges in a Warming World.” *International Affairs* 85 no. 6 (2009): 1195–1213.

Awards & Distinctions: International Advisor, Energy Foundation China Sustainable Energy Program, Beijing; Member, Strategic Advisory Board, American Council on Renewable Energy; Worked at White House Council on Environmental Quality, the National Wildlife Federation and the Environmental Defense Fund

LI, Wen-hui: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: Ph.D. Applied Linguistics, Georgetown University (1993); MAT, TESOL & Bilingual Education, Georgetown University (1985); MA Georgetown University (1984); B.A. English, East China Normal University (1983)

Academic Experience: Assistant Teaching Professor, Georgetown University (2013–Present); Lecturer, Shanghai Medical University (now Fudan University Medical School)

Overseas Experience: Native of China

Language Proficiency: Mandarin Chinese

Area Studies Courses: First Level Chinese I & II; Second Level Chinese I & II; Modern Chinese Literature & Society; Advanced Readings in Chinese

Specializations: Beginner Chinese; Chinese Grammar; Chinese Literature; Traditional Chinese

Recent/Selected Publications: N/A

Awards and Distinctions: Georgetown University President’s Vicennial Award (2010)

LIN, Chuan: *Lecturer, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: M.A. University of Hawaii; M.Ed. Vanderbilt University; B.A. Tianjin Foreign Studies University

Academic Experience: Lecturer, Georgetown University (2015–Present)

Overseas Experience: Native of China

Language Proficiency: Mandarin Chinese

Area Studies Courses: First Level Chinese I & II; Third Level Chinese II; Integrated Advanced Chinese I & II; Advanced Oral Communication

Specializations: Chinese language and culture

LOHMAN, Walter: *Adjunct Associate Professor, Walsh School of Foreign Service (50% EA; non-tenured)*

Education: M.A. International Relations, University of Virginia (1990); B.A. Humanities, Virginia Wesleyan College (1988)

Academic Experience: Adjunct Associate Professor, Georgetown University (2013–Present); Director, Asian Studies Center, The Heritage Foundation (2006–present)

Overseas Experience: Executive Director and Senior Vice President, US-ASEAN Business Council (2003–2006); Director, Indonesia and Singapore, US-ASEAN Business Council, (1996–2002)

Language Proficiency: French, Indonesian

Area Studies Courses: Exploring Limits of Southeast Asia Diplomacy; Congressional Power & Asia Policy

Specializations: Southeast Asia; Asian Politics; Governments of Southeast Asia

Recent/Selected Publications:

- “Can Macron and Trump Bring Stability to the Indo-Pacific Region?” The Heritage Foundation, 2018.
- “Don’t Withdraw From the US-Korea Free Trade Agreement.” The Daily Signal, September 4, 2017.

Awards and Distinctions: Senior Professional Staff, U.S. Senate Foreign Relations Committee (2002–2003); Legislative Aide, Office of Senator John McCain, U.S. Senate (1991–1996)

LOONEY, Kristen: *Assistant Professor, Department of Government and Walsh School of Foreign Service (100% EA; tenure-track)*

Education: Ph.D. Government, Harvard University (2012); B.A. Chinese Studies, Wellesley College (2001)

Academic Experience: Assistant Professor, Georgetown University (2012–present); Teaching Fellow, Harvard University (2007–2008)

Overseas Experience: Inter-University Program (IUP) for Chinese Language Studies at Tsinghua University, Beijing, China (2008–2009); Korean Language Institute of Yonsei University, Seoul, South Korea (2008); traveled to Russia, Uzbekistan, Kazakhstan, Kyrgyzstan, India, Thailand, Vietnam, Cambodia, Laos, Singapore, Taiwan, Japan, South Korea and Mongolia, funded by a travel fellowship from Wellesley College (2004–2005); CET Academic Programs, Harbin and Beijing, China (1999)

Language Proficiency: Mandarin Chinese

Area Studies Courses: Chinese Politics; Chinese Politics in Comparative Perspective; US-China Relations; Political Economy of Continental China; Thesis Seminar: Asian Studies

Specializations: Chinese domestic politics; politics of rural development in East Asia, rural governance and party building under authoritarianism

Recent/Selected Publications:

- “China Gambles on Modernizing Through Urbanization.” *Current History* 116 no. 791 (2017): 203–209.
- “China’s Campaign to Build a New Socialist Countryside: Village Modernization, Peasant Councils, and the Ganzhou Model of Rural Development.” *The China Quarterly* 224 (2015): 909–32.
- “Review of City Versus Countryside in Mao’s China: Negotiation the Divide by Jeremy Brown.” *China Review International* 21 no. 1 (2014): 20–23

- “Review of Patronage and Power: Local State Networks and Party-State Resilience in Rural China by Ben Hillman.” *China Review International* 21 no. 1 (2014): 47–50.
- “Village Gazetteers, a New Source in the China Field.” *The China Journal* 60 (2008): 135–47.

Awards and Distinctions: Eliot Fellowship for Dissertation Completion, Harvard University (2011); Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (2009); Frederick Sheldon Traveling Fellowship, Honorary Fellow, Harvard University (2009); Foreign Language and Area Studies (FLAS) Summer Fellowship (2008); Certificate of Distinction in Teaching, Derek Bok Center, Harvard University (2008); National Science Foundation Graduate Research Fellowship (2005)

MASTRO, Oriana: *Assistant Professor, Walsh School of Foreign Service (90% EA; tenure-track)*

Education: Ph.D. Politics, Princeton University (2013); M.A. Politics, Princeton University (2009); B.A. East Asian Languages, Stanford University (2006)

Academic Experience: Assistant Professor, Georgetown University (2013–present); Stanton Nuclear Security Fellow, Council on Foreign Relations (2016–2017); Postdoctoral Fellow, Miller Center National Fellowship, University of Virginia (2012–2013); Postdoctoral Fellow, George Washington University, Institute for Security and Conflict Studies (2010–2011); Teaching Assistant, Princeton University (2009)

Overseas Experience: Bradley Fellow in Beijing and Seoul (2009–2012); fieldwork in China, India, and Vietnam; delegation trips to Japan, South Korea, and Taiwan

Language Proficiency: Chinese

Area Studies Courses: Theory & Practice of Security, Researching Chinese Foreign Policy, China and its Military

Specializations: International relations, international security, perceptions of power, diplomacy, military strategy, East Asian security, Chinese military and security policy

Recent/Selected Publications:

- *The Costs of Conversation: Obstacles to Talks in Wartime.* Forthcoming with Cornell University Press, Security Studies Series.
- “How China Ends Wars: Implications for United States and East Asian Security.” *The Washington Quarterly* (March 2018): 45–60.
- “A Global People’s Liberation Army: Possibilities, Challenges and Opportunities” with Kristen Gunness, *Asia Policy* 22 (July 2016): 131–155.
- “The Vulnerability of Rising Powers: The Logic Behind China’s Low Military Transparency.” *Asian Security* 12 no. 2 (2016): 63–81.
- “The Problems with the Liberal Peace in Asia.” *Survival* 56 (2014): 129–158.
- “The Great Divide: Chinese and Indian Views on Intrawar Negotiations, 1959-1962.” *The Journal of Defence Studies* 6 (2012): 71–108.

Awards & Distinctions: Jeane Kirkpatrick Scholar, American Enterprise Institute (AEI) (2017-18); National Committee on U.S.-China Relations Public Intellectuals Program (2016-18); Ellis Joffe Prize for PLA Studies Winner for outstanding research contributions (2017); Asia Foundation Faculty Research Grant on the Domestic Dimensions of IR (2016); Asia-Pacific Strategist, Asia-Pacific Cell (2013-present); China Strategist, Pentagon (2010-2013); Analyst, U.S. Pacific Command (2009) One of Top 99 Most Influential International Professionals Under 33, *Diplomatic Courier* (2011)

McNAMARA, Dennis, S.J.: *Park Professor of Sociology and Korean Studies, Department of Sociology (100% EA, tenured)*

Education: Ph.D. Harvard University; M.D.V. Jesuit School of Theology at Berkeley; M.A. Fordham University; B.A. Saint Louis University

Academic Experience: Georgetown University (1984–present); Chair of Department of Sociology; Chair of University Rank and Tenure; Chair of the Georgetown Conference on Korean Society

Overseas Experience: Adjunct Professor, Graduate School of International Studies at Sogang University in Seoul; Board Member, Sophia University in Tokyo, Lecturer, Remin University in Beijing

Language Proficiency: Korean

Area Studies Courses: Economy & Society in East Asia; Consumerism in East Asian Societies

Specializations: Business Innovation in Asia; ASEAN nations;

Recent/Selected Publications:

- *Business Innovation in Asia - Knowledge and Technology Networks from Japan.* London: Routledge, 2009.
- *Market and Society in Korea – Interest, Institution and the Textile Industry.* London: Routledge Press, 2002.
- *Trade and Transformation in Korea, 1876-1945.* Boulder CO: Westview Press, 1996.
- *Textiles and Industrial Transition in Japan.* Ithaca NY: Cornell University Press, 1995.
- *Colonial Origins of Korean Enterprise, 1910-1945.* Cambridge: Cambridge University Press, 1990.

Awards and Distinctions: Special Assistant to the Georgetown University President for China Affairs (2007–present); Coordinator of Georgetown University’s exchange programs with the Central Party School of Beijing (2007–present); Member, Council on Foreign Relations

McNAUGHER, Thomas: *Professor of the Practice, Walsh School of Foreign Service (50% EA, non-tenured)*

Education: Ph.D. Political Science, Harvard University (1977); M.P.A. Kennedy School of Government, Harvard University (1970); B.S. Engineering, United States Military Academy at West Point (1968)

Academic Experience: Professor of the Practice, Center for Security Studies, Georgetown University (2011–present); Director, Center for Asia Pacific Policy, RAND Corporation (2008–2011); Vice President for Army Research, RAND Corporation (2001–2007); Adjunct Professor, Department of Social Sciences, USMA, U.S. Army (1991–1999); Director, Army Strategy and Doctrine Program, RAND Corporation (1995–1988); Research Associate and Senior Fellow, The Brookings Institution (1981–1994)

Overseas Experience: Active duty Army officer from 1968 to 1975, including as an advisor in Vietnam; as a mobilized Army Reservist also participated in Operations Desert Shield and Desert Storm

Language Proficiency: N/A

Area Studies Courses: Grand Strategy/Military Operations; Security Issues in East Asia

Specializations: Security studies, military strategies, East Asian security and politics

Awards and Distinctions: Member of Council on Foreign Relations and Joint Forces Quarterly; Senior Fellow at Brookings (1989-1995)

MEDEIROS, Evan: *Penner Family Chair in Asian Studies and Professor of Practice, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. International Relations, London School of Economics (2002); M.A. China Studies, School of Oriental and African Studies, University of London (1998); M.Phil. International Relations, University of Cambridge (1997); B.A. Philosophy, Bates College (1993)

Academic Experience: Penner Family Chair in Asian Studies and Professor of Practice, Georgetown University (2018–present); Cling Family Distinguished Fellow in U.S.-China Studies (2017–present); Senior Political Scientist, RAND Corporation (2002–2009); Senior Research Associate, Center for Nonproliferation Studies, Monterey Institute of International Studies (1999–2002)

Overseas Experience: Special Assistant to the President and Senior Director for Asian Affairs, White House National Security Council (2013–2015); Director for China, Taiwan and Mongolia Affairs, White House National Security Council (2009–2013); Policy Advisor to Special Envoy for China and U.S.-China Strategic Economic Dialogue, U.S. Department of the Treasury (2007–2008); Visiting Scholar, Chinese Academy of Social Sciences, Beijing (2000)

Language Proficiency: Mandarin Chinese, Spanish

Area Studies Courses: Seminar on U.S.-China relations; Chinese Foreign Policy

Specializations: International relations, East Asian politics and security, Chinese foreign policy, U.S.-China relations

Recent/Selected Publications:

- “China’s Search for Assured Retaliation: Explaining the Evolution of China’s Nuclear Strategy.” *International Security* 35 no. 2 (Fall 2010): 48–87.
- *China’s International Behavior: Activism, Opportunism, Diversification*. Santa Monica, CA: The RAND Corporation, 2009.
- *Pacific Currents: The Responses of U.S. Allies and Security Partners in East Asia to China’s Rise*. Santa Monica, CA: The RAND Corporation, 2008.
- *Reluctant Restraint: The Evolution of Chinese Nonproliferation Policies and Practices: 1980-2004*. Palo Alto, CA: Stanford University Press, 2007.
- *Assessing the Threat: The Chinese Military and Taiwan’s Security*. Washington, DC: Carnegie Endowment for International Peace, 2007.
- *Chasing the Dragon: Assessing China Export Controls on Sensitive Weapons Technologies*. Santa Monica, CA: The RAND Corporation, 2005.

Awards & Distinctions: Managing Director and Asia Practice Head, Eurasia Group (2015–2018); President’s Distinguished Service Award, White House National Security Council (2012); International Affairs Fellow, Council on Foreign Relations (2006); School of Oriental and African Studies Overseas Bursary Scholarship (1997); U.S. Fulbright Scholarship, University of Cambridge (1996); Junior Fellowship, Carnegie Endowment for International Peace (1993); Board Member, National Committee on U.S.-China Relations; Life Member, Council on Foreign Relations

MILLWARD, James: *Professor, Department of History and Walsh School of Foreign Service (75% EA; tenured)*

Education: Ph.D. History, Stanford University (1993); M.A. Far Eastern Studies, University of London School of Oriental and African Studies (1985); B.A. East Asian Languages and Civilizations, Harvard University (1983)

Academic Experience: Professor, Georgetown University (2008–present); Associate Professor, Georgetown University (2000–2008); Assistant Professor, Georgetown University (1996–2000); Assistant Professor, University of Arizona (1993–1995); Instructor, Stanford University (1992)

Overseas Experience: Instructor, Huazhong Institute of Technology, Wuhan, China (1981); Lived in Taiwan (1983-1984), Japan (1989-1990), and Beijing (1991-1992)

Language Proficiency: Chinese, Japanese, Russian, French, Uighur, Manchu

Area Studies Courses: Globalization: Intersocietal Relations; Late Imperial China; Intro Early History: World I; Central Eurasia in World History; The Silk Road; East Asia Research Seminar

Specializations: China and Central Eurasia, including Mongolia, Tibet, and Xinjiang; Qing empire, the silk road

Recent/Selected Publications:

- *The Silk Road: A Very Short Introduction*. New York: Oxford University Press, 2013.
- “Shredding for the Motherland: The Guitar in China.” In *Chinese Characters*, edited by Jeffrey Wasserstrom and Angilee Shah. Berkeley, CA: University of California Press, 2012.
- *Studies on Xinjiang Historical Sources in the 17th-20th Centuries*. Tokyo: Toyobunko, 2010. With Shinmen Yasushi.
- *Eurasian Crossroads: A History of Xinjiang*. New York: Columbia University Press, 2007.
- *New Qing Empire History: The Making of Inner Asian Empire at Qing Chengde*. London and New York: Routledge, 2004.
- *Beyond the Pass: Economy, Ethnicity and Empire in Qing Xinjiang, 1759–1864*. Stanford University Press, 1998.

Awards & Distinctions: National Endowment for the Humanities Fellowship (2015–16); Andrew W. Mellon Foundation Grant for seminar series on “Critical Silk Road Studies” (2013); President, Central Eurasian Studies Society (2010); National Committee on U.S.-China Relations, Public Intellectuals Program Fellow (2005–2007); Woodrow Wilson Center Asia Policy Fellowship (2001–2002); U.S. Department of Education FLAS Fellowship (summer Japanese study 1986, study and research in Japan 1988–89, writing support 1991–92).

MORI, Yoshiko: *Associate Professor and Director of Japanese Language Program, Department of East Asian Languages and Cultures (100% EA, tenured)*

Education: Ph.D. Educational Psychology, University of Illinois at Urbana-Champaign (1996); M.A. Applied Linguistics, Ohio University (1991); B.A. English and American Studies, Nanzan University, Nagoya, Japan (1983)

Academic Experience: Georgetown University (1996–present); Visiting Associate Professor, Columbia University (2003 & 2009); Teaching/Research Assistant, University of Illinois at Urbana-Champaign (1991–1996); Visiting Instructor of Japanese, University of Cincinnati (1995), Hokkaido International Foundation (1993) & International Christian University (1992)

Overseas Experience: Undergraduate studies in Japan, international guest researcher at the Graduate School of International Development, Nagoya University, Japan (2011)

Language Proficiency: Japanese

Area Studies Courses: Business Japanese II; Integrated Advanced Japanese I; Introduction to Japanese Linguistics; Readings in Language and Culture; Tutorial: Japanese; Media Japanese; Third Level Japanese I; Japanese in Social Context; Third Level Japanese II

Specializations: Japanese; second language acquisition and instruction; psycholinguistics

Recent/Selected Publications:

- “The Role Of Parental Support And Family Variables In L1 And L2 Vocabulary Development Of Japanese Heritage Language Students In The United States.” *Foreign Language Annals* 50 no. 4 (December 2017): 754–775.
- “The impact of flipped online kanji instruction on written vocabulary learning for introductory and intermediate Japanese language students.” *Foreign Language Annals* 49 no. 4 (2016): 729–749 (with Kumi Sato, Motoko Omori).
- “The role of motivation and learner variables in L1 and L2 vocabulary development in Japanese heritage language speakers in the U.S.” *Foreign Language Annals*, 48 no. 4 (2015): 730–754 (with Toshiko Calder).
- “Bilingual Vocabulary Knowledge and Arrival Age among Japanese Heritage Language Students at hoshuukoo.” *Foreign Language Annals* 46 (2013): 290–310. Co-authored with T. Calder.
- “Five Myths about *kanji* and *kanji* Learning.” *Japanese Language and Literature* 46 (2012): 143–169.

Awards & Distinctions: GU Japanese Language Program identified as *Best Practice* in the national study of Japanese courses, Educational Policy Improvement Center (2007); The Second Language Research Outstanding Dissertation Award, The American Educational Research Association (1997); Certificate in Second Language Acquisition and Teacher Education, University of Illinois at Urbana-Champaign (1996); Certificate in Teaching English as a Foreign Language at Senior High School, Japanese Ministry of Education (1983)

MUN, Bokyung: *Lecturer, Department of East Asian Languages and Cultures (100% EA, non-tenured)*

Education: Ph.D. Linguistics, Georgetown University (2016); M.A. English Linguistics, Sogang University; B.A. American Language and Literature, Sogang University
Academic Experience: Lecturer, Georgetown University (2017–Present); Instructor, KoreaCulture DC (2016)
Overseas Experience: Native of Korea
Language Proficiency: Korean
Area Studies Courses: Intensive First Level Korean I and II; Third Level Korean; Advanced Oral Communication; Business Korean
Specializations: Linguistics, syntax, semantics and pragmatics, Korean language and culture

NOORUDDIN, Irfan: *Professor and Hamad bin Khalifa Al Thani Chair in Indian Politics, Walsh School of Foreign Service (20% EA; tenured)*

Education: Ph.D. Political Science, University of Michigan (2003); M.A. Political Science, University of Michigan (2001); B.A. Economics and International Studies, Ohio Wesleyan University (1996)
Academic Experience: Faculty Chair, Georgetown University (2016–present); Director, India Initiative, Georgetown University (2015–present); Professor, Georgetown University (2014–present); Associate Professor, Ohio State University (2009–2014); Scholar in Residence, Woodrow Wilson International Center for Scholars (2012); Assistant Professor, Ohio State University (2003–2009)
Overseas Experience: Team Member, *Lokniti*: Programme on Comparative Democracy, New Delhi (2007–present); Jain University, Bengaluru, India (2010–2011); University of International Business and Economics, Beijing (2011); Summer School in Quantitative Methods in Political Science, Indian Institute for Advanced Study, Shimla, India (2007–2009); Native of India
Languages: Hindi
Area Studies Courses: India Innovation Lab; Politics of India; South Asian Security and Foreign Policy
Specializations: Problems of economic development, democratization, civil conflict in developing world, Indian politics and foreign policy, South Asian security

Recent/Selected Publications:

- *Democracy in India*. Under contract with Cambridge University Press.
- “Party System Structure and its Consequences for Foreign Direct Investment.” *Party Politics* 24 no. 2 (2018): 141–153.
- *Elections in Hard Times: Building Stronger Democracies in the 21st Century*. Cambridge, UK: Cambridge University Press, 2016.
- “Do Voters Count? Institutions, Voter Turnout, and Public Goods Provision in India.” *Electoral Studies* 37 (2015): 1–14.
- “Making Surveys Work Better: Experiments in Public Opinion Research.” *Studies in Indian Politics* 2 no.1 (2014): 105–108.
- “Credible Commitment in Post-Conflict Recovery.” In *Handbook on the Political Economy of War*, edited by Christopher Coyne and Rachel Mathers, 474–497. London: Edward Elgar, 2011.
- *Coalition Politics and Economic Development: Credibility and the Strength of Weak Governments*. Cambridge, UK: Cambridge University Press, 2011.

Awards & Distinctions: Principal Investigator of Bill & Melinda Gates Foundation Grant for “Enhancing Incentives for Public Service Delivery in Public Health in Bihar, India” (2017–2019); Outstanding Teaching in Political Science, Awarded by American Political Science Association (2008); American Political Science Association Executive Council, Comparative Politics Organized Section (2014–2016); Distinguished Undergraduate Research Mentor, Ohio State University

OIDTMANN, Max: *Assistant Professor, Walsh School of Foreign Service in Qatar (100% EA; tenure-track)*

Education: Ph.D History and East Asian Languages, Harvard University (2014); A.M. Regional Studies East Asia, Harvard University (2007); B.A. History, Carleton College (2001)

Academic Experience: Assistant Professor, Georgetown University School of Foreign Service in Qatar (2013–present); Fellow, Georgetown University Center for New Designs in Learning and Scholarship (2014–2015)

Overseas Experience: Harvard University Fairbank Center Summer Research Grant, China (2012); Fulbright-Hays Doctoral Dissertation Research Fellowship, China (2010); China National Scholarship Council Exchange Program Fellowship (2010); National Security Education Program David L. Boren Graduate Fellow, Xinjiang (2005); Freeman Foundation Undergraduate Research Fellowship, Mongolia and Kyrgyzstan (2000)

Language Proficiency: Chinese, Japanese, Manchu, Tibetan, Uyghur

Area Studies Courses: History of China I; Pacific Word; History of China II; Zones Conflict, Zones Peace; Russia, China: Comparative History

Specializations: Early Modern China and Inner Asia; Modern China; Islam in China and Inner Asia; Tibetan Civilization; Russia and Central Asia

Recent/Selected Publications:

- *Forging the Golden Urn*. Columbia University Press, 2018
- “A Case for Gelukpa Governance: A Historian of Labrang Monastery, Amdo, and the Manchu Rulers of China.” In *Greater Tibet: An Examination of Borders, Ethnic Boundaries, and Cultural Areas*, edited by Paul Christiaan Klieger, 111–148. Lanham: Lexington Books, 2016.
- “A Study of Qing Dynasty ‘Xiejia’ Rest Houses in Xunhua Subprefecture, Gansu,” co-authored with Yang Hongwei. In *Muslims in Amdo Tibetan Society: Multi-Disciplinary Approaches*, edited by Paul Nietupski, Bianca Horlemann, and Marie-Paule Hill, 21–46. Lanham: Lexington Books, 2015.
- “Imperial Legacies and Revolutionary Legends: The Sibe Cavalry Company, the Eastern Turkestan Republic, and Historical Memories in Xinjiang,” *Saksaha: The Journal of Manchu Studies*, 12 (November, 2014): 49–87.

Awards & Distinctions: Best Graduate Student Paper, Central Eurasian Studies Society (2012); U.S. Department of Education FLAS Summer Language Grant, Intro and Intermediate Uyghur at Indiana University (2004, 2005)

OMORI, Motoko: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: M.A.T. TESOL and Bilingual Education, Georgetown University (1992); B.A. Math/Computer Science, Middlebury College (1988)

Academic Experience: Assistant Teaching Professor, Georgetown University (1990–present); Japanese Language Teacher, Chesterfield County Public Schools (1988–1990)

Overseas Experience: Japan native

Language Proficiency: Japanese

Area Studies Courses: Intensive Second Level Japanese; Intensive Second Level Japanese II; Third Level Japanese; Business Japanese II; Media Japanese

Specializations: Japanese language and culture, use of computers to assist language learning

Recent/Selected Publications:

- “Japanese in Social Context.” Paper presented at Princeton University, 2012.

Awards & Distinctions: Certified tester for ACTFL Japanese Oral Proficiency Interview

PIRBHAI, M. Reza: *Associate Professor, Walsh School of Foreign Service in Qatar (20% EA, non-tenured)*

Education: Ph.D. History, University of Toronto (2004); M.A. History, University of Toronto; B.S. Dalhousie University

Academic Experience: Associate Professor, Georgetown University (present)

Overseas Experience: Taught in Canada and in Qatar

Language Proficiency: French, Hindi, Urdu

Area Studies Courses: Global History: International Perspectives; Introductory Early History: World I; A History of Fundamentalism; South Asia I; Modern South Asia; British Colonialism in South Asia

Specializations: Islam in modern South Asia, world history, South Asian history

Recent/Selected Publications:

- *Fatima Jinnah: Mother of the Nation*. Cambridge, UK: Cambridge University Press, 2017.
- “From Purdah to Parliament: The Twentieth Century According to Shaista Ikramullah.” *Hawwa: Journal of the Women of the Middle East and Islamic World* 14 no. 3 (2016): 278–309.
- “Islamic Law in the Mughal Empire.” In *The Oxford Handbook on Islamic Law*. Oxford: Oxford University Press, 2016.
- “Empire and I: Reading the Travelogue of a Late Eighteenth Century British Army Captain.” *South Asia: Journal of South Asian Studies* 36 no. 4 (2013): 661–77.
- *Reconsidering Islam in a South Asian Context*. Leiden: Brill, 2009.
- “British Indian Reform and Pre-Colonial Trends in Islamic Jurisprudence.” *Journal of Asian History* 42 no. 1 (2008): 36–63.

Awards & Distinctions: N/A

QI, Di: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: Ph.D Candidate in Linguistics, Georgetown University (2014–present); M.A. TESOL and Bilingual Education, Georgetown University (2013); B.A. Qingdao University

Academic Experience: Assistant Teaching Professor of Chinese, Georgetown University (2013–present); taught Chinese at the U.S. Strategic Language Initiative and the Ohio State University Chinese Flagship Program

Overseas Experience: Native of China and undergraduate studies at Qingdao University

Language Proficiency: Mandarin Chinese, Japanese

Area Studies Courses: Intensive Second Level Chinese I and II; Third Level Chinese I and II

Specializations: Chinese; Second Language Acquisition; Cognitive Linguistics; Intercultural Communication; Chinese versus American Business Etiquette

Recent/Selected Publications: N/A

Awards & Distinctions: N/A

REARDON-ANDERSON, James: *Professor, Walsh School of Foreign Service and Faculty Chair, Walsh School of Foreign Service in Qatar (100% EA; tenured)*

Education: Ph.D. Political Science, Columbia University (1975); M.A. Political Science and East Asian Studies, Columbia University (1970); B.A. History, Williams College (1966)

Academic Experience: Georgetown University (1985–present) as: Dean, Edmund A. Walsh School of Foreign Service in Qatar (2016–2018); Interim Dean, School of Foreign Service (2014–2015); Founding Dean, School of Foreign Service in Qatar (2005–2009); Director, Master of Science in Foreign Service Program (2002–2005); Director, Asian Studies Program, Georgetown University (1992–1995); Director, Stanford Inter-University Program for Chinese Language Studies in Taipei, (1980–1, 1988); Chief Librarian, C.V. Starr East Asian Library of Columbia University (1982–1985); Director, Committee on Scholarly Communication with the People's Republic of China (1990–1992); Assistant Professor (1974–1979) of Chinese Studies, Johns Hopkins SAIS; Adjunct Chairperson, East Asian Advanced Area Studies, U.S. Foreign Service Institute (1979–1980); Visiting Lecturer, University of Michigan (1974–1975)

Overseas Experience: Director, Stanford Chinese Language Program, Taipei (1980–1981, 1988)

Language Proficiency: Chinese

Area Studies Courses: Introduction to Late History: World II; Indian Ocean World; Communist China; Map of the Modern World; Modern China; Culture & Politics of Asia; Environment & Environmental Policy in China; American-East Asian Relations; Chinese Politics & Foreign Policy; Science & Technology in Asia; Republic of China on Taiwan; Sophomore Seminar on China

Specialization: Chinese history, politics, and foreign policy

Recent/Selected Publications:

- *Reluctant Pioneers: China's Expansion Northward, 1644-1937*. Stanford, CA: Stanford University Press, 2005.
- *Grasslands and Grassland Sciences in Northern China*. Washington, DC: National Academy Press, 1992.
- *The Study of Change: Chemistry in China, 1840-1949*. Cambridge, England: Cambridge University Press, 1992.

Awards & Distinctions: Patrick Healy Award (2016); McGuire Medal for Outstanding Service, Georgetown University (1994, 2009); Board of Directors, National Committee for U.S.-China Relations (1970–1972)

REN, Fei: *Assistant Professor and Chinese Language Coordinator, Department of East Asian Languages and Cultures (100% EA; tenure-track)*

Education: Ph.D. Linguistics, University of Texas at Austin (2008)

Academic Experience: Assistant Professor, Georgetown University (2010–present); Chinese Lecturer, University of Texas at Austin (2008–2010)

Overseas Experience: China native

Language Proficiency: Mandarin Chinese

Area Studies Courses: Integrated Advanced Chinese I; Introduction to Chinese Linguistics; Third Level Chinese II; Topics in Current Affairs; Linguistic Structure: Mandarin Chinese

Specializations: Chinese language and culture, linguistics, futurity in Mandarin Chinese

Recent/Selected Publications:

- “Temporal Meaning of *-le* in Chinese.” *Proceedings of the 20th North American Conference on Chinese Linguistics 2* (2008): 789–800.

Awards & Distinctions: N/A

RIZVI, Mubbashir: *Assistant Professor, Department of Anthropology (20% EA, tenure-track)*

Education: Ph.D. Anthropology, University of Texas at Austin (2011); M.A. Anthropology, University of Texas at Austin (2006); B.A. Political Science, Brooklyn College, CUNY (2003)

Academic Experience: Assistant Professor, Georgetown University (present); Graduate Student Instructor, Department of Anthropology, University of Texas Austin (2008–2009)

Overseas Experience: American Institute for Pakistan Studies Archival Research at British Library India Office Collection in London (2006)

Language Proficiency: Urdu, Punjabi, Hindi, French

Area Studies Courses: Global South Asia; Anthropological Theory; Environmental Anthropology; Doing Anthro Fieldwork; South Asia & The World

Specializations: Land relations, caste and religious identity in Pakistan; Ethnography; Historical Anthropology; Environmental Anthropology; Postcolonial Theory; Muslim youth

Recent/Selected Publications:

- “Multiple Lives of Black Islam in Hip Hop.” *Text, Performance and Practice* 13 (2009): 95–110.
- “Ownership or Death: An Ethnography of a Land Rights Movement in Pakistan” *Masters Report* (2006).

Awards & Distinctions: U.S. Department of Education FLAS South Asia Grant for acquisition of Urdu and research on Pakistan (2003–2005); Mellon Population Research Center Grant, (2004); Fieldwork Research Grant Meyerson Fellowship, South Asia Studies Grant (2004, 2005, 2008, 2009)

RUDRA, Nita: *Associate Professor, Department of Government (30% EA; tenured)*

Education: Ph.D. Political Economy and Public Policy, University of Southern California (2000); M.A. Economics, University of Southern California (2000); M.A. Political Science, University of South Florida (1992); B.A. Political Science, University of Florida (1989)

Academic Experience: Associate Professor, Georgetown University (2014–present); Associate Professor, University of Pittsburgh (2001–2013); Adjunct Professor, Occidental College (2000)

Overseas Experience: One-year Fulbright-Nehru Fellowship at the India Institute of Management, Bangalore (2011); Completed three joint conferences in India between Georgetown and other universities

Languages: N/A

Specializations: International political economy, politics of welfare in developing countries, globalization studies, comparative politics, labor in Asia

Area Studies Courses: Globalization of Developing Economies; Senior Capstone in Political Economy; Seminar: Poverty & World Economy; Globalization and Redistribution: Developing Countries

Recent/Selected Publications:

- “Openness and the Politics of Potable Water.” *Comparative Political Studies* 44 (2011) 771–803.
- “Why International Organizations Should Bring Basic Needs Back In.” *International Studies Perspective* 10 (2009): 129–150.
- *Who Really Gets Hurt? Globalization and the Race to the Bottom in Developing Countries*. Cambridge, UK: Cambridge University Press, 2008.

Awards & Distinctions: International Affairs Fellowship from Council on Foreign Relations, placing her at the Social Development Department of the World Bank for a year Senior Researcher Fulbright Award to India (2010–2011)

SAND, Jordan: *Professor, Department of History and Department of East Asian Languages and Cultures (100% EA; tenured)*

Education: Ph.D. History, Columbia University (1995); M.E. Architecture History, Tokyo University (1988); B.A. East Asian Languages and Cultures, Columbia University (1984)

Academic Experience: Professor, Georgetown University (2014–present); Associate Professor, Georgetown University (1996–present); Visiting Professor, Tokyo University (2012–2013); Chair of Department of East Asian Languages and Cultures, Georgetown University (2009–2011); Visiting Professor, Ecole des Hautes Etudes en Sciences Sociales, Paris (2006); Visiting Research Fellow, Princeton University (2004–2005); Toyota Visiting Professor, University of Michigan (2001–2002)

Overseas Experience: 8 years in Tokyo; Visiting Research Fellow, Nichibun International Research Center for Japanese Studies, Kyoto (1999); Visiting Scholar, Yokohama City University. (1994–1995); Visiting Scholar/Japan Foundation Doctoral Dissertation Research Fellowship, Tokyo University (1992–1993)

Language Proficiency: Japanese

Area Studies Courses: Pacific World; History of Modern Japan; History Core Colloquium; East Asia: Texts & Contexts; Modern Japan in a Global Perspective; Pacific Empires

Specializations: Modern Japanese history and culture

Recent/Selected Publications:

- *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects*. Berkeley, CA: University of California Press, 2013.
- “Imperial Japan and Colonial Sensibility: Affect, Object, Embodiment.” *Positions: East Asia Cultures Critique* 21 no. 1 (Winter 2013): 1–10.
- *Flammable Cities: Urban Conflagration in the Making of the Modern World*. Madison, WI: University of Wisconsin Press, 2012.
- “Landscape of Contradictions: The Bourgeois Mind and the Colonization of Tokyo’s Suburbs.” *Japanese Studies* 29 no. 2 (2009): 173–192.
- *House and Home in Modern Japan: Architecture, Domestic Space, and Bourgeois Culture, 1880–1930*. Cambridge MA: Harvard University Press, 2005.

Awards & Distinctions: Associate Editor, *The Journal of Asian Studies* (2006–present)

SATO, Kumi: *Instructor, Department of East Asian Languages and Cultures (100% EA; non-tenure)*

Education: M.A. Civilizations and Japanese Language Teaching, University of Iowa (2001); B.A. English & Teaching Japanese as a Second Language, Kansai Gaidai University (1997)

Academic Experience: Georgetown University (present); Teaching Assistant at University of Iowa (1999–2001), Gettysburg College (1997–1999), and Kansai Gaidai University (1997)

Overseas Experience: Japan native

Language Proficiency: Japanese

Language Courses: Third Level Japanese I & II; Intensive First Level Japanese I & II; Readings in Language and Culture

Specializations: Japanese language and pedagogy

Recent/Selected Publications:

- “Online *kanji* learning activities using Quia.” In the 14th Princeton Japanese Pedagogy Forum Proceedings, 285–298. Princeton University, NJ, 2007. With Tsujioka et al.
- “Japanese language students’ perceptions on *kanji* learning and their relationship to novel *kanji* word learning ability.” *Language Learning* 57 (2007). With Mori et al.

Awards & Distinctions: Profiled in 10th annual edition of *Who’s Who Among America’s Teachers* (2006); Shonotomo Certificate of the Fourth Level Calligrapher (1999); Japan Ministry of Education Certificate of Teaching English (1997)

SCOBELL, Andrew: *Adjunct Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. Political Science, Columbia University (1995); M.A. China Regional Studies, University of Washington (1986); B.A. History, Whitman College (1982)

Academic Experience: Adjunct Professor, Georgetown University (2013–present); Senior Political Scientist, RAND Corporation (2010–present); Associate Professor, Texas A&M University (2007–2010); Adjunct Professor, Dickinson College (2001–2007); Associate Research Professor, U.S. Army War College (1999–2007); Assistant Professor, University of Louisville (1994–1999); Research Assistant, Brookings Institution (1986–1989)

Overseas Experience: Born and raised in Hong Kong and regularly makes research trips to the region

Language Proficiency: Chinese

Area Studies Courses: Chinese Foreign Policy

Specializations: East Asian politics and security, Chinese foreign policy, China and North Korea, Taiwan

Recent/Selected Publications:

- *China in the Middle East: The Wary Dragon*. RAND, 2016.
- *PLA Influence on China's National Security Policymaking*. Palo Alto, CA: Stanford University Press, 2015.
- *China's Search for Security*. New York: Columbia University Press, 2012.
- *China's Use of Military Force: Beyond the Great Wall and the Long March* Cambridge, UK: Cambridge University Press, 2003.

Awards & Distinctions: N/A

SHARMA, Amit: *Adjunct Professor, Walsh School of Foreign Service (75% EA; non-tenured)*

Education: M.B.A. Middlebury Institute of International Studies at Monterey (2003); B.A. Psychology, University of Virginia (1997)

Academic Experience: Georgetown University (present); Advisory Board Member, Center for Social Impact Learning, Middlebury College; Board Member, Beck Center for Social Impact and Innovation, Georgetown University

Overseas Experience: Peace Corps volunteer in Mongolia

Language Proficiency: N/A

Area Studies Courses: Risk & Innovation in 21st Century Asia; Risk, Markets & National Security

Specializations: International security policy; counter-terrorism finance; political risk; social venture development

Recent/Selected Publications: N/A

Awards & Distinctions: Founder and CEO, FinClusive Capital (2017–present); Co-Founder, Empowerment Capital (2014–2018); Executive Director, RANE (2014–2015); Deputy Director, Head of Operations, Command Global Services (2012–2013); Chief of Staff, International Business and Global Markets Units, Mitsubishi MUFG Securities (2008–2012); Chief of Staff to the Deputy Secretary and Senior Advisor on Terrorism and Financial Intelligence, U.S. Department of Treasury (2004–2008)

SHIPPER, Apichai: *Adjunct Associate Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. Political Science, Massachusetts Institute of Technology (2001); B.A. Government and Asian Studies, Cornell University (1991)

Academic Experience: Adjunct Associate Professor, Georgetown University (2013–present); Research Scholar, Georgetown University (2012–2013); Visiting Scholar, University of California Los Angeles (2010–2011); Assistant Professor, University of Southern California (2002–2010)

Overseas Experience: Visiting Researcher, University of Tokyo (1995, 1998–1999); Research Student in International Relations, University of Tokyo (1992–1994)

Language Proficiency: Japanese, Thai

Area Studies Courses: International Relations of SE Asia; Politics & Societies; SE Asia; Transnationalism, Migration, and Citizenship in East Asia

Specializations: Japanese politics and political economy, foreigners' rights in East Asia; migration in Asia

Recent/Selected Publications:

- “Immigration Politics and Activism in Japan, the United States, and Sweden.” *Colloquium: The New Horizon of Contemporary Sociological Theory* 8 (July 2014): 8–29.
- “Influence of the Weak: The Role of Foreigners, Activism, and NGO Networks in Democratizing Northeast Asia.” *International Studies Quarterly* 56 (2012): 689–703.
- “Contesting Foreigners’ Rights in Contemporary Japan.” *North Carolina Journal of International Law and Commercial Regulation* 36 (2011): 505–555.
- *Fighting for Foreigners: Immigration and Its Impact on Japanese Democracy*. Ithaca, NY: Cornell University Press, 2008

Awards & Distinctions: Associate Editor, *Pacific Affairs* (2016–present); Asia Regional Chair, U.S. Department of State Foreign Service Institute (2011–present)

SMITH, Sheila: *Adjunct Assistant Professor, Walsh School of Foreign Service (100% EA; tenured)*

Education: Ph.D. Political Science, Columbia University; M.A. Political Science, Columbia University

Academic Experience: Adjunct Professor, Georgetown University (2015–present); Senior Fellow, Council on Foreign Relations (2008–present); Fellow, East-West Center (2001–2007); Program Officer, Social Science Research Council (1993–1995)

Overseas Experience: Visiting scholar at Keio University (2007–8); Vice Chair, CULCON/Japan-United States Friendship Association

Language Proficiency: Japanese

Area Studies Courses: Asia's Nationalisms; Japan's Domestic Politics; Island Disputes in Asia

Specializations: International relations, Japanese politics and foreign policy

Recent/Selected Publications:

- *Intimate Rivals: Japanese Domestic Politics and a Rising China*. Columbia University Press, 2015.
- *Japan's New Politics and the U.S.-Japan Alliance*. Council on Foreign Relations, June 2014.

Awards & Distinctions: Member of Advisory Committee, Maureen and Mike Mansfield Foundation; Abe Fellowship (2007)

SO, Christine: *Associate Professor & Director of Undergraduate Studies, Department of English (20% EA; tenured)*

Education: Ph.D. English, Columbia University (1998); M.A. English, Columbia University; B.A. English, Dartmouth College

Academic Experience: Georgetown University (1998–present)

Overseas Experience: N/A

Area Studies Courses: Asian American Literature; Asian American Literature and Culture; Race, Law and Literature; in a Transnational Context; Literary History II

Specializations: Asian-American literature and culture

Recent/Selected Publications:

- *Economic Citizens: A Narrative of Asian American Visibility*. Philadelphia, PA: Temple University Press, 2007.
- “Asian Mail-Order Brides, the Threat of Global Capitalism, and the Rescue of the U.S. Nation-State.” *Feminist Studies* 32 no. 2 (2006): 395–419.
- “‘A Woman Is Nothing’: Valuing the Modern Chinese Woman’s Epic Journey to the West.” In *East Main Street: Asian American Popular Culture*, edited by Shilpa Dave, LeiLani Nishime, Tasha G. Oren. New York: New York University Press, 2005.

SODHY, Pamela: *Adjunct Associate Professor, Walsh School of Foreign Service (50% EA; non-tenure)*

Education: Ph.D. History, Cornell University (1982); M.A. History, Cornell University (1981); M.A. History, Louisiana State University (1971); B.A. History, University of Malaya (1968)

Academic Experience: Adjunct Associate Professor, Walsh School of Foreign Service, Georgetown University (2012–present); Guest Lecturer in Southeast Asian Studies, Foreign Service Institute, U.S. Department of State (1992–2013); Professorial Lecturer and Visiting Associate Professor, Department of History, Georgetown University (1993–2012); Professorial Lecturer, American University (1992–1995); Adjunct Professor, U.S. Department of Agriculture Graduate School (1992, 1994)

Overseas Experience: Associate Professor, National University of Malaysia (1974–1991)

Language Proficiency: Malay, Cantonese

Area Studies Courses: U.S.-Southeast Asian Relations in the Post-9/11 World; ASEAN: Past & Present; U.S.-Vietnam Relations: Five Themes

Specializations: Southeast Asian history; U.S.-Southeast Asia relations

Recent/Selected Publications:

- Book Review of “Lee Kuan Yew: The Grand Master’s Insights on China, the United States and the World,” by Graham Allison, Robert Blackwill, and Ali Wayne (Cambridge, MA: MIT Press, 2012) in *Georgetown Journal of International Affairs* 14 (2013): 215–222.
- *Malaysia-US Relations, 2000-2011*. Kuala Lumpur: Institute of Strategic and International Studies, 2012.
- *The US-Malaysian Nexus: Themes in Superpower-Small State Relations*. Kuala Lumpur: Institute of Strategic and International Studies, 1991.

Awards & Distinctions: Board Member, Malaysia-America Society (1993–present); Member of the Georgetown University delegation to the Central Party School in China (2016); Silver Vicennial Medalist, Georgetown University Spring Faculty Convocation (2014); Fulbright-Hays Grant (1984–1985)

SPENDELOW, Howard: *Associate Professor, Department of History (90% EA; tenured)*

Education: Ph.D. History and East Asian Languages, Harvard University (1982); B.A. Political Science, Oberlin College (1968)

Academic Experience: Georgetown University (1979–present); Visiting Professor, Bates College (1978–1979)

Overseas Experience: Lived in Taiwan (1972–1974), Japan (1974), and Russia (1975)

Language Proficiency: Chinese, Japanese, Russian

Area Studies Courses: History of China I; History of China II; History of Japan; Modern China: Fiction and History; China's Boxers: Global Context; Russia and China: Roots of Conflict; Confucian World to 1800; Russia-Sino Relations

Specializations: Sino-Russian Relations, Chinese history, East Asian history, modern Chinese history

Recent/Selected Publications:

- “Russia's South Manchurian Adventure: The Liaodong Leasehold and China's Resistance to Imperialism, 1889-1905.”

Awards & Distinctions: Course Chair, China Advanced Studies, Foreign Service Institute, U.S. Department of State (1980–2014)

STAAB, Martin: *Adjunct Professor, Walsh School of Foreign Service (50% EA; non-tenured)*

Education: Ph.D. Economics, Indiana University (1975); M.A. Economics, Indiana University (1968); B.A. Fairleigh Dickinson University (1966)

Academic Experience: Adjunct Professor and Visiting Associate Professor, Georgetown University (1998–present); Senior Lecturer, Howard University (2010, 2004–2005, 1998–2000); Adjunct Professor, George Mason University (2000–2004); Visiting Scholar, Harvard University (1997–1998)

Overseas Experience: World Bank for 22 years; Economist, Asian Development Bank, Philippines (1971–6)

Language Proficiency: Spanish

Area Studies Courses: Asian Economic Development; Comparative Regional Economic Development

Specializations: International and comparative economics, Asian economic development

Recent/Selected Publications:

- “Public-Private Sector Relationships In Developing Countries.” *Journal of Economic Development* 28 (2003): 1–22.
- “Structural Adjustment Lending by The World Bank in The East Asia and Pacific (EAP) and Europe and Central Asia (ECA) Regions.” World Bank, Washington, D.C., 2000.

Awards & Distinctions: Division Chief, Asia Region Infrastructure Division, World Bank (1990–1991); Economist, Asian Development Bank (1971–1976)

STEPHEN, Elizabeth: *Associate Professor, Walsh School of Foreign Service (50% EA; tenured)*

Education: Ph.D. Sociology, University of Texas at Austin

Academic Experience: Georgetown University (1987–present); Chair of Department of Demography, Georgetown University; Director of the Science, Technology and International Affairs program in the Walsh School of Foreign Service, Georgetown University; Postdoctoral Fellow at the Carolina Population Center, University of North Carolina Chapel Hill; Social Science Analyst for the Demographic and Behavioral Sciences Branch of the National Institute of Child Health and Human Development; Survey Statistician for the U.S. Bureau of the Census

Overseas Experience: Academy of Korean Studies Grant for Korean Studies Laboratory

Language Proficiency: N/A

Area Studies Courses: Borders and Security Concerns; Development/Demography in Asia

Specializations: She and her collaborators, Drs. Anjani Chandra and Roz King, are known as the leading demographers on infertility in the world; Borders; Development; Demography

Recent/Selected Publications:

- “The Supply of and Demand for Assisted Reproductive Technologies in the United States: Clinic and Population Based Data, 1995-2010.” *Fertility and Sterility*, 105, 2 (2016): 451-458 with Elizabeth Hervey Stephen, Anjani Chandra, and Rosalind King.
- “Korean Unification: A Solution to the Challenges of an Increasingly Elderly Population?” *Asian Population Studies*, 12 no. 1 (2016): 50–67.
- “Bracing for Low Fertility and a Large Elderly Population in South Korea.” *Korea Economic Institute Academic Paper Series*, April 18, 2012.

Awards & Distinctions: POSCO Fellowship, East-West Center (2010); Constantine E. McGuire Medal; Fulbright Fellow

TAJIMA, Yuhki: *Assistant Professor, Walsh School of Foreign Service (90% EA; tenure-track)*

Education: Ph.D. Public Policy, Harvard University (2009); M.P.A. International Development, Harvard University (2003); B.A. Physics, Swarthmore College (1999)

Academic Experience: Assistant Professor, Georgetown University (2013–present); Assistant Professor, University of California Riverside (2009–2013); Postdoctoral Fellow, Yale University (2008–2009)

Overseas Experience: World Bank Consultant, Conflict and Development Team of Social Development Unit, Indonesia (2003, 2005–2010) and Community Empowerment Program, Timor Leste (2002)

Language Proficiency: Indonesian; Japanese

Area Studies Courses: International Political Economy of East Asia, Political Economy of Asia; Ethnic Politics

Specializations: Political violence; international political economy; international development; Southeast Asia; Indonesia

Recent/Selected Publications:

- “Ethnic Segregation and Public Goods: Evidence from Indonesia.” *American Political Science Review* (March 2018): 1–17.
- “Political Development and the Fragmentation of protection Markets: Politically Affiliated Gangs in Indonesia.” *Journal of Conflict Resolution* 62, no. 5 (2018): 1100–1126.
- “Indonesia’s Decentralization Experiment: Motivations, Successes, and Unintended Consequences.” *Journal of Southeast Asian Economics* 33 no. 2 (2016): 139–156.
- *The Institutional Origins of Communal Violence: Indonesia’s Transition from Authoritarian Rule*. Cambridge, UK: Cambridge University Press, 2014.
- “The Institutional Basis of Intercommunal Order: Evidence from Indonesia’s Democratic Transition.” *American Journal of Political Science* 57 (2013): 104–119.

Awards & Distinctions: Mortara Faculty Fellowship, Georgetown University (2017–2020);

PNDS Research and Evaluation Program for a Nationwide Community Driven Development Program in Timor Leste (2013); Partnership Development Grant for Randomized Evaluation of former MNLF insurgent reintegration, Innovations for Poverty Action and Asian Development Bank (2013); Folke Bernadotte Academy Grant for study of former MNLF insurgent reintegration (2013)

TEW, Yvonne: *Associate Professor, Georgetown University Law Center (25% EA; tenure-track)*

Education: Ph.D. Comparative Constitutional Law, Cambridge University (2012); L.L.M. Harvard University (2008); B.A. Law, Cambridge University (2007)

Academic Experience: Georgetown University Law Center (2015–present); Hauser Global Research Fellow, New York University School of Law (2014–2015); Associate in Law, Columbia Law School (2012–2014); Supervisor in Constitutional Law, University of Cambridge (2009–2012)

Overseas Experience: United Nations Attache, Permanent Mission of Malaysia (2009); Lecturer in Constitutional Law, University of Malaya (2008–2009)

Language Proficiency: Malay; Indonesian

Area Studies Courses: Comparative Constitutional Law; Religion & Constitution Seminar

Specializations: Constitutional law, comparative law, rule of law in Asia

Recent/Selected Publications:

- *The Constitutional Core: Constitutional Adjudication in Southeast Asia*. Forthcoming with Oxford University Press.
- *Reassessing Human Rights Protection in Malaysia and Singapore*, 15 THAMMASAT REV. 7 (2012)
- *No Longer a Privileged Few: Expense Claims, Prosecution, and Parliamentary Privilege*, 70(2) CAMBRIDGE L. J. 282 (2011)
- *A Tale of Two Courts: The Malaysian Legal System*, 19(1) COMMONWEALTH JUD. J. 3 (2011)

Awards & Distinctions: Editor-in-Chief, *Cambridge Student Law Review*

TIDWELL, Alan: *Professor of the Practice and Director of the Center for Australian, New Zealand and Pacific Studies, Walsh School of Foreign Service (25% EA; non-tenured)*

Education: Ph.D. International Relations, University of Kent; M.A. University of New South Wales; M.S. George Mason University; B.A. George Mason University

Academic Experience: Director (1995–97) and Deputy Director (1992–94) of the Centre for Conflict Resolution, Macquarie University; Acting Executive Director and Research Director, Australian Centre for American Studies at Sydney University (1994–95)

Overseas Experience: Teaching and research in Australia

Language Proficiency: N/A

Area Studies Courses: Australian/New Zealand Tutorial; International Affairs Tutorial;

Proseminar: Peoples & Politics Down Under; Smaller States and Peacemaking; Australian-American Alliance

Specializations: Australian and Pacific Islands; U.S. relations with the Asia-Pacific

Recent/Selected Publications:

- “The role of ‘diplomatic lobbying’ in shaping US foreign policy and its effects on the Australia–US relationship.” *Australian Journal of International Affairs* (2016).
- “Australia’s Submarine Technology Cooperation with Japan as Burden-Sharing with the USA in the Asia-Pacific.” *Australian Journal of International Affairs* 69 no. 4 (2015): 394–413.
- “Conflict, Peace and Education: A Tangled Web.” *Conflict Resolution Quarterly* 21 no. 4 (2004): 436–470.
- *Conflict Resolved? A Critical Assessment of Conflict Resolution*. London: Continuum, 1998.

Awards & Distinctions: Program Officer, United States Institute of Peace (2001–2004); Outstanding Teaching Award, Macquarie University (1999)

UDOMSAPH, Charles: *Associate Teaching Professor, Walsh School of Foreign Service (50% EA; non-tenure)*

Education: Ph.D. Economics, University of California Berkeley (2004); M.S.F.S. Georgetown University (1994); B.S.F.S. Georgetown University (1992)

Academic Experience: Georgetown University (2009–present)

Overseas Experience: Significant field research and work in Malaysia and Thailand

Language Proficiency: Thai, Chinese

Area Studies Courses: Applied Econometrics for Development; The Chinese Economy; Quantitative Methods; Microeconomic Foundations of Growth and Development **Specializations:** International development, economic development; Asian economies

Recent/Selected Publications:

- *Malaysia: Productivity and Investment Climate Assessment Update*. World Bank Report No. 49137-MY, 2009.
- *Unleashing Prosperity: Productivity Growth in Eastern Europe and the Former Soviet Union*. Washington, D.C. World Bank, 2008.
- *Reducing Investment Climate Constraints to Higher Growth: Lao People's Democratic Republic Private Sector and Investment Climate Assessment*. World Bank, 2007.

Awards & Distinctions: World Bank Economist for East Asia and the Pacific Region (2003–present)

WANG, Michelle: *Assistant Professor, Department of Art and Art History (100% EA; tenure-track)*

Education: Ph.D. Art History, Harvard University (2008); M.A. Art History, University of Kansas (1997); B.A. East Asian Languages and Civilizations, University of Chicago (1994)

Academic Experience: Assistant Professor, Department of Art and Art History, Georgetown University (2010–present); Lecturer and Assistant Professor, Louisiana State University (2008–2010); Visiting Lecturer, Rutgers University (2007)

Overseas Experience: Taught a short-course at Universität Zürich on “Esoteric Buddhist Art of East Asia (2010); field research in Asia

Language Proficiency: Mandarin Chinese; French; Japanese

Area Studies Courses: Introduction to Asian Art, Buddhist Art, Chinese Art, History of Chinese Painting, East Asian Painting, Japanese Art, South and Southeast Asian Art

Specializations: Buddhist art in China, esoteric Buddhist art, art of the Silk Road, East Asian art history

Recent/Selected Publications:

- *Mandalas in the Making: The Visual Culture of Esoteric Buddhism at Dunhuang*. Leiden: Brill, 2018.
- “Buddhist Art and Architecture in East Asia.” In *Blackwell Companion to East and Inner Asian Buddhism*, edited by Mario Poceski. Boston, MA: Blackwell, 2013.
- “Changing Conceptions of “Mandala” in Tang China: Ritual and the Role of Images.” *Material Religion* 9 (2013): 186–217.
- *A Bronze Menagerie: Mat Weights of Early China*. Boston, MA: Isabella Stewart Gardner Museum, 2006.

Awards & Distinctions: Chiang Ching-kuo Foundation Fellow; The Asian Cultural Council Fellow; The Pittsburgh Foundation Fellow; Georgetown-IDP Project for North American Silk Road Collections, Henry Luce Foundation (co-PI, Susan Whitfield, International Dunhuang Project) (2015-2016); John E. Sawyer Seminar, Andrew W. Mellon Foundation, for 2014-2015 seminar “Critical ‘Silk Road’ Studies” (co-PI: James Millward, History and School of Foreign Studies, Georgetown) (2012-2013)

WANG, Peng *Adjunct Instructor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: M.A. American Literature, Yunnan University (1989)

Academic Experience: Adjunct Instructor, Georgetown University (2002–present); Visiting Instructor, Brown University (2001–2); Visiting Instructor, Oberlin College (1991–2); Chief Instructor (1998–2001, 1984–91) and Instructor (1997–8), Inter-University Program for Chinese Language Studies, Qinghua University; Middlebury College Summer Language Program; Lecturer of English Language, Yunnan University (1992–6)

Overseas Experience: China native; academic experience at Qinghua University and Yunnan University

Language Proficiency: Chinese

Area Studies Courses: Business Chinese I; Business Chinese II; Third Level Chinese I; Intensive First Level Chinese: Advanced Beginners; Intensive Second Level Chinese: Advanced Beginners

Specializations: Chinese language and culture

Recent/Selected Publications:

- Translation from English to Chinese: Francis L.K. Hsu, *Exorcising the Trouble Makers: Magic, Science, and Culture*. Taipei, 1997.

Awards & Distinctions: Academic director for the State Department-sponsored CLS Program in Shanghai (2010 and 2012); 2004 winner, Chinese Language Teachers Association Cheng & Tsui Professional Development Award for Teachers of Chinese, for paper on “Using the Internet to Facilitate a Business Chinese Course”

WANG, ROBERT: *Adjunct Professor, Walsh School of Foreign Service (100% EA; non-tenured)*

Education: Ph.D. Political Science, University of Iowa (1976); B.A. University of Washington (1972)

Academic Experience: Adjunct Professor, Georgetown University; Senior Associate, Center for Strategic and International Studies; Deputy Director, American Institute in Taiwan

Overseas Experience: U.S. Department of State, U.S. Senior Official for Asia-Pacific Economic Cooperation (APEC); U.S. Embassy, Beijing, Deputy Chief of Mission

Language Proficiency: Mandarin Chinese

Area Studies Courses: U.S.-Taiwan and Cross-Strait relations; Conflict and Cooperation: U.S.-China relations

Specializations: U.S.-China relations; U.S.-Taiwan relations; U.S. Foreign Policy toward China

Recent/Selected Publications:

- “U.S.-China Relations Current Current Challenges and Opportunities,” September 2017, The Trump Era: New Opportunities and Challenges in East Asia
- “China-U.S. two-way FDI reaches all-time high in 2016,” May 18, 2017, Xinhua
- “ASEAN Business Gathering,” December 6, 2016, Beijing
- “Trump Administration—The Implications for U.S.-China Economic Relations,” December 5, 2016, Beijing
- “Asia’s Response to Climate Change and Natural Disasters,” July 2010, CSIS

Awards & Distinctions: Senior Policy Advisor, Covington & Burling LLP (2017–present); Superior Honor Award, U.S. Department of State (2013); Presidential Meritorious Service Award (2011)

WILDER, Dennis: *Assistant Professor of the Practice, Walsh School of Foreign Service and Managing Director, Georgetown University U.S.-China Initiative for Dialogue on Global Issues (100% EA; non-tenured)*

Education: M.S.F.S. Georgetown University (1980); B.A. Kalamazoo College (1977)

Academic Experience: Georgetown University (2014–present); Visiting Fellow, Brookings Institution (2009); Harold W. Rosenthal Fellow in International Relations (1978)

Overseas Experience: Leads Georgetown University delegations to China each year for U.S.-China Dialogue; Yale-in-China Program: Chinese University of Hong Kong: (1975–1976)

Area Studies Courses: Chinese Military Power; Growth: Chinese Military Power

Specializations: U.S. foreign policy, national security, U.S.-China relations, intelligence, Chinese military

Recent/Selected Publications:

- “Secret of a Chinese Patriot”: Review Essay for *Survival Magazine*, December 2009
- “It is China that Holds the Key to North Korea”: *Financial Times*, June 4, 2009
- “The US-China Strategic and Economic Dialogue: Continuity and Change in Obama’s China Policy” *China Brief*, May 2009
- “How a G-2 Would Hurt”: *The Washington Post*, April 2, 2009

Awards & Distinctions: Distinguished Career Intelligence Medal, Central Intelligence Agency (2018); Director of National Intelligence Meritorious Unit Citation (2012); DNI’s Galileo Award for Innovative Analysis (2011); CIA Director’s Award (2004); Visiting Fellow, John L. Thornton China Center, Brookings Institution (2009); Chief Deputy of CIA Task Force, Central Intelligence Agency (2011); Senior Director for East Asian Affairs, National Security Council, White House (2004–2009)

YANG, Yu-Sheng: *Adjunct Instructor, Department of East Asian Languages and Cultures (100% EA; non-tenure)*

Education: M.A. Teaching Chinese as a Second Language, National Taiwan Normal University (2007)

Academic Experience: Adjunct Instructor, Georgetown University (present); Visiting Instructor, Hamilton College (2007–2009); Coordinator, ACC-CLASS K-12 Summer Chinese Language Teachers Institute, Associated Colleges in China (2008); Instructor, Middlebury College Summer Chinese Language School (2004–2007); Instructor, Mandarin Training Center, National Taiwan Normal University (2004–2007)

Overseas Experience: Taiwan native

Language Proficiency: Mandarin Chinese

Area Studies Courses: Intensive First Level Chinese I; Intensive First Level Chinese II; Intensive Second Level Chinese I; Intensive Second Level Chinese II; Third Level Chinese

Specializations: Chinese calligraphy, Chinese language and culture

Recent/Selected Publications:

- *The Routledge Advanced Language Training Course for K-16 Non-native Chinese Teachers*. New York, NY: Routledge, 2016.
- *Chinese Grammar Made Easy: A Practical and Effective Guide for Teachers*. Yale University Press, 2008.

YU, Pei-Shan: *Assistant Teaching Professor, Department of East Asian Languages and Cultures (100% EA; non-tenured)*

Education: Ph.D. Indiana University; M.A. Indiana University; B.A. Michigan State University;

Academic Experience: Georgetown University (2015–present); Assistant Instructor, Indiana University

Overseas Experience: A.A. from Wenzao Ursuline College of Languages in Kaohsiung, Taiwan

Language Proficiency: Chinese

Area Studies Courses: Advanced Oral Communication; Intensive Second Level Chinese I; Intensive Second Level Chinese II; Third Level Chinese I; Third Level Chinese II

Specializations: Chinese language and culture

ZHANG, Jingyuan: *Associate Professor and Chair, Department of East Asian Languages and Cultures (100% EA; tenured)*

Education: Ph.D. Comparative Literature, Cornell University (1989); M.A. Comparative Literature, Cornell University (1985); B.A. English, Sichuan University of International Studies (1978)

Academic Experience: Georgetown University (1995–present); Visiting Associate Professor, University of California Berkeley (1995); Teaching Associate, Cornell University (1994) **Overseas Experience:** Associate Professor (1991–4) and Assistant Professor (1989–91), Institute of Comparative Literature & Department of Chinese Language and Literature, Peking University

Specializations: Modern Chinese literature and media; gender studies and Chinese women writers; East-West comparative literature; Chinese language and culture

Language Courses: Women in Contemporary Chinese Film; Senior Seminar in Chinese; Modern Chinese Drama; Reading Lu Xun; Chinese Avant-Garde Fiction; Chinese Composition and Style

Recent/Selected Publications:

- Ed. *Houzhimin lilun yu wenhua rentong [Postcolonial Theory and Chinese Cultural Identity]*. Rye Field Publishing, 1995 (Second Edition 2007).
- “Psychoanalysis in China: Literary Transformations, 1919–1949.” *Cornell East Asia Series* No. 55, Cornell University East Asia Program, 1992.

Awards & Distinctions: Affiliate Faculty Member, Comparative Literature Program, Georgetown College

2010-2011 FLAS Fellows

Wilmot Allen

FLAS Language: Chinese
Georgetown Graduate Program: Ph.D. in Government
Georgetown GPA: 3.640
Previous Education: B.A. Yale University; M.P.A. Harvard University; M.B.A. University of Pennsylvania
Post-FLAS Career: Founder, VentureLift Africa
Director of East Africa, CrossBoundary, LLC
Consultant, International Finance Corporation (IFC)

Hilary Izatt

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Government
Georgetown GPA: 3.550
Previous Education: B.A. in Political Science, Brigham Young University
Post-FLAS Career: Research Associate, SUNY Binghamton
Lecturer, SUNY Cortland

Julia Lizama

FLAS Language: Chinese
Georgetown Graduate Program: M.S. in Foreign Service
Georgetown GPA: 3.438
Previous Education: B.A. in Interdisciplinary Studies, Vassar College
Post-FLAS Career: Senior Analyst, K2 Intelligence
Advisory Practice, Oxford Analytica
Consultant, International Finance Corporation (IFC)

Jonathan Meza

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Global History
Georgetown GPA: 3.400
Previous Education: B.A. in History, University of Pennsylvania
Post-FLAS Career: Consultant, Deloitte
Sasakawa Peace Foundation Non-Resident Fellow, Pacific Forum CSIS
Staff Reporter, *Asahi Shimbun*

2011-2012 FLAS Fellows

Hilary Izatt (awarded for two years: 2010-2011 and 2011-2012)

Manuel Manriquez

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Security Studies
Georgetown GPA: 3.770
Previous Education: B.A. in Political Science and Asian Studies, University of California, Berkeley
Post-FLAS Career: General Director, Japan Automobile Manufacturers Association, Inc.
Director of Government Affairs, Japan Automobile Manufacturers Association, Inc.
Reflection on FLAS: “FLAS fellowship enabled me to focus more of my academic study on Japan and to take additional classes beyond my MA requirements. This emphasis and additional study provided opportunities to deepen my understanding of Japan and encouraged me to double down on my study of the country and the wider region. The experience was a significant factor in my decision to pursue a post-graduation position with an organization that focuses on various aspects of the U.S.-Japan relationship. The FLAS fellowship also added to my qualifications for a recent promotion as head of the Japan Automobile Manufacturers Association’s U.S. office.”

Daniel Monson

FLAS Language: Chinese
Georgetown Graduate Program: M.S. in Foreign Service
Georgetown GPA: 3.771
Previous Education: B.A. in Journalism, Brigham Young University
Post-FLAS Career: Foreign Service Officer, U.S. Department of State
Analyst, U.S. Department of Defense
Reflection on FLAS: “FLAS fellowship at Georgetown University helped me take my graduate school education to a new level. I was given the opportunity to incorporate language and Asian area studies courses into my graduate experience, which would not have happened without the support of the program. The Asian Studies and language staff and faculty were excellent, and the education has been critical in preparing me for government service and diplomacy. In addition to Chinese, I now have learned Arabic and continue to utilize both languages on a regular basis while serving the U.S. government. I regard the FLAS fellowship as critical to my academic success at Georgetown.”

April Nigh

FLAS Language: Chinese
Georgetown Graduate Program: M.S. in Foreign Service
Georgetown GPA: 3.604
Previous Education: B.A. in Anthropology and East Asian Studies, Hamline University
Post-FLAS Career: Manager, International Customs and Trade, Grocery Manufacturers Association
Market Researcher, Foreign Agricultural Service, U.S. Department of Agriculture

2012-2013 FLAS Fellows

Laura Forbes

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.889
Previous Education: B.S. in Science, Technology, and International Affairs, Georgetown University
Post-FLAS Career: Analyst, U.S. Department of Defense
Research Consultant, Zeichner Risk Analytics

Olivier Garaud

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.889
Previous Education: B.A. in East Asian Studies, New York University
Post-FLAS Career: Foreign Affairs Officer, U.S. Department of State

Barbra Kim

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.846
Previous Education: B.A. in Political Science, University of Chicago
Post-FLAS Career: Law Clerk, United States Attorney's Office
Foreign Affairs Officer, U.S. Department of State

Reflection on FLAS: "The 2012-2013 FLAS fellowship helped me invest in my regional studies and specialize in learning more about politics and security on the Korean Peninsula. The courses I took at Georgetown University prepared me for my first tour at the U.S. State Department as the North Korea refugees and human rights desk officer in the Office of Korean Affairs. I felt very fortunate to be able to directly apply the knowledge I gained through the FLAS fellowship to my job. I believe that the expertise I've gained through both the FLAS fellowship and my time in government will help me as I pursue a future legal career in Washington D.C."

Alison Szalwinski

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.862
Previous Education: B.A. in Foreign Affairs and History, University of Virginia
Post-FLAS Career: Director, Political and Security Affairs, The National Bureau of Asian Research
Assistant Director, Political and Security Affairs, The National Bureau of Asian Research

Courtney Weatherby

FLAS Language: Chinese

Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.862
Previous Education:	B.A. in East Asian Studies, Dickinson College
Post-FLAS Career:	Research Analyst, The Stimson Center
Reflection on FLAS:	“FLAS fellowship was a major part of my educational experience at Georgetown. Without FLAS, I would likely not have taken Mandarin language classes for the full year due to the need to balance my time between academic classes and a paid internship to help cover living costs during my graduate program. By providing financial support and a subsistence allowance, FLAS allowed me to focus my energies entirely on my studies of regional politics in East and Southeast Asia and Mandarin Chinese for the first year of my graduate degree. I regularly use Mandarin Chinese for work.”

2013-2014 FLAS Fellows

Lara Crouch

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.945
Previous Education:	B.A. in Political Science, University of Virginia
Post-FLAS Career:	Senior Associate, Beacon Global Strategies Special Assistant, Office of Policy Planning, U.S. Department of State

Mary Gregory

FLAS Language:	Japanese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.472
Previous Education:	B.A. in East Asian Studies and English, Oberlin College
Post-FLAS Career:	Information Analyst and Paralegal Specialist, USAID Office Management Specialist, Bureau of East Asian and Pacific Affairs, U.S. Department of State

Thomas Snyder

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.890
Previous Education:	B.A. in Global Studies, University of Minnesota
Post-FLAS Career:	Foreign Service Officer, U.S. Department of State

Scott Wingo

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies

Georgetown GPA:	3.972
Previous Education:	B.S. in International Politics, Georgetown University
Post-FLAS Career:	Ph.D. Candidate in Political Science, University of Pennsylvania
Reflection on FLAS:	“The FLAS gave me a shot at completing a master’s program that I may well not have been financially able to do otherwise. The knowledge I learned during that program—including fluency in Mandarin—has propelled me into a doctoral program, where I am researching China’s role in developing countries. FLAS funding is very well put to use at Georgetown, an institution whose ability to train students in issues important to national security is unrivaled.”

2014-2015 FLAS Fellows

Andrew Chapman

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.945
Previous Education:	B.A. in Political Science, Tufts University
Post-FLAS Career:	Research Associate, Mitsubishi Corporation

Chelsea Gannon

FLAS Language:	Korean
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.668
Previous Education:	B.A. in Asian Studies and International Relations, Hobart and William Smith College
Post-FLAS Career:	Senior Cyber Threat Analyst, Novetta
Reflection on FLAS:	“FLAS was a critical part of successfully completing my Georgetown experience to its fullest extent. The funding allowed me to focus on my coursework and undertake meaningful, but unpaid internships during the program rather than less beneficial, but paid work. All three of my internships that I held during MASIA were invaluable, allowing me to gain real-world policy formation experience, as well as to make key contacts in the Korea policy and think tank community.”

Sarah Moore

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.780
Previous Education:	B.A. in East Asian Studies, Davidson College
Post-FLAS Career:	Cyber Threat Analyst, U.S. Department of State Boren Fellowship in Chengdu, China

Reflection on FLAS:	“The FLAS helped me improve my Mandarin skills so that when I went on the Boren Fellowship in Chengdu, China I already had a very solid base to propel my language skills to the next level. I have used my language skills in my current job a lot and just came back from a two week work trip in China where Mandarin skills were instrumental in achieving my office's goals for the trip.”
Anna Saltzman	
FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.555
Previous Education:	B.A. in East Asian Studies, Oberlin College
Post-FLAS Career:	Research and Editorial Assistant, US-China Policy Foundation
Nicole White	
FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.751
Previous Education:	B.A. in International Politics, American University
Post-FLAS Career:	China Analyst, Centra Technology
Reflection on FLAS:	“The FLAS pushed me to take Chinese every semester (which I wanted to do anyway but it was hard to make time in my schedule) and I really improved my Chinese because of it. I had to take a Chinese test to get my current job, and I was hired because of my Chinese skills.”

2015-2016 FLAS Fellows

Brian Bumpas

FLAS Language:	Chinese
Georgetown Graduate Program:	M.A. in Asian Studies
Georgetown GPA:	3.862
Previous Education:	B.A. in Mathematics, Occidental College
Post-FLAS Career:	China Subject Matter Expert, Thresher (small business funded by federal government) Boren Fellowship to Beijing, China
Reflection on FLAS:	“As an avid student of Chinese, the FLAS enabled me to pursue my passion and built advanced language skills that served as the foundation for future career in the government. By the end of my first year on the FLAS, I achieved advanced Chinese proficiency, scoring "Superior" on the ACTFL oral exam. This granted the advanced foundation necessary to succeed and make the most of my year as a Boren Fellow under the Department of Defense. None of this would have been possible without my year as a FLAS fellow at Georgetown's Asian Studies Program. After graduation, I look forward to applying these critical language skills in service of my country as a Foreign Service Officer.”

Jonathan Corrado

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.795
Previous Education: B.A. in Anthropology, University of Maryland
Post-FLAS Career: Policy Director, The Korea Society
Reflection on FLAS: “FLAS was one of the major enabling factors that made financing my education possible. Without this generous support, it would have been difficult for me to receive the top-notch professional and intellectual training that Georgetown's School of Foreign Service M.A. in Asian Studies professors and administrators were able to provide. The language education has greatly helped in my current role as associate policy director at The Korea Society, where I regularly dialogue in Korean with stakeholders and utilize Korean language materials.”

Chelsea Gannon (awarded for two years: 2014-2015 and 2015-2016)

Khoury Johnson

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.565
Previous Education: B.A. in Political Science, Temple University
Post-FLAS Career: Junior Editor, Department of Homeland Security
Junior Writer, Urban Institute
Reflection on FLAS: “FLAS provided me with funds to more easily obtain my degree, which has opened employment opportunities.”

Catherine Killough

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.528
Previous Education: B.A. in English Literature, University of Arizona
Post-FLAS Career: Fellow, Ploughshares Fund
Reflection on FLAS: “FLAS gave me an opportunity to enrich my studies on North Korea with Korean language skills. Those skills gave me an advantage in my current position, where I closely monitor developments on the Korean peninsula, by allowing me to better access breaking news in the Korean language. I feel confident in my abilities as an aspiring expert in the field because I have the tools to communicate with people in the region and verify information that is filtered through the media.”

Olivia Lamb

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.542
Previous Education: B.S. in Business Administration, Ohio State University

Post-FLAS Career: Operations Coordinator, Carnegie-Tsinghua Center
Reflection on FLAS: “The FLAS fellowship helped me to continue to study Chinese and complete my graduate degree. This in turn granted me the opportunity to work full time in China after graduation at one of the world’s learning think tanks on Chinese foreign policy and U.S. – China relations. I know for a fact that without the FLAS fellowship and the support of my advisors at Georgetown, I would not be where I am today.”

Jennifer Mayer

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.945
Previous Education: B.A. in Chinese and Political Science, Ohio State University
Post-FLAS Career: Senior Domain Expert, Dataminr
Reflection on FLAS: “FLAS ensured that my Chinese skills were high enough to both obtain and function well within my current role. I frequently rely on my Chinese language ability to succeed at work, and so FLAS was a crucial stepping-stone in my career.”

David Tian

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.386
Previous Education: B.A. in East Asian Languages and Civilizations, University of Chicago
Post-FLAS Career: Ph.D. Candidate in Political Science, Johns Hopkins University

Brian Waidelich

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.889
Previous Education: B.A. in English and Chinese Language, George Mason University
Post-FLAS Career: Research Analyst, China Studies Division, Center for Naval Analyses
Reflection on FLAS: “Fluency in Chinese is essential for work at CNA's China Studies division. FLAS helped me refine my Chinese language capability during my last year of graduate school at Georgetown, which played a key role in helping me get this job.”

Sean Yu

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.666
Previous Education: B.A. in Anthropology, Pennsylvania State University
Post-FLAS Career: Chinese Language Analyst, SOS International, LLC
Reflection on FLAS: “FLAS furthered my Chinese at Georgetown University and provided opportunities to test my skill level on the ACTFL scale.”

2016-2017 FLAS Fellows

Julia Bowie

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.801
Previous Education: B.A. in International Studies, Kenyon College
Post-FLAS Career: Research Assistant, Party Watch Initiative, Project 2049 Institute
Reflection on FLAS: “After living in China for several years, my informal language skills were excellent, but I needed formal training at Georgetown to improve my reading skills. In my current position, I read Chinese newspaper articles and scholarly publications every day, which would have been impossible without language training at Georgetown, enabled by the FLAS fellowship.”

Jonathan Corrado (awarded for two years: 2015-2016 and 2016-2017)

Hannah Falvey

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.462
Previous Education: B.A. in International Relations, Mount Holyoke College
Post-FLAS Career: Intern, Senate Joint Economic Committee
Reflection on FLAS: “FLAS granted me the ability to focus on my Korean language studies, which I plan to continue post-graduation and into my career. As an Asian Studies Master's student at Georgetown's School of Foreign Service my studies revolved around investigating areas to strengthen America's security and economic posture with special attention to leveraging our alliances in Asia. Understanding the Korean language grants me to access to a broader range of sources and perspectives, in addition to a deeper understanding of Korean culture.”

Erik Jacobs

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.806
Previous Education: B.A. in Political Science, Temple University
Post-FLAS Career: Communications Assistant and Policy Analyst, Executive Office of the President, The White House

Anne Sherman

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.963

Previous Education: B.A. in Political Science, University of Pennsylvania
Post-FLAS Career: China Desk, U.S. Department of State
Reflection on FLAS: “I use the Chinese language and area skills I acquired through my FLAS studies every day in my work on the China Desk—from helping to translate Chinese trade negotiations documents to letters from Chinese dissidents. I am immensely grateful for this fellowship.”

Sophia Zhang

FLAS Language: Japanese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.972
Previous Education: B.A. in English Literature, University of North Carolina
Post-FLAS Career: Domain Expert, Dataminr
Reflection on FLAS: “The FLAS fellowship allowed me to maintain and improve my Japanese language proficiency after returning from an intensive study abroad language program. Language learning is a long-term commitment that requires consistent upkeep, and competing responsibilities and financial challenges can often prevent students from pursuing their language goals. The FLAS fellowship is indispensable in helping students bridge these challenges and incorporate language learning as a regular part of their studies. I currently use Japanese every single day in my professional role, and this would not have been possible without the generous aid of the FLAS fellowship.”

2017-2018 FLAS Fellows

Marina Booth

FLAS Language: Korean
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.835
Previous Education: B.A. in International Relations, Carleton College
Post-FLAS Career: Still enrolled at Georgetown; pursuing language study at the Middlebury Language Institute this summer.
Reflection on FLAS: “My fellowship year just ended quite recently, but FLAS has helped me to pursue my degree as a full-time student without having to worry about tuition and living expenses. As a result of FLAS-sponsored language training this past year, I was able to place into my desired level of Korean for my current summer language program at Middlebury. FLAS has helped me to improve my Korean language skills from intermediate to advanced, which will be indispensable to my future research and career.”

Abigail Dawson

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.917
Previous Education: B.A. in Japanese Studies, Earlham College

Post-FLAS Career: Still enrolled at Georgetown; interning at the National Archives this summer.
Reflection on FLAS: “With FLAS, I was able to continue my study of Chinese at Georgetown at the advanced level. I developed skills in communication that will enable me to continue self-studying this summer and during my last year as a master's student and further improve my language ability. The improvement I made during my FLAS fellowship year will help me achieve my future academic and career goals as I pursue a career track related to Asian Studies.”

Samuel Frost

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.752
Previous Education: B.A. in Chinese Language and Cultural Studies, Macalester College
Post-FLAS Career: Still enrolled at Georgetown; pursuing Boren Fellowship in Taipei, Taiwan this summer.
Reflection on FLAS: “FLAS helped me improve my Chinese language skills, which are essential to achieving my career goals. Furthermore, the financial assistance helped provide for a much more affordable graduate experience at Georgetown.”

Samuel Gerstle

FLAS Language: Japanese
Georgetown Graduate Program: M.S. in Foreign Service
Georgetown GPA: 3.834
Previous Education: B.A. in History and Japanese, Georgetown University
Post-FLAS Career: Analyst, The Asia Group
Reflection on FLAS: “I make direct use of both my language and area studies training received during my FLAS fellowship year at The Asia Group. Deep knowledge of the region as well as the analytic and writing training I received while taking courses in the Asian Studies Program were instrumental to my attaining this position and key to my ability to excel once I began. The FLAS fellowship also enabled me to take courses with Georgetown's Japanese language program, including courses on Japanese business, media, and culture, that I currently apply to my work as an analyst. Finally, the FLAS fellowship gave me the flexibility I needed to take advantage of the unparalleled access to the highly-esteemed professors and practitioners working at Georgetown. Relationships with the wonderful professors and staff in the Asian Studies Program helped me to succeed immediately after graduation.”

Anne Sherman (awarded for two years: 2016-2017 and 2017-2018)

Tyrell Walker

FLAS Language: Chinese
Georgetown Graduate Program: M.A. in Asian Studies
Georgetown GPA: 3.917
Previous Education: B.A. in Government and East Asian Studies, Harvard University
Post-FLAS Career: Still enrolled at Georgetown; interning at the Bureau of East Asian and Pacific Affairs of the U.S. Department of State this summer.

Reflection on FLAS:

“Receiving the FLAS has allowed me to pursue the specific skills I need to be a successful future facilitator of foreign relations, namely increasing my Chinese language skills and spending time devoted to deep, academic studies of US-East Asian relations. Because of the FLAS, I have been able to delve deeply into not only China issues, but also Southeast Asia and the Korean Peninsula. Throughout each academic endeavor, I have utilized newfound Chinese language skills derived from advanced language training at Georgetown. The FLAS has been indispensable to my graduate school experience. Because of the FLAS, I am now more prepared to be a future specialist on US-Asian relations.”

Michael Jonathan Green
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Bethesda, MD 20814
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mjg73@georgetown.edu

EDUCATION

The Johns Hopkins University **Washington, D.C.**
The Paul H. Nitze School of Advanced International Studies
Ph.D. in International Relations, May 1994
M.A. in International Relations, May 1987

The University of Tokyo **Tokyo, Japan**
Graduate School of Social Sciences
Fulbright Graduate Research Fellow, 1987-1988

Kenyon College **Gambier, Ohio**
B.A. in History with Highest Honors, May 1983

PROFESSIONAL EXPERIENCE

Georgetown University **Washington, D.C.**
Edmund A. Walsh School of Foreign Service
Director of Asian Studies, 2018-Present
Professor, 2018-Present
Chair in Modern and Contemporary Japanese Politics and Foreign Policy, January 2016-Present
Associate Professor, 2006-2018

Center for Strategic and International Studies **Washington, D.C.**
Senior Vice President for Asia & Japan Chair, October 2012-Present
Senior Adviser and Japan Chair, 2006-2012

National Security Council, The White House **Washington, D.C.**
Special Assistant to the President for National Security Affairs
and Senior Director for Asian Affairs, 2004-2005
Director for Asian Affairs, 2001-2003

The Council on Foreign Relations **Washington, D.C.**
Senior Fellow for Asian Security, 1997-2001

The Johns Hopkins University **Washington, D.C.**
The Paul H. Nitze School of Advanced International Studies
Acting Director of the Edwin O. Reischauer Center, 1997-1999

Professorial Lecturer, 1995-2000
Visiting Assistant Professor of Asian Studies, 1993-1994
Associate Executive Director, Foreign Policy Institute, 1991-1993

The Institute for Defense Analyses

Alexandria, VA

Strategy, Forces and Resources Division
Research Staff Member, 1995-1997
Senior Advisor to the Office of the Secretary of Defense, 1997

Massachusetts Institute of Technology

Cambridge, MA

MIT-Japan Program, Center for International Studies
Non-resident Fellow, 1990-1994

OTHER PROFESSIONAL APPOINTMENTS

Senior Advisor, The Asia Group, 2016-Present
Academic Board of Reference, Clements Center for History, Strategy, and Statecraft,
University of Texas-Austin, August 2013-Present
Editorial Board Member, *The Korean Journal of Unification Studies*, 2011- Present
Distinguished Visiting Fellow, Rebuild Japan Initiative Foundation (RJIF),
Non-Resident Fellow, The Lowy Institute, January 2013-Present
Editorial Board Member, *The Asan Journal*, January 2013-Present
Board of Advisers, Alexander Hamilton Society, January 2012-Present
Editorial Board, *The Washington Quarterly*, June 2009-Present
Advisory Board, Center for a New American Security, 2007-Present
Advisory Board, Australian American Leadership Dialogue, 2007-Present
Vice Chairman, Peace Winds USA (international relief NGO), 2008-Present
National Intelligence Council Associate, 2006 – Present
Vice Chair, U.S.-Japan Friendship Commission, 2006-2012
Senior Mentor, Naval War College, 2008-2010
Consultant, Office of the Secretary of Defense, 1998-2001
Adjunct Consultant, The Institute for Defense Analyses, 1997-2001
Visiting Professor, The National War College, 1996
Lecturer, The Inter-American Defense College, 1992-1999
Lecturer, The Foreign Service Institute, Department of State, 1993-Present
Consultant, National Defense University, 1995-1996
Consultant, The Center for Naval Analyses, 1994
Consultant, The Analytical Sciences Corporation, 1993-1994
Co-founder and Vice President, Pax Research, Tokyo, Japan 1989
Professional Staff, Office of Japanese Diet Member Motoo Shiina, 1987-1989
Visiting Journalist, *Iwate Nippo* (Japan), 1986
Office of the United States Trade Representative, Japan Desk Intern, 1987
Monbusho English Fellow, Yoshida High School, Shizuoka, Japan, 1983-1985

MEMBERSHIPS

Aspen Strategy Group
Council on Foreign Relations
American Political Science Association
City of Washington Pipe Band (Pipe Major/ 1999 Grade II World Champions)
Eagle Scout Association
Black Belt, *Iaido* (sword)

SELECTED PUBLICATIONS:

Single-authored Books:

By More Than Providence: Grand Strategy and American Power in The Asia Pacific since 1783. New York: Columbia University Press, 2017.

Japan's Reluctant Realism: Foreign Policy in an Era of Uncertain Power. New York: Palgrave MacMillan, 2001.

Arming Japan: Defense Production, Alliance Management, and the Postwar Search for Autonom. New York: Columbia University Press, 1995.

Edited Books:

Asia's New Multilateralism: Cooperation, Competition and the Search for Community. New York: Columbia University Press, 2009. (Co-edited with Bates Gill).

The U.S.-Japan Alliance: Past, Present and Future. Washington, D.C.: The Brookings Institution, 1999. (Co-edited with Patrick Cronin).

Postwar Japan: Growth, Security, and Uncertainty Since 1945. Lanham, MD: Rowman & Littlefield, 2017. (Co-edited with Zack Cooper).

A Global History of the Twentieth Century: Legacies and Lessons from Six National Perspectives Lanham, MD: Rowman & Littlefield, 2017. (Co-edited with Nick Szechenyi).

Strategic Japan: New Approaches to Foreign Policy and the U.S.-Japan Alliance. Lanham, MD: Rowman & Littlefield, 2014. (Co-edited with Zack Cooper).

Federated Defense in Asia. Lanham, MD: Rowman & Littlefield, 2014. (Co-edited with Kathleen H. Hicks and Zack Cooper).

Recent Single or Co-authored Monographs and Reports:

The ANZUS Alliance in an Ascending Asia. Canberra: Australian National University Strategic & Defence Studies Center, July 2015. (With Zack Cooper, Peter J. Dean, and Brendan Taylor).

Power and Order in Asia: A Survey of Regional Expectations, Center for Strategic and International Studies, July 2014. (With Nicholas Szechenyi).

Japan is Back: Unbundling Abe's Grand Strategy. Sydney: Lowy Institute for International Policy, December, 2013.

US Force Posture Strategy in the Asia Pacific Region: An Independent Assessment. Washington, D.C.: Center for Strategic and International Studies, (CSIS, August 15, 2012) (Co-lead with David Berteau).

"Nicchu moshi Tatakawaba" (If the United States and China Fought). Tokyo: Bungeisunju, December 2011. (With Tsuyoshi Sunohara, Satoshi Tomisaka, and Cho Yuen).

Partnership for Recovery and a Stronger Future: U.S.-Japan Relations after 3-11. Washington: D.C.: Center for Strategic and International Studies, November 2011). (With Jim McNerney, Kiyooki Aburaki, and Nicholas Szechenyi).

Strategic Views of Asian Regionalism: Survey Results and Analysis (CSIS, February 17, 2009, 42 pages) (With Bates Gill, Kiyoto Tsuji and William Watts).

Green Dragons: The Politics of Climate Change in Asia. Washington, D.C.: Center for Strategic and International Studies, November 2010. (With Amy Searight).

Recent Book Chapters:

"The Gulf War and Japan's National Security Identity," in Yoichi Funabasi and Barak Kushner, eds., *Examining Japan's Lost Decade*. Abingdon: Routledge, 2015.

"Japan in Asia," in David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*. Lanham, MD: Rowman & Littlefield, first edition 2008 and revised edition 2014.

"Regional Security Roles and Challenges," in Nina Hachigian, ed., *Debating China: The US-China Relationship in Ten Conversations*. Oxford: Oxford University Press, 2014.

"Strategic Triangles," in John Ravenhill, Saadia Pekkanen and Rosemary Foot, eds., *The Oxford Handbook of the International Relations of East Asia*. Oxford: Oxford University Press, 2014.

"Japan, India, and the Strategic Triangle with China," in Ashley Tellis, ed., *Strategic Asia 2011-2012: Asia Responds to Its Rising Powers*. Seattle: National Bureau of Asian Research, 2012.

“Japan-U.S. Relations,” in Alinsa Aunder, ed., *The Routledge Handbook of Japanese Politics* Abingdon: Routledge, 2011.

“Japan: New Nuclear Realism,” in Muthiah Alagappa, ed., *The Long Shadow: Nuclear Weapons and Security in 21st Century Asia*. Stanford: Stanford University Press, 2008.

Recent Journal Articles:

“After TPP: The Geopolitics of Asia and the Pacific,” with Matthew P. Goodman, *The Washington Quarterly*, 38:4, Winter 2016.

“Revitalizing the Rebalance: How to Keep U.S. Focus on Asia,” with Zack Cooper, *The Washington Quarterly*, Fall 2014, 25:4.

“Defining Indian Ocean Strategy,” with Andrew Shearer, *The Washington Quarterly*, 35:3, Spring 2012.

“The Democratic Party of Japan and the Future of the U.S.-Japan Alliance,” *The Journal of Japanese Studies*, vol. 37, no. 1, Winter 2011.

“The Iraq War and Asia: Assessing the Legacy,” *The Washington Quarterly*, 31:2, Spring 2010.

“Japan's Confused Revolution,” *The Washington Quarterly*, 33:1, Spring 2010.

“The United States and Asia after Bush,” *The Pacific Review*, Winter 2008, 21:5.

“Democracy and American Grand Strategy in Asia: The Realist Principles Behind an Enduring Idealism,” with Daniel Twining, *Contemporary Southeast Asia*, Vol. 30:1, Spring 2008.

“Asia’s Forgotten Crisis: A New Approach to Burma,” with Derek Mitchell. *Foreign Affairs*, 86:6, November/December 2007.

“Japan Is Back: Why Tokyo’s New Assertiveness Is Good for Washington,” *Foreign Affairs* 86:2 March/April 2007.

“Democracy and the Balance of Power in Asia,” *The American Interest*, 2:1, Fall 2006.

Recent Chapters in Reports

“The Pivot: A Sound Policy in Need of Serious Repair, in *Regional Security Outlook 2016*. Council for Security Cooperation in the Asia Pacific (CSCAP). 2015.

“Seeking the Right Strategy for Our Time,” in *Global Forecast 2016*. Center for Strategic and International Studies, November 16, 2015.

“Asian Perceptions of the Rebalance,” Zack Cooper in *Global Forecast 2015*. Center for Strategic and International Studies. November 13, 2014.

“Rebuilding Credibility: Regional Perspectives” with Jon B. Alterman and Heather Conley in *Global Forecast 2015*. Center for Strategic and International Studies. November 13, 2014.

“US-Japan Alliance Central to American Views of Asia: Assessment of the 2014 Chicago Council Survey,” in *2014 Chicago Council Survey*. Chicago Council on Global Affairs, October 2014.

“Should We Change Our Security Approach in Asia? A Conversation with Michael J. Green,” in *Global Forecast 2014*. Center for Strategic and International Studies. November 1, 2013.

“American Views of Asia and the Future of the U.S.-Japan Alliance: Analysis of the 2012 Chicago Council Survey on American Public Opinion and U.S Foreign Policy,” in *Foreign Policy in the New Millennium: Results of the 2012 Chicago Council Survey of American Public Opinion and U.S. Foreign Policy*. Chicago Council on Global Affairs, September 13, 2012.

“Rethinking U.S. Military Presence in Asia and the Pacific,” in *Global Forecast 2012*. Center for Strategic and International Studies, April 2012.

“Reassuring Presence: Japanese Assessments of U.S. Power,” in Craig S. Cohen, ed., *Capacity and Resolve: Foreign Assessments of U.S. Power*, Center for Strategic and International Studies, June 2011.

Recent Op-eds, E-journal Articles, and Blog Postings:

NOTE: This list does not include the author’s monthly column since 2012 in *Joongang Ilbo* (Korean, Japanese, and English Language editions).

“Donald Trump’s First Summit with President Xi Jinping of China,,” with Victor Cha, Bonnie Glaser, Matthew P. Goodman, Christopher K. Johnson, and Scott Kennedy, *CSIS Critical Questions*. April 3, 2017.

“A report card on Tillerson’s trip to Asia.” *The Washington Post*. March 21, 2017.

“The Abe-Trump Summit: Aiming for the Fairway,” with Matthew P. Goodman, Nicholas Szechenyi, and David A. Parker Center for Strategic and International Studies. February 8, 2017.

“What Is the U.S. “One China” Policy, and Why Does it Matter?” with Bonnie Glaser, *Center for Strategic and International Studies*. January 13, 2017.

“Fighting with America: It’s What Good Friends Do,” *Lowy Interpreter*. December 14, 2016.

“How Bad Was Trump’s Taiwan Phone Call?” *ShadowGovernment/Foreign Policy*, December 3, 2016.

“Obama’s Asia Legacy” *China File (Podcast)*. September 16, 2016.

“A Rare Television Address by Japan’s Emperor,” with Nicholas Szechenyi, Center for Strategic International Studies. August 8, 2016.

“Judgement Day: The South China Sea Tribunal Issues Its Ruling,” with Gregory B. Poling, Bonnie S. Glaser, Murray Hiebert, Christopher K Johnson, and Amy Searight, Center for Strategic and International Studies. July 12, 2016. []

“Japan’s Upper House Election,” with Nicholas Szechenyi, *Center for Strategic and International Studies*. July 11, 2016.

“Six Reason Why Trump Meeting with Kim Jong Un Is A Very Bad Idea,” *Shadow Government/ForeignPolicy.com*, May 18, 2016.

“The Strategic Case for TPP,” with John Hamre, Matthew P. Goodman, Scott Miller, Ernest Z. Bower, Victor Cha, Christopher K. Johnson, and Richard M. Rossow, Center for Strategic and International Studies, April 20, 2016.

“Donald Trump Doesn’t Understand the Value of U.S. Bases Overseas,” with Kathleen H. Hicks and Heather Conley, *Foreign Policy.com*, April 7, 2016.

“Abe Abolishes Japan’s Security Alibi,” *Nikkei Asian Review*. March 18, 2016.

“Setting a High Bar Down Under: An American Perspective on Australia’s White Paper,” *Lowy Interpreter*. February 26, 2016.

“Seeing the Forest through the SAMs on Woody Island,” with Bonnie Glaser and Zack Cooper, Center for Strategic and International Studies. February 19, 2016.

“Revving up the Rebalance to Asia,” with Kathleen Hicks, Center for Strategic and International Studies. January 26, 2016.

“Mr. Turnbull Goes to Washington,” with Andrew Shearer, *The National Interest*. January 17, 2016.

“Strategic Patience with Pyongyang Gets You Nowhere,” *Shadow Government/ForeignPolicy.com*, January 7, 2016.

“Waiting for the Myanmar Miracle,” with Daniel Twining, *Shadow Government/ForeignPolicy.com*, November 12, 2015.

“The U.S. Asserts Freedom of Navigation in the South China Sea,” with Gregory B. Poling and Bonnie S. Glaser, *Center for Strategic and International Studies*. October 27, 2015.

“Is Asia Finally Moving on From the Grim Legacy Of World War II?” *Shadow Government/ Foreign Policy*. August 19, 2015.

“August 1945: A Snapshot of U.S. Maritime Strategy in the Pacific.” *The National Interest*. August 18, 2015.

“Prime Minister Shinzo Abe’s August 14 Statement on the 70th Anniversary of the End of the Second Cold War,” Center for Strategic and International Studies. August 14, 2015.

“The Iran deal Isn’t Anything Like Nixon Going to China,” *Shadow Government /Foreignpolicy.com*. July 27, 2015.

“China’s Land Reclamation Announcement: A Change in Message, Not in Policy,” with Ernest Z. Bower and Christopher K. Johnson, Center for Strategic and International Studies. June 16, 2015.

“Carter Defends the South China Sea at Shangri-La,” with Ernest Z. Bower, Center for Strategic and International Studies. May 29, 2015.

“Strategic Alignment,” in *Comparative Connections*, with Nicholas Szechenyi, Center for Strategic and International Studies. Vol. 17, No.1 (May 2015).

“Abe’s Speech to Congress,” with Nicholas Szechenyi, Center for Strategic and International Studies. April 29, 2015

“The Abe-Obama Summit,” with Matthew P. Goodman and Nicholas Szechenyi, *Center for Strategic and International Studies*. April 25, 2015.

“Obama and Netanyahu: Why Presidents Don’t get to be Petulant,” *Foreign Policy*, March 6, 2015.

“Heading to the Endzone on TPP and Defense,” with Nicholas Szechenyi in *Comparative Connections* , Center for Strategic and International Studies. Vol. 16, No. 3 (January 2015).

“Hagel’s Departure Is Bad News For The Asia Rebalance,” *Shadowgovernment.com/Foreignpolicy.com.*, November 25, 2014.

“Pursuing a Path Forward,” with Nicholas Szechenyi in *Comparative Connections*, Vol. 16, No. 2 (September, 2014).

“Should America Fear a New Sino-Russian Alliance?” *Shadowgovernment.com/Foreignpolicy.com*, August 13, 2014.

- “Is Obama Really Coming Home From Asia Without Anything on the TPP?”
Shadowgovernment.com/Foreignpolicy.com, August 13, 2014.
- “The Myths About Japan’s Collective Self-Defense Change,” *The Diplomat*, July 10, 2014.
- “The Sushi Summit,” in “Comparative Connections” [with Nicholas Szechenyi]. *Center for Strategic and International Studies*. Vol. 16, No. 1 (May 2014).
- “Obama and Abe Should Lead on TPP,” *CNN.com* (April 1, 2014) [with Matthew Goodman].
- “Obama Should Add Seoul to His Asia Itinerary,” with Richard Armitage and Victor Cha, *The Washington Post*, January 30, 2014.
- “Safeguarding the Seas: How to Defend Against China’s New Air Defense Zone,” *Foreign Affairs*, December 2, 2013.
- “NSCの世界 経験者に聞く:3) マイケル・グリーンさん海外からの情報増える,”
Asahi Shimbun, November 15, 2013.
- “Asia’s Rain Check,” with Matthew Goodman, *Washington Post*, October 6, 2013.
- Defence White Paper: One American’s View,” *CSIS Pacific Partners Initiative - Pacific Partners Outlook*, 3:5, May 2013.
- “How to Stop the North Korea Madness,” with Victor Cha and Christopher K. Johnson, *CNN.com*, April 26, 2013.
- “N. Korea Endgame: 3 Scenarios,” *CNN.com*, April 11, 2013.
- “Does Japan Have a Strategy?” *The National Interest*, November 28, 2012.
- “U.S. is Moving Too Fast on Burma,” with Daniel Twining, *The Washington Post*, July 15, 2012.
- “Three Questions for Secretary Panetta,” *Foreign Policy*. May 30, 2012.
- “Choosing Fukushima's Legacy; The Accident Doesn't Mean Japan Should Give Up Nuclear Power,” with Mike Wallace in *The Asia Wall Street Journal*, March 8, 2012.
- “An Interview with Michael J. Green,” *National Bureau of Asian Research*. March 8, 2012.
- “Pyongyang’s Options After Kim Jong Il: The Hermit Kingdom’s Quest for Continuity.”
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- “Dizzy Yet? The Pros And cons of the Asia ‘Pivot’” *Shadow Government/Foreignpolicy.com*, November 21, 2011.

“The Big Thinkers of Giving,” with Daniel Twining, *Shadow Government /Foreignpolicy.com*, November 21, 2011.

“Why Aren’t We Working with Japan and India?” *Washington Post*, July 18, 2011.

“Tokyo’s Turning Point: How Will the March 11 Disaster Change Japan?” *Foreign Affairs*, April 9, 2011.

“Hu and the Communiqués,” *The National Interest*, January 18, 2011.

“Resistance is Futile,” *The National Interest*, December 14, 2010.

“Burma’s Stubborn State: How to Curtail the Military Junta,” *Foreign Affairs*, November 23, 2010.

“Go East, Young Man,” *The National Interest*, November 4, 2010.

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“North Korea’s New Boy-General,” *The National Interest*, September 29, 2010.

“China the Aggressor?” *The National Interest*, September 2, 2010.

“Jimmy Carter Goes to Pyongyang” *Foreign Policy*. (August 27, 2010).

“The Perilous Case of Kim Jong Il,” *The National Interest*, September-October 2009.

“What Kim Wants, Kim Gets,” *Foreign Policy*, April 6, 2009.

Recent Congressional Testimony:

Testimony before the U.S.-China Economic and Security Review Commission. *Will Japan Fight?* (April 15, 2017).

Senate Armed Services Committee, *An Independent Perspective of U.S. Defense Policy in the Asia-Pacific Region* (114th Cong., February 3, 2016).

Senate Armed Services Committee, *U.S. Defense Policy Issues Pertaining to the Asia-Pacific Theater*, (114th Cong., April 14, 2015).

Senate Armed Services Committee, *U.S. Defense Policy Issues Pertaining to the Asia-Pacific Theater*, (April 14, 2015).

Terrorism, Nonproliferation and Trade Subcommittee of the House Foreign Affairs, *TPP and American Grand Strategy in Asia Pacific Region* (March 17, 2015).

East Asian and Pacific Affairs Subcommittee of the Senate Foreign Relations Committee, *Rebalance to Asia II: Security and Defense: Cooperation and Challenges*, (April 25, 2013) (with Joseph Yun, David Helvey, and Janine Davidson).

House Armed Services Committee, Subcommittee on Readiness, *U.S. Force Posture Strategy in the Asia Pacific Region: An Independent Assessment*, (August 1, 2012) (with David Berteau).

House Committee on Foreign Affairs, *Explaining and Responding to the North Korean Missile Launch*, (April 18, 2012).

DAYE S. LEE

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EDUCATION

GEORGETOWN UNIVERSITY LAW CENTER

Washington, DC

J.D. Candidate

May 2021

Activities: Law Fellow, Legal Research and Writing Program

GEORGETOWN UNIVERSITY, SCHOOL OF FOREIGN SERVICE

Washington, DC

B.S., *magna cum laude*, International Politics (Honors Program)

May 2014

Honors: Phi Beta Kappa

Edmund A. Walsh Medal (highest recognition for excellence in international law)

Donald S. Macdonald Prize (best undergraduate paper on Korea)

Activities: *Georgetown Journal of International Affairs*, Editor-in-Chief

Thesis: *Power and Acquiescence in the Age of the Internet: The Case of South Korea*

EXPERIENCE

ASIAN STUDIES PROGRAM AT GEORGETOWN UNIVERSITY

Washington, DC

Assistant Director

August 2015–Present

- Direct operations of the Asian Studies Program and hire, train, and supervise 15 to 20 employees.
- Manage multi-million dollar budget and write applications for federal grants, including U.S. Department of Education Title VI fellowships.
- Coordinate high-level visits to East Asia for University's President and other senior officials.
- Develop relationships with key stakeholders in U.S.-Asia relations, including partners and alumni in government, non-profit, and private sector, to support University's initiatives on Asia.
- Raised approximately \$3 million to create an endowed professorship in Korean business and economy.

Program Coordinator

June 2014–July 2015

- Organized large-scale conferences and events featuring government, industry, and policy experts.
- Launched the Georgetown India Initiative, a platform for dialogue among American and Indian leaders.

GEORGETOWN JOURNAL OF ASIAN AFFAIRS

Washington, DC

Founding Editor and Publisher

June 2014–Present

- Edit and publish the Asian Studies Program's flagship publication (ISSN 2376-8002; indexed in the *Bibliography of Asian Studies*) that features policy analyses and peer-reviewed research manuscripts.

CSIS | CENTER FOR STRATEGIC AND INTERNATIONAL STUDIES

Washington, DC

Research Intern, Office of the Korea Chair

September–December 2012

- Compiled daily news updates on international politics and security, and analyzed the state of the U.S.-ROK alliance for *Comparative Connections*, a monthly report on key East Asian bilateral relationships.
- Drafted the *Impact Player* series highlighting Korea's most influential policymakers and executives.

KIM & CHANG

Seoul, Korea

Law Clerk

May–June 2012

- Drafted portions of brief on behalf of major electronics client before the Korea Fair Trade Commission.
- Performed legal research on U.S. law and provided summaries to attorneys in Korean and English.

PUBLICATIONS

"South Korea's Attack on the Press." *The Diplomat*, October 16, 2014 (co-authored with Dr. Victor Cha).

"The Political Economy of Mad Cow Disease and U.S.-Japan Trade Relations." *Southern California International Review* 3, no. 1 (2013): 11-25.

"Popular Protest and Regime Change." *Utraque Unum* 5, no. 2 (2012): 44-46.

SKILLS & INTERESTS

Languages: Korean (fluent), Mandarin Chinese (elementary)

Interests: Competitive swimming (member of USA Swimming, 2004-2010)

PR/Award # P015A180035

Robert Michael Lyons, Jr.

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EDUCATION

GEORGETOWN UNIVERSITY, School of Continuing Studies Washington, DC
Doctor of Liberal Studies Aug. 2016 - Present
Relevant Coursework: Chinese Foreign Policy, US-China Relations

JOHNS HOPKINS UNIVERSITY, School of Advanced International Studies Washington, DC
Master of Arts in International Relations, China Studies and International Economics May 2011

AUGUSTANA COLLEGE Rock Island, IL
Bachelor of Arts in Political Science, Minors in African American Studies, May 2008
Chinese, Economics, and Spanish
Study Abroad: Augustana Summer Spanish Program in the Andes, Cuenca, Ecuador (Summer 2005); Stanford-Peking University Intensive Chinese Language Program, California and China (Summer 2006)

EXPERIENCE

GEORGETOWN UNIVERSITY, Edmund A. Walsh School of Foreign Service Washington, DC
Asian Studies Program, M.A. Coordinator/Supervisor of Academic Programs/ Sept. 2011 - Present
Assistant Director of Academic Programs

- Advise M.A. in Asian Studies, Graduate Certificate and Undergraduate Certificate students with academics, career and personal matters through office hours, appointments, information sessions and events.
- Lead and implement the Asian Studies Program's graduate admissions through targeted domestic and international recruitment, campus visits, online sessions, information sessions, graduate school fairs, and open houses.
- Schedule Asian Studies courses, ensure course needs, oversee student registration, update student academic records, report degree/certificate audits to the Registrar's Office, the Graduate School of Arts & Sciences and the Undergraduate Dean's Office.
- Manage the U.S. Department of Education Foreign Language and Area Studies (FLAS) Fellowship on-campus application process and ensure compliance with U.S. Department of Education reporting and implementation regulations.
- Coordinate the Asian Studies Program's exchange agreement with National Chengchi University (NCCU).
- Facilitate the Asian Studies Visiting Researcher Program.

JOHNS HOPKINS UNIVERSITY, School of Advanced International Studies Washington, DC
Office of Academic Affairs, Part-Time Assistant Sept. 2009 - Sept. 2011

- Provided assistance to students, faculty, staff and visiting guests in the school's main administrative office.
- Assisted SAIS Academic Dean John Harrington and his staff with clerical needs and office projects.
- Managed Excel spreadsheets; edited and drafted key documents for the Office of Academic Affairs.

HUAZHONG NORMAL UNIVERSITY Wuhan, China
English Teacher/Foreign Expert Aug. 2008 – Jun. 2009

- Taught conversational English classes to freshmen and sophomore university students.
- Planned and organized daily lessons.
- Provided office hour sessions to meet with students.

DISTINCTIONS

Languages: Chinese (intermediate high); Spanish (advanced)

Computer Skills: Microsoft Office, STATA, ApplyYourself, Banner, Cognos

Training: Myers-Briggs Type Indicator Certification (2014); Certified Career Management Coach (2013)

Other Experience: Augustana College Student Government Association President (2007-2008); Center for Strategic and International Studies (CSIS) Freeman Chair Summer Intern (2010)

Awards: Georgetown SFS Staff and AAP Recognition Program Award for Outstanding Service (April 2013)

Interests: Running, Diversity and Inclusion

PR7Award # P015A180035

Diverse Perspectives and Wide Range of Views in Funded Activities

- (1) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs (3000 characters); and

The faculty of the Asian Studies Program (ASP) at Georgetown University designed the curriculum and framework of its operations with the intention to educate and produce future scholars and leaders on the Asia-Pacific region within government, multilateral, business, education, and non-profit organizations. As such, program faculty and staff prepare course offerings, event programming, lectures, and opportunities to facilitate a learning environment conducive to our mission. These practices are designed to get students to understand scholarly and policy debates and to promote further inquiry, exchange of views, and greater understanding. Georgetown EA faculty members foster diverse perspectives and nuanced views within course readings and class discussions. The ASP leadership team is committed to diversity and inclusion efforts in graduate admissions, student life, curriculum, pedagogy, and hiring of personnel. Many of our faculty members and students are from underrepresented populations. Women regularly make up a majority of Asian Studies student cohorts. Faculty and students of different political persuasions and backgrounds comprise the population of ASP.

With the completion of a rigorous graduate program designed to advance diverse perspectives and greater understanding on the U.S., East Asia, and the world at large, Title VI funded Georgetown EA FLAS recipients achieve employment in the U.S. State Department's Civil Service and Foreign Service, non-profit think-tanks, business, among other opportunities. For example, one such FLAS recipient is enrolled in a Ph.D. program with a focus on International Relations and China while another is a Foreign Service Officer who was able to bypass Foreign Service Institute Mandarin language training given his language courses taken through the FLAS fellowship. Appendix D lists a full profile of all Georgetown EA FLAS recipients along with testimonials from many of them in how FLAS has assisted with their objectives. Title VI funds empower exceptional graduate students in their objective to become specialists on the EA region.

- (2) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors (3000 characters).

The Asian Studies Program (ASP) is housed within the Edmund A. Walsh School of Foreign Service (SFS) at Georgetown University. For almost 100 years, SFS has encouraged students to pursue government service in areas of national need. For several decades, ASP has served as Georgetown University's hub for the scholarship, research, teaching, and student engagement on East Asia, South Asia, and Southeast Asia. The program graduates annually several East Asia (EA) focused Master's students in addition to undergraduate and graduate certificate candidates, a vast majority of whom pursue careers in the U.S. Foreign Service, U.S. federal government agencies, business, education, and nonprofit sectors. To accomplish this objective, the Asian Studies Program emphasizes professional development throughout its curriculum, advising and student life activities. ASP offers alumni panels with EA government and business specialists, networking events with officials and representatives, regular EA faculty/staff career advising, and career development assistance to all of its students in partnership with the SFS Graduate Career Center.

Budget Narrative File(s)

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Proposed East Asia FLAS Program Budget

	2018-2019	2019-2020	2020-2021	2021-2022
Academic Year – Graduate Student Fellowships	10	10	10	10
Institutional Payment: \$18,000 each	\$180,000	\$180,000	\$180,000	\$180,000
Subsistence Allowance: \$15,000 each	\$150,000	\$150,000	\$150,000	\$150,000
TOTAL	\$330,000	\$330,000	\$330,000	\$330,000