

**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 # P015A180042**

**Grants.gov Tracking#: GRANT12658835**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180042

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/21/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Board of Trustees of the Leland Stanford Junior University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-941156365-A1"/>	* c. Organizational DUNS: <input type="text" value="009214214"/>

**d. Address:**

* Street1: <input type="text" value="3160 Porter Drive, Suite 100"/>
Street2: <input type="text"/>
* City: <input type="text" value="Palo Alto"/>
County/Parish: <input type="text" value="Santa Clara"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="94304-8445"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Sponsored Research"/>	Division Name: <input type="text" value="Business Affairs"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Erin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kinne"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Contract and Grant Officer"/>
--

Organizational Affiliation: <input type="text" value="Board of Trustees of the Leland Stanford Junior University"/>
---

* Telephone Number: <input type="text" value="(650) 497-6089"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="ekinne@stanford.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.):**

Add Attachment

Delete Attachment

View Attachment

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

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

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="604,058.00"/>
* 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="604,058.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

Board of Trustees of the Leland Stanford Junior University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	83,271.00	83,271.00	83,271.00	83,271.00		333,084.00
2. Fringe Benefits	24,898.00	24,898.00	24,898.00	24,898.00		99,592.00
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
4. Equipment						
5. Supplies	30,000.00	30,000.00	30,000.00	30,000.00		120,000.00
6. Contractual						
7. Construction						
8. Other	102,255.00	104,220.00	103,895.00	103,195.00		413,565.00
9. Total Direct Costs (lines 1-8)	245,424.00	247,389.00	247,064.00	246,364.00		986,241.00
10. Indirect Costs*	19,634.00	19,791.00	19,765.00	19,709.00		78,899.00
11. Training Stipends	339,000.00	339,000.00	339,000.00	339,000.00		1,356,000.00
12. Total Costs (lines 9-11)	604,058.00	606,180.00	605,829.00	605,073.00		2,421,140.00

**\*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: 09/01/2017 To: 08/31/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 56.00%.

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

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # P015A180042

Name of Institution/Organization Board of Trustees of the Leland Stanford Junior University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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>Erin Kinne</p>	<p>TITLE</p> <p>Contract and Grant Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Trustees of the Leland Stanford Junior 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

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

Prime     SubAwardee

\* Name: Board of Trustees of the Leland Stanford Junior University

\* Street 1: 3160 Porter Drive    Street 2: Suite 100

\* City: Palo Alto    State: CA: California    Zip: 94304-8445

Congressional District, if known: CA-018

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

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

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

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

Prefix:    \* First Name: NA    Middle Name:   

\* Last Name: NA    Suffix:   

\* Street 1: NA    Street 2:   

\* City: NA    State:    Zip:   

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

Prefix:    \* First Name: NA    Middle Name:   

\* Last Name: NA    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: Erin Kinne

\* Name: Prefix:    \* First Name: Erin    Middle Name:   

\* Last Name: Kinne    Suffix:   

Title: Contract and Grant Officer    Telephone No.: (650) 497-6089    Date: 06/21/2018

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## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA\_statement1008608196.pdf

Add Attachment

Delete Attachment

View Attachment

### **GEPA Section 427 Statement**

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

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

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

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Board of Trustees of the Leland Stanford Junior University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

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:
<input type="text"/>	Jun	<input type="text"/>	Uchida	<input type="text"/>

Address:

Street1:	521 Memorial Way
Street2:	<input type="text"/>
City:	Stanford
County:	<input type="text"/>
State:	CA: California
Zip Code:	94305-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="6507361759"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

Stanford's President Marc Tessier-Lavigne recently articulated three initiatives as part of his long-range planning process for the university, and one of these—**Purposeful Engagement with Our Region, Nation & World**—seeks to define how Stanford will “better serve the region, the nation and the world” in the coming years. This new effort underscores the value and importance Stanford places on its outreach and engagement efforts, and reflects a commitment to building partnerships and collaborations long-held by Stanford's NRCs and their constituent faculty, staff, and researchers.

The activities proposed within this grant application are the result of sustained engagement between Stanford's NRC applicant area studies centers (East Asia, South Asia, Russia/East Europe/Eurasia, and Latin America), numerous other area studies centers, professional schools and research institutes at Stanford, and local community colleges and K-12 school districts. Drawing on the successes of our previous eight years of outreach activities, we hope to engage with a broad cross-section of California K-12 schools, community colleges, and Minority Serving Institutions, and are committed to sharing Stanford's expertise in area studies and pedagogy, and to building self-sustaining partnerships that will inform and enhance connections between California's complex ecosystem of higher education institutions. In particular, the proposed **Community College Faculty Fellowship, Global Studies Educator Network, Global Careers Fair for Community College Students, and K-12 Professional Development Institutes** seek to reach across California, and across the nation, to bring together educators interested in international issues and to foster exchange and dialogue between colleagues and institutions.

Stanford and its NRCs are similarly committed to the ideals of diverse perspectives and inclusive participation. Echoing the goals of President Tessier-Lavigne's second initiative—**Inclusion, Diversity, Equity & Access in a Learning Community**, we have designed the outreach and engagement activities listed herein to reach a diverse community, including Minority Serving Institutions, and to encourage participation from previously underserved constituencies, in hopes of reaching beyond the geographic and cultural boundaries which can sometimes stifle growth and restrict opportunity.

Our proposed projects engage several key units within Stanford, including the Center to Support Excellence in Teaching (CSET) within the Graduate School of Education, and the Stanford Program on International and Cross-Cultural Education (SPICE) within the Freeman Spogli Institute for International Studies. The program costs are reasonable and appropriate, and leverage existing or proposed funding sources, research projects, or administrative structures within Stanford where appropriate. Project evaluation will be carried out by WestEd, a nonpartisan, nonprofit research, development, and service agency providing evaluation services to institutions throughout the United States. All projects meet one or more of the NRC and/or FLAS Absolute and Competitive Preference priorities.

The robust faculty, professional staff, and researchers engaged with international and area studies topics at Stanford look forward to working in tandem with the Department of Education and colleagues in secondary schools, community colleges, state universities, and elsewhere to help produce new research and teaching materials related to our area, to engage with and inspire students in their pursuit of cultural, linguistic, and disciplinary competencies, and in developing the human capital that will ultimately be vital to bolstering areas of national need and strengthening our communities, our states, and the nation.

## Project Narrative File(s)

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

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# **GRANT APPLICATION**

for the FY2018

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

CFDA No. 84.015 A&B

submitted by the

**Center for East Asian Studies**

on behalf of

**The Board of Trustees of the  
Leland Stanford Junior University**

June 25, 2018



**Stanford University FY2018 NRC & FLAS Grants Proposal**  
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## COMMON ACRONYMS AT STANFORD UNIVERSITY

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

## A. PROGRAM PLANNING AND BUDGET

*1) Quality and relevance of programs:* The three principal goals of the East Asia NRC in the 2018-21 grant cycle are to support K-14 educators seeking to enhance global awareness and competencies in their students by expanding professional development and outreach activities for these educators; to engage undergraduate and graduate students in active research and outreach efforts, and to continue to support excellence in area studies content and LCTL teaching at Stanford and beyond. We request funding for 13 projects, as well as administrative, outreach, and evaluation support to implement them. All our proposed programs directly address NRC and FLAS priorities and will be overseen by Stanford faculty and other specialists to ensure quality outcomes. Budget numbers below reflect year one costs, unless otherwise noted, with some requested funds tapering over the four years of the grant cycle.

To expand professional development and outreach activities for K-14 teachers, we seek to build on and leverage the existing successful collaboration between four local community colleges (Las Positas College, Foothill College, DeAnza College and the College of San Mateo) and various Stanford units, including our four NRC applicants (East Asian Studies, Latin American Studies and Russian, East European and Eurasian Studies, Center for South Asia), Stanford Global Studies, the Stanford Graduate School of Education, the Stanford Program on International and Cross-Cultural Education (SPICE), and the Center for Spatial and Textual Analysis (CESTA). Under the umbrella of **Education Partnership for Internationalizing Curriculum (EPIC)**, we propose six projects to strengthen international and area studies curricula at community colleges and K-12 institutions, utilize technology to grow partnerships beyond our local geographic region, and broaden participation in outreach activities to include counselors, librarians, administrators, and community college students.

The **Community College Faculty Fellowship** (Budget 8A, \$21,370) proposes each year of the grant to organize a cohort of up to ten California community college faculty and academic staff from various disciplines (humanities, social sciences, mathematics, hard sciences, international programs, etc.) to work collaboratively with Stanford scholars for one academic year on self-designed projects aimed at developing global understanding and competencies among community college students. Featuring blended in-person and online meetings, the fellows program is designed to be accessible to community college faculty across the state of California. It will begin with a three-day summer intensive workshop at Stanford University, followed by monthly real-time online seminars during which fellows will explore cutting-edge research in area and global studies with Stanford scholars, develop innovative curricular materials and extra-curricular programs to implement at their home campuses, and explore issues related to teaching international and area content. Results of fellow projects will be shared online and at an end-of-year symposium at Stanford University that brings fellows together with faculty and administrators from other community colleges and four-year universities across the state committed to fostering global studies on their campuses. We will engage Stanford students in this project by hiring them as Student Researchers, working with Stanford and community college faculty to execute a variety of research and administrative tasks related to internationalizing curricula at the community college level [**AP 1&2, CP 1&2**].

Building on the growing network of existing partners and past participants in EPIC programs, we propose to establish a state-wide **Global Studies Educator Network** (Budget 8B, \$3,560 in year 1) to support educators at community colleges and MSIs across California who are trying to establish Global Studies Associate Degrees for Transfer and other co-curricular programs to internationalize the curricula on their campuses. Current community college partners (including

faculty, deans, and vice presidents) have underscored the need for a more formal venue in which to share resources and develop strategies to strengthen global education at their home institutions. Each year of the grant cycle, two former community college EPIC fellows will serve as project coordinators, focused on building a state-wide network of community college faculty and counselors who will participate in an annual meeting at Stanford focused on global studies topics and pedagogy. The number of educators served will vary annually, but we envision the network determining and codifying membership and other participation requirements so that it becomes a self-sustaining state-wide entity by the end of the grant cycle [AP 1&2, CP 1&2].

To provide greater access to Stanford's cutting edge research, we will offer quarterly **Topics in Global Studies Workshops** (Budget 8C, \$4,000) on issues of current relevance, such as population movements, global health, and nuclear security. Open to local community college and K-12 educators, the workshops will leverage existing SPICE curricular, pedagogical, and other materials when possible to enhance transferability to the classroom setting. Workshops may also be offered remotely in conjunction with partner institutions where feasible, to further broaden access. Workshops can serve up to 30 participants per session [AP 1& 2, CP 1&2].

In partnership with the Stanford Graduate School of Education's Center to Support Excellence in Teaching (CSET), we will offer quarterly content and pedagogy rich **K-12 Professional Development Institutes** (Budget 8D, \$13,500) aimed primarily at high-school and middle-school teachers. The multi-day institutes will be organized around a central theme, such as migration, war, or revolution and explore both historical and contemporary issues across world regions, leveraging Stanford resources such as guest lectures by faculty, guided visits to university libraries and archives, as well as relevant art and archival exhibits. Led by a School of Education Instructional Coach, these hands-on workshops will equip teachers to build core

pedagogical strategies and materials to enrich their curricula. Institutes will be supplemented with follow-up video-conferencing sessions so that teachers can receive continued guidance and feedback on implementing this knowledge into their teaching. We will engage Stanford students in this project by hiring them as Student Content Coordinators for each institute, working with Stanford faculty to execute a variety of research and administrative tasks related to internationalizing curricula at the middle- and high-school levels. Workshops can serve up to 32 participants per session [AP 1&2, CP 1&2].

Taking further advantage of technology, we will develop a set of thought-provoking **Global Topics Scholar Videos** (Budget 8E, \$5,700) in collaboration with the Stanford Program on International and Cross-Cultural Education (SPICE). These short-form videos will feature Stanford faculty speaking on topics of historical and contemporary relevance touching on one or more NRC world region. Publicly accessible online, these videos—together with an accompanying curriculum guide—are designed to allow teachers across the country to quickly and easily incorporate international issues and their existing curricula. Downloadable and open-access, we estimate that these units will be utilized by several hundred educators across the country by the end of the grant cycle. In the previous year, there were over 130,000 visits to the SPICE website, and to-date there have been over 5,000 downloads of existing curricular materials [AP 1&2, CP 1&2].

Seeking to engage more broadly with early-stage students, we will also host a **Global Careers Fair for Community College Students** (Budget 8F, \$2,250 in year 2) at Stanford in years 2, 3, and 4 of the grant cycle. Community college students and students at MSIs will engage with scholars and practitioners who have careers in international and global fields, be exposed to possible articulation paths related to international or area studies, work with Stanford

faculty and staff—including our career development office—to craft their own possible global careers. The fair will also be a professional development opportunity for community college counselors who will be exposed to additional information and resources related to international and area studies career paths. Final number of students served depends on the number of participating partner community colleges [**AP 1&2, CP 1&2**].

In addition to the six broadly collaborate projects listed above, we are also undertaking 7 region-specific projects designed to engage undergraduate and graduate students in active research and outreach, and to foster excellence in area studies content and LCTL teaching.

Support for **China Guiding Cases Research Projects** (Budget 8K, \$10,850) will provide funding for students to work collaboratively with faculty and practitioners on the China Guiding Cases project—a groundbreaking initiative of Stanford Law School which aims to advance knowledge and understanding of Chinese law and to enable judges and legal experts both inside and outside of China to contribute to the evolution of Chinese case law through ongoing dialogue on “guiding cases” released by China’s Supreme People’s Court. Each year, between two and six students from a variety of disciplines will be competitively selected to work with Stanford faculty and other legal experts to analyze and disseminate relevant case materials [**AP 1&2**].

Funding for the **Asia Arts Research Projects** (Budget 8J, \$16,275) will provide students the opportunity to engage on curatorial, research, or other arts-related projects at Stanford’s museum, the Cantor Arts Center. Each year, between two and six students from a variety of disciplines will be competitively selected to work collaboratively with Stanford faculty and other practitioners, developing hands-on skills and gaining valuable practical experience [**AP 1&2**].

To enhance the depth and breadth of area studies instruction available at Stanford, we request funding for **Visiting Faculty** (Budget 1Bi, \$30,000) to bring two visiting professors to

campus each year to teach one course each. These experts will offer new courses with 100% East Asia content in subjects or topics not currently available through regular course offerings, exposing students to new and unique research and instruction [AP 1&2].

Funding for **Public lectures** (Budget 8I, \$4,000) will allow Stanford to continue to provide the campus and the greater Bay Area with access to cutting-edge area studies research by bringing up to 5 guest lecturers to campus. With presenter permission, these events may be videotaped and made available online to further expand their impact [AP 1&2].

In an effort to maintain a world-class research library, and to enable greater access to these unique resources, we are requesting funds for **East Asia Library acquisitions** (Budget 5A, \$30,000) [AP 1] to further strengthen the excellent East Asia collection. New areas of acquisition may include Korean e-books; databases on Chinese economy, population, and newspaper archives; Japanese woodblock prints and lithographs; the Japan Knowledge database. To utilize this collection we also propose **Library Access Travel Grants** (Budget 8H, \$15,000) [AP 1&2] to provide 20 non-Stanford scholars with travel funds to access the East Asia collection.

**Librarian Travel** (Budget 3A, \$2,000 & 3B, \$3,000) [AP 1], both overseas and domestically will allow Stanford librarians to grow the collection via acquisitions travel, and also provide them with support to attend professional conferences and meetings.

In order to carry out these activities, we are requesting support for **Administration** provided by the CEAS Associate Director (Budget 1Ai, \$25,000 plus fringe) and the SGS Finance Manager (Budget 1Aii, \$4,271 plus fringe), and **Outreach** support provided by the SPICE Curriculum Development Specialist (Budget 1Ci, \$12,000 plus fringe) and SGS Outreach and Academic Coordinator (Budget 1Cii, \$12,000 plus fringe). Project assessment and evaluation will be carried out by external **Performance Measures Evaluators** (Budget 8G, \$8,000) at

WestEd, a nonpartisan, nonprofit research, development, and service agency providing evaluation services to institutions throughout the United States.

As outlined in section J below, we are requesting \$339,000 per year in **FLAS Fellowship** funding for 8 academic-year graduate awards, 1 academic-year undergraduate award, and 8 summer awards. All of the above costs are consistent with NRC and FLAS funding guidelines.

**2) Development plan and timeline:** The current proposal has been carefully crafted, not only to enhance programming during the 2018-21 grant cycle, but to expand our capacity in the years to come. Planning for the six Education Partnership for Internationalizing Curriculum (EPIC) projects (Budget items 8A-F), China Guiding Cases Research Projects (Budget 8K), Asia Arts Research Projects (Budget 8J), and Visiting Faculty (Budget 1Bi) began in the current year, and will be implemented beginning in year one of the grant. Remaining projects will be implemented as soon possible after grant notification. All projects will be carried out in all four years of the grant cycle unless noted. In addition to the efforts of East Asian Studies center staff, projects will be coordinated with other Stanford NRCs and area studies departments to maximize measurable results over the life of the grant. All projects will involve significant Stanford contributions, often with multiple supporting units, and all are designed to provide benefits at multiple levels: on campus; within the community; regionally; nationally; and globally. Collaborative projects are designed to be institutionalized following completion of the grant cycle, adding permanent and significant capacity to the regional program.

**3) Reasonableness of costs:** We seek to leverage Title VI funds with dean's support, grants, and gifts to make these programs self-sustaining by the end of the grant cycle. Funding for community college outreach will be jointly underwritten by Stanford's four NRC applicants, in collaboration with the School of Education, Stanford Global Studies, the Stanford Language

Center, and other area studies units. Library funding will be leveraged to maximize university contributions. Finally, costs for performance measurement and implementation of assessments (Budget 8G) will be shared among the four Stanford NRCs.

**4) Long-term impact on institution:** Proposed seed funding for outreach programs will help establish permanent connections with K-12 and community college instructors, strengthening California secondary and post-secondary education, and will significantly strengthen K-14 teaching resources regionally and nationally on international and area studies topics. Continued FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will serve to enhance training for Stanford students most likely to enter government service or private industry. New courses provided by visiting faculty will allow departments to explore new areas of academic inquiry. Library acquisitions will result in a strengthened available to a broad cross-section of students and educators. Access to research activities through the China Guiding Cases Research Projects and Asia Arts Research Projects will provide hands-on training and practical experience for Stanford graduate and undergraduate students. The Global Careers Fair for Community College Students will directly benefit community college students, including under-served or under-represented student populations, who might not otherwise have access to Stanford services and resources. Other projects will have similar program enhancing or program expanding effects, as mentioned above.

## **B. QUALITY OF STAFF RESOURCES**

**1a) Qualifications of the teaching faculty and professional staff:** As demonstrated in Appendix 2, the 59 regular faculty, 15 research fellows, 10 non-language lecturers, and 23 language lecturers who comprise the East Asia faculty are exceptionally well qualified to conduct teaching and research. All regular tenure-line faculty, research fellows, postdoctoral and

visiting scholars, and the majority of lecturers hold the Ph.D. or equivalent degree. All have overseas experience in their countries of specialization, including extended periods of residence, and maintain strong ties to Asian universities and research centers. All core faculty members have the ability to read, write, and speak the language of their target countries. Many sit on editorial boards and thesis committees at other universities, or hold honorary appointments at overseas institutions, and have received awards and fellowships from such notable organizations as the Guggenheim Memorial Foundation, MacArthur Foundation, Carnegie Corporation, American Council of Learned Societies, National Endowment for the Humanities, and Association for Asian Studies. Many of Stanford's professional staff likewise hold advanced degrees with specializations in East Asian studies, have lived or worked in East Asia, and possess fluency in one or more Asian languages.

**1b) Professional development opportunities:** The University offers faculty and staff ample resources for professional development. Assistant level professors receive a full year of paid leave before coming up for tenure, and all faculty receive regular sabbaticals. Faculty in the humanities receive \$5,000 in research funds annually, and all Stanford faculty receive computer upgrade funding every three years. Additional grants are available competitively from the Dean of Research, the Stanford Humanities Center, the Freeman Spogli Institute for International Studies, and other campus programs. Faculty may also apply for special grants to support the creation of new and innovative courses. Stanford offers professional staff a variety of programs to enhance professional development, including \$800 annually in funding for training and continuing education courses. The university also provides extensive free training courses in various business applications, and a four-day intensive supervisor-focused Manager Academy designed to strengthen and professionalize research administration across the campus.

**1c) Teaching, supervision and advising of students:** Stanford faculty members work closely with students at all levels. Ladder-rank faculty members teach an average of four courses per year. In addition, they actively supervise student theses and projects at all levels and interact with students at numerous colloquia and seminars. Full-time non-language lecturers teach six courses per year and also advise students. Language lecturers teach nine courses per year. Funding from the Vice Provost for Undergraduate Education, the Vice Provost for Graduate Education, and CEAS allows students at all levels to conduct paid research for East Asian Studies faculty, often gaining first-hand experience with fieldwork or data collection methodology. Undergraduate honors students and master's students are assigned individual faculty thesis advisors. Academic departments provide at least one professional staff member and one faculty member as general course advisors, and doctoral students work closely with a faculty mentor throughout their career.

**2) Adequacy of Center staffing and oversight:** The East Asia NRC is administered by the Center for East Asian Studies within the Stanford Global Studies Division. The Center is led by the Faculty Director and a Steering Committee comprised of six faculty members from departments representing regional, temporal, and disciplinary breadth. Members of the committee serve from one to three years. The Steering Committee sets Center priorities, provides direction on outreach, and conducts long-term planning. One member of the Steering Committee serves as special liaison to the East Asia Library. Separate faculty committees, with rotating membership, are organized each year to administer 1) undergraduate student grants; 2) graduate student grants; 3) postdoctoral fellowships; and 4) M.A. admissions. Approximately 20 faculty from a range of disciplines participate annually on CEAS committees.

In total, there are 80 professional staff in sixteen schools, departments, and centers at Stanford who work at least 25% time on East Asia. Together, they collaboratively plan and

administer the university's numerous research, publication, teacher training, and outreach programs related to East Asia. Direct oversight of NRC activities rests with the Project Director **Jun Uchida**, Associate Professor of History. She received her PhD from Harvard in 2005, and joined Stanford in 2006. She has written and taught extensively on East Asia, and her 2011 book *Brokers of Empire* received the American Historical Association's 2012 John K. Fairbank Prize. She is supported by CEAS Associate Director **John Groschwitz**, who provides day-to-day administration of grant activities. He holds an M.A. from Stanford in East Asian Studies and a B.A. from U.C. Berkeley in Chinese Language, and joined Stanford in 2008. Before coming to Stanford, he served eight years as Program Director at the Center for Chinese Studies, U.C. Berkeley, and has taught Chinese language at the community college level. SGS Finance Manager **Tamara Thomas Winston** received her M.S. from Notre Dame de Namur University and her B.A., San Jose State University. She coordinates finances between the NRC centers and other Stanford units, assists with expense tracking and grant reporting, and liaises with Stanford's grants and contracts office, and has worked in finance at Stanford since 2000. Curriculum Development Specialist **Jonas Edman** writes curricular materials for K-12 classrooms, coordinates SPICE's National Consortium for Teaching About Asia (NCTA) professional development seminars on East Asia for middle-school teachers, and collaborates with Stanford faculty in developing curricula for community college instructors as part of the EPIC umbrella of programs. He received his bachelor's degree in History from Stockholm University in 2008, a Single Subject Teaching Credential in Social Science from California State University, Sacramento in 2010, and has taught history and geography in Elk Grove, California, and Theory of Knowledge at Stockholm International School in Stockholm, Sweden. SGS Outreach and Academic Coordinator **Denise Geraci** coordinates and tracks the collaborative

NRC projects, serves as the first point of contact for programmatic inquiries, and represents Stanford outreach activities to potential partner institutions. Possessing a strong background in area studies, she received her M.A. and PhD in Anthropology from the City University of New York, and her B.A. in Anthropology from the State University of New York.

**3) Non-discrimination and encouraging employment from underrepresented groups:** The new University leadership—President Marc Tessier-Lavigne and Provost Persis Drell—recently issued a statement declaring diversity and inclusion as “essential to ensuring the excellence of the research, education, and creative activities that constitute the core mission of the university”, and identifying increased diversity of faculty as among the university’s most urgent and important goals. Stanford prohibits discrimination and harassment and provides equal opportunity for all employees and applicants for employment regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other trait or status protected by applicable law. Beyond this, the office of the **Vice Provost for Faculty Development and Diversity (FDD)** assists deans and search committees in developing diverse faculty applicant pools, serves as a resource for recruits and newly hired faculty in their transition to Stanford, and promotes retention efforts to ensure continued faculty diversity. In 2001, Stanford joined eight other leading universities in their initiatives on gender equity, creating the Provost’s Advisory Committee on the Status of Women Faculty (PACSWF), which was renamed the Panel on Gender Equity and Quality of Life in 2004, and the Panel on Faculty Equity and Quality of Life (hereafter, “the panel”) in 2008. Over the past decade, this panel has conducted studies on faculty equity and satisfaction, recruitment, and retention, including the university’s first Faculty Quality of Life Survey in 2003. A 2008 survey on equity issues found that 79% of the faculty reported

being satisfied with their jobs; levels similar to, and in some cases higher than, our peers. In 2009, the **President's Awards for Excellence through Diversity Program** was established to recognize individuals and programs that make exceptional contributions to enhancing and supporting diversity, and the **Diversity and Inclusion Innovation Fund** was launched in 2013 to support faculty, student, and staff initiatives that advance diversity across the campus. As a result of these efforts, between 2011 and 2016, while the overall faculty at Stanford grew by 11%, the number of under-represented minority faculty increased 29%, from 448 to 624.

CEAS accepts a range of students, including mid-career professionals, international students, military personnel, and others. The profile of our master's program students is both gender-balanced and ethnically diverse (in the past four years, 55% of incoming students were female). The Office of Accessible Education (OAE) ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for CEAS functions are accessible.

## **C. IMPACT AND EVALUATION**

**1a) Significant impact on the university, community, region, and the nation:** Stanford offers one of the strongest East Asian training programs in the country. Locally, its impact is attested by course enrollments and event attendance. In 2016-17, Stanford offered 755 courses with greater than 25% area content in East Asian Studies, with nearly 5,000 undergraduates and graduate student enrollments. Of these courses, 262 were LCTL language courses with 1,302 student enrollments. Over 200 Stanford-organized public events on East Asia-related topics drew in more than 5,000 attendees from a broad set of constituencies including government and military, the private sector, non-profits, foreign officials, students and scholars, and the general

public. Effects of these and other outreach activities ripple out to the state and national level: in the past four years, SPICE has produced nearly 40 curricular units on East Asia distributed nationwide, and has also enrolled more than 800 middle and secondary school teachers from across the country in teacher-training workshops. Finally, CEAS core faculty and affiliates are leaders in their fields, producing an estimated 15 books and 200 academic articles in any given year. They share their expertise by lecturing in the U.S. and around the world, appearing in radio and TV interviews, writing editorial pieces in major publications, and serving on advisory boards and in other policy-making capacities. Our proposed collaborative outreach activities (Budget 8A-F) will have similar statewide and national impact.

**1b) Equal access and treatment:** Stanford University is an Affirmative Action institution. To encourage student diversity, the University provides funds to departments for minority recruitment, fellowships, mentoring programs, support services, and multicultural centers. Stanford also has a proactive policy regarding admission of the disabled and a Student Disability Resource Center is housed in the Office of Accessible Education (OAE). With a staff of thirteen, OAE ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. All classrooms and administrative buildings used for CEAS functions are accessible. Undergraduate admission is “need blind” and financial aid is widely available. Under an enhanced financial aid program established in 2008, students whose parents make less than \$65,000 a year are not expected to pay tuition or contribute to the costs of room and board and other expenses. Those whose families make less than \$125,000 a year do not pay tuition. Many other families earning over this amount still also receive generous aid packages, in amounts that vary depending on income and assets. The CEAS M.A. program is made accessible to students of all economic backgrounds by awarding five Academic Year

FLAS to incoming M.A. students. Other students may receive partial or full university funding. All incoming Ph.D. students in the School of Humanities and Sciences are guaranteed a five-year funding package. Table 1 shows diversity statistics for the Stanford faculty, staff, and student body.

The Office of Accessible Education (OAE) is the campus office designated to work with Stanford students with disabilities, at both the undergraduate and graduate levels (including the professional schools). The OAE provides a wide array of support services, accommodations, and programs to remove barriers to full participation in the life of the University. The Diversity and Access Office (D&A Office)

TABLE 1—Faculty, Staff, and Student Diversity				
	Faculty	Staff	Undergrad	Grad
<b>TOTAL:</b>	2,153	12,992	7,032	9,128
Male	72%	62%	52%	61%
Female	28%	38%	48%	39%
Caucasian	71%	46%	36%	38%
Asian	17%	23%	21%	14%
African American	2%	4%	6%	2%
Hispanic / Latino	5%	11%	16%	7%
Native American	>1%	>1%	1%	>1%
Pacific Islander	0%	>1%	>1%	>1%
Two or more races	>1%	2%	10%	unknown
Unidentified	3%	13%	<1%	1%

ensures University-wide compliance with federal, state and local regulations concerning non-discrimination and disability access. To accomplish this mission, the office works collaboratively with vice presidents, deans, department chairs, administrative managers and human resources staff who have direct responsibility for achieving the University's objectives. The D&A Office provides an array of services and resources designed to ensure equal opportunity and equal access, and to address bias and discrimination prohibited by law or official University policy. The D&A Office also assists individuals with disabilities who have requests for accommodations in the workplace and access to Stanford facilities, programs and activities, to ensure accessibility, equality, and fairness of its policies and programs.

**2) Evaluation plan and use of recent evaluations:** Planning and design of performance measures for this grant cycle have been carried out in consultation with independent, external evaluators (Budget E10), **Cathy Ringstaff** (PhD, Stanford, Education–Educational Psychology) and **Aleata Hubbard** (Ph.D., Northwestern University–Learning Sciences). Dr. Ringstaff, Senior Research Associate at WestEd, has served as a PI or co-PI on various IES and NSF studies, and has extensive experience evaluating the impact of innovative education and professional development programs. Dr. Hubbard, WestEd Research Associate, has conducted numerous evaluations, and both Dr. Ringstaff and Dr. Hubbard served as the evaluators for Stanford’s previous NRC work.

The evaluation plan has been designed to measure the short- and long-term impact of articulated program goals, using the performance measures detailed in Appendix 4. WestEd evaluators will use a mixed-methods approach, which will include surveys, interviews, and observations. All qualitative data will be transcribed and loaded into qualitative data analysis software (i.e., nVivo). Researchers will use a combination of grounded theory (Strauss & Corbin, 1998) and established methods for coding these data (Miles & Huberman, 1994). Throughout the process, researchers will use peer debriefing and auditing to check codes and concepts, which will be further sorted to generate categories. All quantitative data will be loaded into statistical analysis software (i.e., SPSS) and analyzed using standard statistical analysis techniques. WestEd staff will conduct monthly meetings with Stanford NRC staff to provide formative feedback, and will provide summative quarterly reports.

WestEd is a preeminent educational research, development, and service organization with over 600 employees and 17 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and

evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency's mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels throughout the U.S., playing key roles in facilitating the efforts of others and in initiating important new improvement ventures. Over the past 50 years, WestEd and its two predecessors, Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL), have carried out more than 2,000 successful projects contributing to the nation's R&D resources. WestEd has a stable funding base and organizational structure for carrying out the work of this proposal.

Evaluation efforts by WestEd in the current grant cycle have informed iterative program changes and adjustments, and feedback from current partners and participants has been incorporated into the design of new programs proposed here. Evaluation of future programs will similarly allow for agile and ongoing project adjustments. Additional evaluation of the East Asian program will be ongoing and multi-tiered. CEAS gathers statistics on East Asia-related activities on campus, including courses, staff, and research. The Registrar maintains information on student enrollments, theses, and degrees. Headcounts are taken at all events. Courses are evaluated through a standardized anonymous online questionnaire distributed at the end of each quarter. Internal departmental reviews are held for all teaching units every five years. Such reviews are the basis for decisions by the Dean of the college on continuation of departmental status, quotas for graduate admissions, and program budgets. CEAS will complete another internal review in 2018.

**3) Addressing national needs and disseminating information:** Stanford addresses national needs in East Asian studies by supporting high quality LCTL and area studies instruction. 100% of East Asian language offerings are in designated priority languages, with enrollments at roughly 1,700 annually. Our faculty's numerous lectures, books, articles, white papers, and online resources inform debates in foreign policy, health care, engineering, and business. In the last four years, CEAS affiliates have produced an estimated 100 books and 1,000 articles available to the general public.

**4a) Post-graduate employment, education, or training in areas of national need:** Data from 2015-16, the most recent available, shows that roughly 21% of Stanford students find employment in the Non-profit and Public Sectors after graduation. Industry breakdowns reflect 21% in Business/Finance/Consulting; 18% in Public Policy & Service/International Affairs; 17% in Computer/IT; 11% in Healthcare/Biotech/Pharmaceuticals; 11% in Engineering/Manufacturing/Energy; 9% in Communications/Media/Fine Arts; 4% in Higher Education/Science/Research; and 9% Other. Doctoral students from Stanford primarily go into teaching and research, but are represented in all fields. CEAS M.A. students go on to work in many non-academic fields, including government or military service, or in the private sector. Over the last four years, expanded recruiting efforts have spurred a slow but steady increase in CEAS M.A. program enrollments, ensuring that a greater number of East Asia specialists will be prepared to enter governmental and private-sector jobs.

**4b) Efforts to increase placements in areas of national need:** The East Asian Studies M.A. degree is a terminal interdisciplinary program designed for students intending to enter fields outside of academia. Surveys of our alumni indicate that they are placed in a variety of careers addressing national needs or seeking further training in relevant areas of concern. Nearly 100%

of those responding to the survey report use of an area LCTL or area studies expertise in their current or past professions, and about 3% reported working in federal government (foreign service, international policy making, military, and intelligence). The Center currently allocates seven academic-year graduate FLAS awards to M.A. students in East Asian Studies, professional school students in Law, Medicine, Business, Engineering, or Education, and doctoral students. 100% of the Center's FLAS awardees study a LCTL, and surveys of past FLAS recipients indicate that nearly 100% of our FLAS awardees will make use of a LCTL or area studies knowledge in their profession. In the 2018-21 grant cycle, CEAS will seek to increase enrollments of terminal M.A. students to increase numbers of East Asia experts entering government, non-profits, business, and other areas of need. At the university level, the **Haas Center for Public Service** overseas a university-wide initiative that reaffirms service as a distinctive feature of a Stanford education, placing students in Direct Service, Community Engaged Learning and Research, Activism, Philanthropy, Policy/Politics, and Social Entrepreneurship in regions across the U.S. and around the world.

#### **D. COMMITMENT TO THE SUBJECT AREA**

Stanford University has a long tradition of support for teaching and research on East Asia, beginning with the appointment of Yamato Ichihashi to the university's first endowed chair in 1920. That the region remains one of the university's top priorities is demonstrated by recent hires in Korean literature and Japanese Religion—with an additional hires anticipated in 2018 in Japanese literature—as well as recent investments in administrative infrastructure, including the creation of an endowed Confucius Institute in 2010, expansion of facilities for the Center for East Asian Studies and Department of East Asian Languages and Cultures in 2011, construction of a \$5 million stand-alone facility on the campus of Beijing University in 2012, and expansion

of facilities for the East Asia Library in 2014. In 2016-17 there were 59 regular faculty, 15 research fellows, 10 non-language lecturers, 23 language lecturers, and 9 visiting faculty/postdocs in 24 departments and programs who focused at least 10% on East Asia, 66 of whom focused 100% on East Asia. Over 150 students focusing on related topics, many of whom

<b>TABLE 2—Stanford University 2016-17 Institutional Commitment to East Asian Studies</b>		
<b>Faculty &amp; Academic Researcher Salaries</b>	<b>\$</b>	<b>14,317,054</b>
Regular Faculty (61)	\$	9,311,624
Research Fellows (14)	\$	2,137,094
Language Lecturers (23)	\$	1,720,210
Non-Language Lecturers (8)	\$	732,895
Visiting Faculty/Postdocs (9)	\$	415,230
<b>Professional Support Staff Salaries</b>	<b>\$</b>	<b>5,692,229</b>
<b>Student Aid</b>	<b>\$</b>	<b>4,504,554</b>
Doctoral admission packages	\$	3,154,554
Competitive grants & awards all levels	\$	1,350,000
<b>Non-Salary/Non-Aid Operating Budgets</b>	<b>\$</b>	<b>4,013,175</b>
<b>East Asia Library Acquisitions</b>	<b>\$</b>	<b>1,297,438</b>
<b>Faculty Grants/Research Support</b>	<b>\$</b>	<b>1,096,440</b>
<b>Total University Commitment</b>	<b>\$</b>	<b>30,920,889</b>

receive substantial university financial aid, can be found in almost all departments and schools across campus. This community of scholars is served by 80 full- and part-time professional staff across sixteen departments and centers. Table 2 provides a summary of the University's estimated 2016-17 expenditures for East Asia program faculty, staff, student aid, and program support.

***Operation of the Program:*** The Stanford East Asia National Resource Center will carry out its mission through the **Center for East Asian Studies (CEAS)**, in cooperation with **Stanford Global Studies (SGS)**, the **Department of East Asian Languages and Cultures (EALC)**, the **Walter H. Shorenstein Asia-Pacific Research Center (Shorenstein-APARC)**, the **Stanford Program on International and Cross-Cultural Education (SPICE)**, and numerous other centers and programs. **CEAS** serves as the focal point for all of Stanford's East Asian programs, administers NRC and FLAS grants, organizes public lectures and outreach events, manages research funds and student grants, and supports teaching and research campus-wide on East Asian topics. **CEAS** also administers a thriving interdisciplinary M.A. degree program, including joint- and dual-degree programs with the schools of Law, Education, and Business. **EALC** offers

undergraduate and graduate degrees in the classical and modern languages, literatures, and cultures of East Asia. In conjunction with the **Stanford Language Center (SLC)**, EALC offers multiple tracks of Chinese, Japanese, Korean, and Tibetan language instruction. EALC currently has 11 full-time professors, along with 23 language lecturers. **Shorenstein-APARC**, produces and publishes interdisciplinary Asia-Pacific–focused research and organizes research projects, programs, and lectures that educate students, scholars, and corporate and governmental affiliates. Shorenstein-APARC works within the U.S. and abroad to influence U.S. policy toward the Asia-Pacific region, as well as to guide Asian nations on development, diplomacy, and regional cooperation. Shorenstein-APARC hosts numerous visitors at Stanford each year, and organizes outreach activities across the Bay Area. **SPICE** links the university’s research and teaching to elementary and secondary schools and community colleges through teacher-training workshops on international topics and—working closely with Stanford faculty—production of nationally-available area-studies teaching materials [**AP 2 & CP 2**]. SPICE Director, Gary Mukai, specializes in the development of materials on Asia and U.S.-Asia relations, and over fifty titles in SPICE’s current catalog are Asia-related curricular units for elementary and secondary schools and community colleges. In addition to the above units, over 34 other schools, departments, centers, and programs across campus contribute to East Asian Studies at Stanford, including twelve degree-granting programs that allow undergraduate and graduate concentrations on East Asia.

In the 2018-21 grant cycle, we are requesting partial support for the CEAS Associate Director (25%, Budget 1Ai) , the SGS Finance Manager (5%, Budget 1Aii), a Curriculum Development Specialist (16%, Budget 1Ci) and an SGS Outreach and Academic Coordinator (Budget 1Cii) to carry out the projects outlined above.

**Teaching Staff:** In 2016-17 there were 83 regular faculty, research fellows, and non-language lecturers in 24 departments and programs teaching and researching at least 10% on East Asia, 66 of whom teach and research 100% on East Asia. Stanford provided an estimated \$9 million in salary and benefits to those faculty members engaged in teaching East Asian courses. This sum is based on average faculty salaries for rank and field supplied by the School of Humanities and Sciences, with proportional sums calculated for those devoting less than 100% time, as listed in Appendix 2. This total does not reflect an estimated \$3.8 million in salaries and benefits for 32 language lecturers and visitors/postdocs working wholly or part on East Asian topics employed by the Freeman Spogli Institute for International Studies, Hoover Institution, and other campus departments and research units.

**Library Resources:** Stanford's **East Asia Library (EAL)** is one of the premiere research facilities of its kind in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. The library is managed by a Director and 22 full- and part-time staff. As discussed in Section E, support for EAL continues to be a top priority of the Stanford library system, and the University spends more than \$3 million annually on East Asia Library salaries and acquisitions.

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

the Asian Liver Center, Bing Overseas Studies Program, Center for Sustainable Development & Global Competiveness, Graduate School of Business (GSB), School of Engineering, Shorenstein Asia-Pacific Research Center, Stanford Center on Philanthropy and Civil Society, Stanford China Program, and Stanford Hospital and Clinics all have ongoing projects housed at SCPKU. Unofficial linkages with foreign institutions are facilitated by more than 80 current collaborative research projects between Stanford faculty and counterparts at Asian universities.

**Outreach Activities:** CEAS, Shorenstein-APARC, FSI, and other programs at Stanford together organize more than 200 Asia-related outreach events per year that engage not only the academic community, but also the private sector, government, and the general public. The **Hoover Institution on War, Revolution, and Peace** hosts numerous domestic and foreign government officials and visiting delegations, providing access to Stanford research and expertise in this area. **SPICE** engages primary, secondary, and post-secondary educators across the nation with its East Asia-related curriculum development and teacher training workshops [AP 1 & CP 1]. The **Stanford Graduate School of Education**—which houses the California Foreign Language Access Project, Bay Area Foreign Language Access Project, Center to Support Excellence in Teaching, and the Stanford Teacher Education Program—organizes teacher-training workshops for secondary and post-secondary foreign language instructors from across the state [AP 1 & CP 1]. The **Stanford Language Center** and EALC faculty are actively engaged with the California Association of Japanese Language Teachers (CAJLT) and Chinese-Language Teachers Association of California (CLTAC), and Stanford regularly hosts the annual CLTAC pedagogy conference. In addition, numerous academic departments, professional schools, libraries, and other units enhance the East Asian studies outreach program through

publications and cooperative programs with other U.S. institutions and foreign institutions and scholars.

**Qualified Students:** Stanford recruits the top students from the U.S. and abroad into its undergraduate and graduate programs. In the current year, 94% of incoming U.S. undergraduates were ranked in the top 10% of their high school class, while 99% were ranked within the top 20%, with undergraduate applicants from foreign universities showing equally impressive backgrounds. The Center for East Asian Studies M.A. program consistently draws applicants from the best universities in the U.S. and Asia, greatly enriching our program composition. Over the last five years, a majority of CEAS M.A. admits have consistently ranked at or above the 90<sup>th</sup> percentile in both GRE and TOEFL scores. Doctoral students across campus show even higher test scores and academic achievements. A large number of these qualified students come from East Asia, adding to the breadth of the East Asia community. In 2016-17, there were 4,164 international students and scholars at Stanford, roughly 40% of whom were from East Asian countries.

**B. Student Financial Support:** Stanford offers each incoming doctoral student a five-year tuition/stipend funding package valued approximately \$71,000 in 2016-17. An estimated 30 doctoral students in East Asian Studies receive funding annually, totaling approximately \$2.1 million per year in doctoral student aid. In 2016-17, CEAS provided approximately \$1.3 million in competitive fellowships to 145 students at all levels across the campus. Shorenstein-APARC, FSI, and other research centers and teaching departments provided roughly \$500,000 annually in East Asia-specific student funding of various types. Taken together, total support for East Asian studies students in 2016-17 was approximately \$3.9 million.

## E. STRENGTH OF LIBRARY

***1a) Strength of the library holdings:*** Stanford houses one of the premiere East Asia research facilities in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. In 2016-17, Stanford EAL ranked 8th largest East Asian collection in the U.S. and the 2nd largest west of the Mississippi in terms of physical holdings. The bulk of the collection resides in the East Asia Library (EAL), with additional holdings in the Hoover Institution Library and Archives, and Green Library. EAL's C-J-K holdings number more than 860,000 volumes in the social sciences and humanities for all historical periods. Roughly 40% of the collection deals with politics, law, economics, public finance, sociology, statistics, education, and defense. The remaining 60% of the collection includes holdings on history, religion, literature, and the arts. Table 3 snapshots the East Asia collection's size and growth over the last eight years.

The **Chinese Collection** contains over 450,000 monographs, serials, and digital materials. Hundreds of thousands of additional monographic titles are available via the 51 electronic databases made

	2008-09	2012-13	2016-17
<b>Chinese</b>	340,440	402,298	452,118
<b>Japanese</b>	204,893	227,731	252,451
<b>Korean</b>	35,653	55,058	74,401
<b>Non-CJK</b>	79,954	83,968	86,875
<b>TOTAL</b>	<b>660,940</b>	<b>769,055</b>	<b>865,845</b>
<b>% growth</b>	----	16.36%	12.59%

available through EAL. An unusually comprehensive set of some 15,000 serials, of which 2,000 are current subscriptions, includes many pre-1949 government documents, statistical reports on commerce, and periodicals. Electronic databases include Scripta Sinica; the Chinese Ancient Texts Database (CHANT); Duxiu; the Si Ku Quan Shu; ChinaMaxx (a database containing the contents of 700,000 books published in China since 1949); and the full-text China Academic Journal Database (with more than 9,800 academic journals currently published in China). The **Japanese Collection** contains more than 250,000 monographs, serials, and digital

materials, with special emphases on geographical works, language and literature, science and technology—including both industry and agriculture—and historical works, including unique collections of personal narratives in Japanese; illustrated Edo-period books; local histories from central and northern Japan; elementary and middle school textbooks; minority studies; women’s journals; and so-called gray literature (pre-1945 central and local government publications, most of which are rarely held by North American libraries and can be found in only a few libraries in Japan). Additional monographic titles are available via the 7 electronic databases made available through EAL. The **Korean Collection** was established in September 2005, and has grown rapidly to nearly 75,000 monographs, serials, and digital materials. While the collection chiefly focuses on contemporary social sciences, it is gradually developing humanities resources as well. EAL also provides access to over 760 Korean e-books and subscribes to 15 full-text electronic databases. **Western-language materials** on East Asia are housed in various campus libraries, but all collection development is overseen by EAL staff. These materials cover Asia in general, with an emphasis on China (including Taiwan, Hong Kong, Macao, and Tibet), Japan, and Korea. As of June 2017, Green Library holds approximately 86,000 000 monographs, serials, and digital material on East Asia and is adding roughly 1,000 titles every year. Additional monographic titles are available via the 10 electronic databases made available through EAL. Finally, the **Hoover Institution Archives and Library** houses special materials in Chinese and Japanese. These include rare books; newspapers; banned, illegal, or rare periodicals; political party internal documents; and government internal documents. Also at Hoover are private papers donated by former public servants, military personnel, and others from Japan, China, Taiwan, and other parts of Asia. The Chinese holdings include more than 1,000 items ranging from Cultural Revolution newspapers to internal public security publications of the Chinese Communist Party, to the

Chiang-Kai Shek diaries. The Japanese collection includes military surveys and maps, manuscripts of important 20<sup>th</sup> century writers, and visual media such as photos, slides, and film.

**1b) Educational levels on which the Center focuses:** The East Asia library works closely with faculty and doctoral students to determine acquisitions goals. Students and faculty may request materials purchases related to their research interests, as well as suggestions for areas of general collection expansion. Special orientation sessions are held annually for incoming undergraduate and graduate students to familiarize them with the collection holdings. EAL provides open workspace for the entire campus community, offers classroom space for teaching of undergraduate and graduate courses, maintains reservable meeting and workspace for student and faculty groups, and administers a public exhibition space open to the general public.

**1c) Financial support for acquisition and staff:** Stanford University's 24 libraries hold over 9.7 million physical volumes and 1.8 million e-books, with a total acquisitions budget of \$25,200,000 as of March 2018. In 2014-2015—the latest period for which Association for Research Libraries statistics are available—Stanford's total acquisitions budget at that time would have ranked 10th among North American research libraries. Stanford ranks fourth, however, among peer U.S. institutions in the support it offers from university funds for East Asian acquisitions. In 2016-17, the university-provided EAL acquisitions budget was approximately \$1.3 million. The university currently employs 21 East Asia Library staff, including 5 professional librarians, whose combined salaries and benefits currently equal approximately \$1.95 million annually. In addition, senior librarians and curators are sent to professional workshops and conferences convened by the Library of Congress, the Council of East Asian Libraries, and the Association for Asian Studies. The university library system also invests heavily in information technology, audio visual equipment, and website development. In

the 2018-21 grant cycle, we are requesting \$30,000 annually for special acquisitions of both print and digital materials (Budget 5A); and \$5,000 annually for librarian professional development and research travel support (Budget 3A & 3B).

**2) Cooperative arrangements:** As noted above, the Stanford collection currently includes access to millions of additional resources via 83 electronic databases providing access to C-J-K and western materials. All faculty, students, and staff have full access to these resources via on-campus networks. Special agreements regarding off-campus access and other university populations (postdocs, visiting scholars) are database specific. Stanford participates in several cooperative agreements for sharing materials and cataloging. It has newspaper collection agreements with Berkeley and UCLA, and is a member of the California East Asian Libraries group, which meets annually to discuss joint collection and development of literary materials and oral histories in Chinese, Japanese, and Korean. A **Research Library Cooperation Program (RLCP)** allows faculty, academic or professional staff, and graduate students at UC Berkeley, Stanford University, and UT Austin to obtain items from each other's libraries. The **Research Libraries Group Shared Resources Service (RLG ShaRes)** provides expedited interlibrary loan service between members. It also provides access to collections not normally available for interlibrary loan, such as Special or Art collections. The **University of California/Stanford University Reciprocal Services Program (RSP)** provides eligible Stanford users with the same on-site access and borrowing privileges as are accorded their counterparts at each of the U.C. campus general libraries. It also provides for expedited interlibrary loan service and access to special collections.

A leading library in Chinese, Japanese and Korean modern history, the EAL attracts scholars from across the U.S. and overseas. Last year the library made 12,036 direct loans to Stanford and

UC affiliates, and 458 interlibrary loans. Teachers and students from other institutions may use the Stanford collections free of charge for seven days in any twelve-month period, allowing on-site use of the collections and access to the catalog and reference collections. In addition, a Stanford University Libraries Institutional Library Card may be purchased for an annual fee. This card allows access to the collections in the main and auxiliary libraries. The libraries have generous policies regarding shared use of their resources, which include keeping use of the EAL reading room free and open to the public. Additionally, EAL staff has ongoing agreements with several faculty members at peer institutions such as UCSD to hold annual orientation tours for non-Stanford students and faculty. The catalogues of Hoover, Green, and EAL libraries are available to the public online through the Stanford library website. Complete guides to all archival collections and holdings acquired after 1983 are also available through the Online Computer Library Center (OCLC). In the 2018-21 grant cycle, we are requesting \$15,000 annually to increase access to the collection for non-Stanford faculty from across the country via **Library Access Travel Grants** (Budget 8H).

## **F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

***1a) Quality and Extent of Course Offerings:*** Stanford regularly offers approximately 200 courses with 100% East Asian content. Most are offered every year or every other year. In 2016-17, there were more than 300 such courses, with an additional 150-plus non-language courses that contained 25% or more East Asian content. Stanford also hosts visiting faculty each year who provide one-time courses focusing on a particular regional or thematic issue related to East Asia. Last year, enrollments in all non-language courses with regional specialists exceeded 3,500.

***1b) Course Offerings in the Professional School:*** With East Asia-focused faculty connections in all of the professional schools—Business, Earth Sciences, Education, Engineering,

Law, and Medicine—Stanford regularly offers several professional-school courses with 100% East Asian content, and an additional 20-30 courses annually that contain 25% or more East Asian content. For example, Stanford’s School of Education offers a track in International Comparative Education with substantial area-studies content. Stanford Medical School students can concentrate in international health by taking an array of comparative and global course offerings that cover our area. In 2004, Stanford’s Business School opened a Center for Global Business and Economy, whose Global Electives include courses on East Asia. Stanford Law School students may claim up to 12 units of area courses toward their law degree, or pursue a joint J.D./M.A. in International Law and East Asian Studies. Courses covering East Asia under the rubric of international and comparative law include “The Future of Human Rights,” “State-Building and the Rule of Law,” and “The Sea Around Us.” Since 2010, Stanford Law students can also enroll in Chinese- and English-language law classes at Peking University.

**2) Depth of Course Coverage:** Coverage of China and Japan is most extensive in the fields of Language and Culture, History, Anthropology, and Religious Studies. These departments offer instruction from the introductory through advanced graduate levels. Sociology, Political Science, Business, and Art and Art History also have substantial faculty coverage in these areas. Korea-related courses are regularly offered in History, Sociology, and EALC. Courses with at least 25% East Asia content can be found in 29 departments, programs, and schools at Stanford.

**3) Sufficient Non-Language Faculty and pedagogical training:** Table 4 below summarizes Area Studies faculty as of 2016-17. In all, 61 regular faculty, 8 research fellows, and 14 non-language lecturers research and teach at least 10% on East Asia. 9 visiting faculty/postdocs working 25-100% time on East Asia contribute to occasional or special course offerings. Pedagogical training for faculty and graduate teaching assistants (TAs) is a high priority at

Stanford. Each department provides formalized and mandatory pedagogical workshops for TAs; for example, History’s program results in Ph.D. students producing a teaching portfolio of evaluations, recommendations, syllabi, videotapes and other evidence of teaching

**TABLE 4—Stanford East Asia Faculty in 2016-17**

	Tenured	Non-Tenure	Regular	Fellow	Lecturer	Lang. Lecturer	Visitor/Postdoc	Total
Dean of Research	9	9	4	14				18
Earth Sciences	3		3					3
Education	4		4					4
Engineering	4		4					4
Business	1		1					1
Hum. & Sciences	35	48	42		9	23	9	83
Law		3	1	1	1			3
	56	60	59	15	10	23	9	116

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

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

**G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**1) Language instruction and enrollments:** Instruction in Mandarin Chinese, Cantonese, Japanese, Korean, Tibetan, Vietnamese, Indonesian, and Tagalog is provided through the Stanford Language Center (SLC). East Asian language classes are among the most popular at Stanford, averaging nearly 1,200 enrolled students per year over the last four years. Currently,

Chinese is the third most popular foreign language on campus, and Japanese is fourth. Table 5 shows language course enrollments at Stanford 2013-14 through 2016-17. These numbers reflect our continuing commitment to integrate undergraduate and professional school students into LCTL training. In addition, while the primary language of instruction at Stanford is English, many graduate-level courses require reading and analyzing primary sources. The departments of Anthropology, Art History, East Asian Languages and Cultures, East Asian Studies, Education, History, Political Science, Religious Studies, and Sociology offer advanced courses in which

<b>TABLE 5—East Asian Language Enrollments</b>				
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Chinese</b>	777	769	661	633
<b>Indonesian</b>	12	10	8	9
<b>Japanese</b>	501	436	491	469
<b>Korean</b>	98	97	104	114
<b>Tagalog</b>	36	39	43	49
<b>Tibetan</b>	6	18	6	10
<b>Vietnamese</b>	13	15	14	18
<b>TOTAL</b>	<b>1443</b>	<b>1384</b>	<b>1327</b>	<b>1302</b>

East Asian source readings are assigned, and classroom discussion of primary materials in the target language is incorporated to the greatest extent possible in these classes.

**2) Language levels offered:** Instruction is available in Mandarin Chinese through fifth-year; Japanese and Korean through fourth-year; Tagalog through third-year; and Vietnamese and Tibetan through second-year. In addition, two levels of Cantonese are offered. Several language classes are designed specifically for professional school students, notably Business Chinese and medical Chinese. Additional heritage-track courses in each language offer accelerated learning for semi-native speakers wishing to become fluent in writing and reading and—increasingly—also for non-heritage speakers with prior advanced training who do not fit into the standard first-through third-year tracks.

**3) Language teaching staff and pedagogy training:** Stanford Language Center (SLC) East Asia teaching staff includes 23 lecturers—10 in Chinese, 8 in Japanese, 2 in Korean, 1 in Tibetan, 1 in Vietnamese, and 1 in Tagalog. All SLC instructors have M.A. or Ph.D. degrees in their

fields, and all are encouraged to complete the certification process for oral proficiency interview training (ACTFL/OPI). More than half of our Asian languages instructors are OPI certified. The Language Center manages all foreign language classes and enrollments, hires language lecturers, supports curricular development, and monitors and assesses language pedagogy and student performance. SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area—reading, writing, listening, and speaking. To guarantee quality instruction, the average class size is 12. Classroom instruction is supplemented with the Digital Language Laboratory, where instructors can use multimedia resources and guide students through computer-based learning activities. Students also use the facilities to take online exams and practice language skills. The language lab has over 2,400 video, audio, and computerized course and proficiency evaluation materials in East Asian languages. Stanford provides approximately \$1.7 million in funding for East Asian language training, including language lecturer salaries and Language Laboratory funding, and an additional \$1 million to support the eight full-time staff of the Language Center. In addition, Stanford contributes roughly \$800,000 for staffing and facilities at its overseas language program administered by BOSP. The Department of East Asian Languages and Cultures has 11 ladder-rank faculty—six in Chinese, four in Japanese, and one in Korean, and a new position in Japanese literature to be added in 2019—who are all actively engaged with language learning pedagogy issues, and who teach primary-source texts in at least some of their courses.

**4) Performance-based instruction and proficiency requirement:** The Stanford Language Center (SLC) sponsors frequent professional development workshops based on American Council for the Teaching of Foreign Languages (ACTFL) standards, including training in OPI (Oral Proficiency Interview), SOPI (Simulated Oral Proficiency Interview), and WPT (Writing

Proficiency Test) standards and techniques. All language instructors are given the opportunity to attain certification in these testing methods, with costs borne by the SLC. Professional training for graduate TAs features a language pedagogy practicum, “Learning and Teaching Second Languages,” which includes observation, practice teaching, and lesson-plan preparation. TAs also enroll in second-language acquisition classes, including a research design course that provides training in webpage construction and the use of online tools for teaching, and receive training in SOPI.

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

range. In spring quarter of each year, SLC initiates a self-study of language programs to document whether students completing their first year of language study do indeed meet the articulated standards. Oral proficiency data for Chinese and Japanese languages are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. All data indicate that Stanford programs in this area are significantly ahead of the pace projected by the Foreign Service Institute.

## **H. QUALITY OF CURRICULUM DESIGN**

***1a) Undergraduate student instruction and training:*** Stanford offers undergraduate students interested in East Asian Studies a wide range of non-language courses to serve the needs of disciplinary and interdisciplinary programs. An average of 450 non-language courses with East Asia content are offered each year. Many undergraduates satisfy general requirements in World Cultures, Humanities, and Social Sciences disciplines through coursework on East Asia. Major and minor degrees with significant East Asian content may be pursued in twelve departments or programs, all of which include an honors option. Chinese and Japanese majors, as well as an interdisciplinary programs in East Asian Studies, are available through the department of East Asian Languages and Cultures (EALC), and honors coursework in East Asia may also be pursued through the Center on Democracy, Development, and the Rule of Law (CDDRL), the Center for International Security and Cooperation (CISAC), and International Relations (IR). In 2016-17, EALC enrolled 50 B.A. majors and minors, with approximately 30 additional undergraduate students pursuing East Asia-related projects or concentrations within their home departments.

***1b) Appropriateness of undergraduate requirements:*** The undergraduate East Asian Studies B.A. offered by East Asian Languages and Cultures (EALC) emphasizes modern-language

training and interdisciplinary course work. Majors and minors choose courses pertaining to one of four subplans: East Asia, China, Japan, or Korea. Students who major in the general East Asian Studies degree program are required to demonstrate proficiency in Chinese, Japanese, or Korean at the second-year level or above, and complete at least 78 units of coursework on East Asia. They must spend at least one quarter studying abroad in their country of focus, pass an advanced writing seminar course, and submit a capstone essay of approximately 7,500 words. Those majoring in China, Japan, or Korea subplans are required to demonstrate language proficiency at the third year level or higher, complete an advanced writing seminar course, and submit a capstone essay of approximately 7,500 words. Students with a major GPA of 3.5 or higher in any subplan may earn honors by pursuing directed individual thesis research, writing a 15,000-word thesis, and taking a senior level colloquium with the Director of Undergraduate Studies. EALC minor requirements include a minimum language proficiency at the second-year level, two East Asian elective gateway courses, and three additional content courses dealing with literature, linguistics, or culture of the relevant region. Students within the departments of History and Art & Art History may choose a specific Asia/East Asia subplan for their major, with accompanying specific requirements. Undergraduates in several other departments, including Anthropology, Archaeology, Communication, Comparative Literature, International Relations, Political Science, Psychology, Public Policy, Religious Studies, Sociology, and Urban Studies often pursue honors coursework and writing with a specific East Asian theme.

All Stanford undergraduate students are required to complete one year of college-level foreign language study (or its equivalent). Asian language courses are some of the most popular at Stanford, and combined enrollments in our target language classes—Korean, Japanese,

Mandarin Chinese, Cantonese Vietnamese, Tagalog, Indonesian, and Tibetan—accounted for nearly 22% of all foreign language enrollments at Stanford in 2016-17.

**2a) Graduate student instruction and training:** The M.A. program in **East Asian Studies** is designed to provide a strong background in East Asian culture and society as preparation for either further scholarly work or a professional career. Interdisciplinary flexibility is the hallmark of this program, permitting students to construct a course of study suited to their individual intellectual interests and career needs. Students must demonstrate proficiency in Chinese, Japanese, or Korean at the third-year level or above; complete one specific core course and at least nine additional core courses on East Asian Studies; and produce a master's thesis that represents substantial original research. CEAS M.A. graduates go on to a variety of careers in business, law, education, journalism, and government service. Roughly 11% of CEAS alumni pursue Ph.D. programs with East Asia foci after graduation. The remaining graduates find placements in the private, non-profit, government, and public service sectors. **EALC** offers master's degrees in Chinese and Japanese, but the department's main emphasis is on doctoral training. The Ph.D. programs in Chinese and Japanese are designed to prepare students for advanced research and teaching careers in literature, history (pre-modern), philosophy, or linguistics. The majority of required coursework for Ph.D. students demands the ability to read primary and secondary materials in one or more Asian languages. Both Ph.D. tracks require candidates to demonstrate reading proficiency in at least one other supporting language; to enroll in "The Learning and Teaching of Second Languages" and serve as a teaching assistant for at least one quarter; to take a set of three comprehensive qualifying examinations; and to submit a dissertation demonstrating original research in Chinese or Japanese materials. Graduate programs in other departments provide similarly rigorous training and demand intensive original

research. Ph.D. candidates focusing on East Asia in Anthropology, Art and Art History, Education, History, Political Science, Religious Studies and Sociology write dissertations with 100% area content, with students expected to draw on primary materials in Asian languages. Ph.D. recipients generally continue on to teach at four-year institutions, though some also pursue employment in government, private industry, or NGOs/think-tanks. There are approximately 75-80 graduate students in any academic year whose research focuses solely on East Asia.

**2b) Appropriateness of graduate requirements:** Based on a firm conviction that mastery of both language skills and disciplinary methods is crucial for area-studies specialists, entry and exit requirements for East Asian graduate students at Stanford are among the most demanding in the country. In each field, doctoral students are rigorously trained in both disciplinary theory and advanced research techniques, while being given supplementary support as needed to fulfill high-level language requirements (with those in humanities routinely expected to develop research proficiency in two or more languages, or in one modern language and its classical variant). Where there is regular demand, training in East Asian research materials and methods is fulfilled by regular seminars and colloquia; in cases where one or two students need specialized skills, CEAS and Stanford faculty make every effort to offer tailor-made tutorials, independent reading courses, or grants for off-campus training. Stanford takes teacher training very seriously, investing heavily in the pedagogical preparation of all doctoral candidates. Masters students fulfill similarly rigorous language and course requirements.

The roughly 450 non-language classes with East Asia content that are taught each year include offerings in the schools of Business, Law, Earth Sciences, and Education. Research projects of varying duration focusing on East Asia employ graduate and undergraduate students who work directly with faculty to conduct primary research or analyze data. The Schools of

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

**3a) Academic and career advising services for students:** The advising system at Stanford is multi-layered, with each undergraduate being assigned to a faculty mentor, an administrative counselor, and a peer advisor. M.A. and Ph.D. students are advised by departmental administrators, as well as individual faculty. East Asian Studies M.A. students are assigned individual faculty advisers, and the CEAS Lecturer in East Asian Studies and Associate Director devote roughly 30% and 10% of their time, respectively, to providing academic and career counseling. CEAS disseminates information on work and study opportunities in East Asia to Stanford students at all levels through regular mailings and email announcements; academic departments offer specialized workshops on interviewing strategies and grant-writing skills; and the office of Undergraduate Advising and Research (UAR) provides a full suite of resources for undergraduate students. The Stanford Global Studies Division (SGS) also organizes a series of career workshops each year, including an annual career panel featuring alumni who have landed rewarding jobs in government, business, and the non-profit sector. Extensive job-seeking and career preparation assistance is available through the Career Development Center, which offers résumé-writing workshops, provides library resources and alumni contacts, organizes job fairs, and provides one-on-one counseling. An established career mentorship program managed by the Stanford Alumni Association links current undergraduates and graduate students with alumni in

a variety of industries. Both the CEAS program and the Global Studies Division organize annual career advising events featuring program alumni from fields including law, government service, non-profit work, technology, and finance.

**3b) Formal arrangements and access for research or study abroad:** A hallmark of East Asian Studies at Stanford is the wealth of overseas study opportunities, summarized in Table 6 below. The Bing Overseas Studies Program (BOSP) administers the **Stanford Kyoto Program** in Japan. There, after a quarter of academic study, students may pursue ten-week internships in Japanese business, government, and public service organizations. Since 2013, 157 Stanford students have completed language training in Kyoto. A similar program in Beijing was active from fall 2004 through fall 2017, and enrolled 100 students since 2013. BOSP will open a new Hong Kong-based program in Chinese studies in fall 2019. BOSP also runs individual overseas seminars—courses taught by Stanford faculty on a foreign campus—on an ad hoc basis determined by institutional need, faculty availability, and student interest. In 2010, the **Stanford Law School** established a formal exchange program with the Peking University School of Law, allowing Stanford students to enroll in either Chinese- or English-language law classes at Peking University.

Students may also participate in a number of consortia or collaborative programs. Stanford currently is a member of and administers the **Inter-University Center for Japanese Language Studies (IUC)** in Yokohama, the premiere institution for teaching of advanced Japanese, which has enrolled 195 students in the last four years, 11 of whom were from Stanford. Stanford is a member of the **Inter-University Program for Chinese Language Studies (IUP)**, which provides year-long and summer Chinese language programs at Tsinghua University, Beijing. Since 2013-14, IUP has enrolled 354 students, 4 from Stanford. Stanford is also a member of the

**Kyoto Consortium for Japanese Studies (KCJS)**, which offers in-depth language study for two semesters, along with specialized courses in Japanese history and culture.

Internships in East Asia are offered primarily through BOSP, the Graduate School of Business, the School of Engineering, and Stanford Global Studies. BOSP places undergraduate interns in Japan through the above-mentioned program. Four programs within the **Graduate School of Business**—the Global Management Immersion Experience (GMIX), the Stanford-Tsinghua University Exchange Program (STEP), Global Study Trips, and Global Seminars—

TABLE 6—Overseas Program Enrollments 2013-14 through 2016-17					
Program Name		13-14	14-15	15-16	16-17
Stanford	Stanford Program in Beijing	38	12	28	22
	Stanford Program in Kyoto	40	40	45	32
	SGS East Asia Internships	27	46	51	47
	*Haas Center/Stanford in Government	13	11	17	12
	*Freeman Spogli Institute (all)	22	17	21	18
	*School of Engineering Programs (all)	16	38	41	38
	GSB Programs (all)	30	33	36	28
	Stanford Law/Peking Univ.	0	1	1	0
Consortia	*Inter-University Center for Japanese (IUC)	2	3	3	3
	Inter-University Program for Chinese (IUP)	1	2	0	1
	Kyoto Consortium for Japanese (KCJS)	0	1	0	0
*estimated		154	176	205	201
Total Stanford Participants					736

have brought 127 students to greater East Asia over the last four years. The **School of Engineering** administered China Internship Program, China Study Tours, and China Summer Service Learning Program

together have placed 177 engineering students in China over the same period. The Stanford Global Studies Internship Program offers undergraduate and graduate level internships around the globe in a variety of business, government, and nonprofit organizations. Established host organizations include Dow Jones Newswires (Beijing, Shanghai, Seoul, and Tokyo); the Shanghai Museum; Morgan Stanley (Tokyo); Japan’s Ministry of Economy, Trade and Industry; and *JoongAng Daily* (Korea). Between 2014 and 2017, SGS placed 298 students in businesses,

governmental offices, and NGOs in 35 countries, including 168 across greater China, Japan, and Korea. Altogether, 74% of Stanford undergraduates participate in an internship prior to graduation. Additional internship or short-course opportunities in Asia are also offered by the **Freeman Spogli Institute**, the **Stanford in Government** program, the **Rural Education Access Project**, and the **Stanford Center at Peking University**.

The **Volunteers in Asia (VIA) Stanford Program** sponsors short-term, cross-cultural exchange focusing on service-learning, healthcare, language, and social issues. The **Asia Technology Initiative (ATI)** runs global entrepreneurship programs in China (Shanghai & Hong Kong), India (Bangalore & Mumbai), Japan, Singapore, and Taiwan. This unique summer internship gives Stanford students the opportunity to interact with Silicon Valley professionals as well as their counterparts across Asia.

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

## **I. OUTREACH ACTIVITIES**

Stanford's East Asian faculty engages with government, the private sector, K-16 educators, and the general public through numerous and varied talks, performances, and publications. More

than 300 events are organized each year, including cultural events, conferences, lectures, and symposia organized by the **Center for East Asian Studies, Freeman Spogli Institute, Shorenstein Asia-Pacific Research Center, Center on Democracy, Development, and the Rule of Law, Ho Center for Buddhist Studies, Archaeology Center, US-Asia Technology Management Center, the Graduate School of Business, Stanford Law School, and the Hoover Institution.** Area studies faculty are thoroughly involved in the planning and implementation of public events at Stanford. These events are advertised through the Center's weekly email bulletin, and announced on various center and program websites, as well as the Stanford Events website, and with local media outlets. These events draw over 5,000 participants annually. Research findings on East Asia are made widely available via university-supported publication outlets including Stanford University Press and the *Journal of Korean Studies*. CEAS also publishes *Horizons*, an annual newsletter that informs roughly 2,000 alumni and supporters of progress in Stanford's East Asian Studies programs. Event listings, talk abstracts, and resource materials are available via program websites for CEAS, APARC, SPICE, and other units.

**1) Elementary and secondary schools:** The **Stanford Program on International and Cross-Cultural Education (SPICE)** links the university's research and teaching to elementary and secondary schools. Coordinating input from Stanford faculty as well as K-16 teachers, SPICE produces curriculum materials and organizes teacher-training workshops on international and cross-cultural topics. Currently, SPICE has 13 full- and part-time staff members; its director, Gary Mukai, specializes in education about Asia and U.S.-Asia relations, and in 2018 was awarded the Order of the Rising Sun, Gold and Silver Rays, by the Japanese government for his lifelong contributions to the promotion of friendship and mutual understanding between Japan and the United States. SPICE has published more than 200 curricular units across all regions,

with over 50 Asia-related award-winning curriculum units for elementary and secondary schools, and since 2004 has distributed more than 3,000 units on East Asia. SPICE staff have won 6 AAS Buchanan Prizes for outstanding curricular publication on Asia. Currently, they produce approximately 10 new units per year. SPICE is directly involved in the planning and implementation of several key outreach projects planned for this grant cycle, including the Community College Faculty Fellowship (Budget 8A), Global Studies Educator Network (Budget 8B), Topics in Global Studies Workshops (Budget 8C), and Global Topics Scholar Videos (Budget 8E). In addition to serving as academic advisors on curricular projects, Stanford East Asia faculty help lead SPICE's regular educational workshops at the local, state, national, and international levels, consistent with the **NRC Absolute Priorities 1 & 2**. In cooperation with the National Consortium for Teaching about Asia (NCTA), SPICE offers annual professional development summer institutes for middle school and high school teachers—reaching approximately 800 educators since the program began. Over the course of three days, these institutes highlight diverse topics including the geography, cultures, religions, history, literature, and arts of East Asia, the Asian diaspora in the United States, and the diversity of the Asian-American experience. SPICE also offers three online courses for U.S. high school students interested in Korea, Japan, and China: the **Sejong Korean Scholars Program (SKSP)**, the **Reischauer Scholars Program (RSP)**, and the **China Scholars Program (CSP)**, as well as the **Stanford University Scholars Program for Japanese High School Students** or “**Stanford e-Japan**”, a distance-learning course for exceptional Japanese high school students to engage in an intensive study of U.S. society and culture. Together, these online courses have served more than 500 students since inception.

**2) Postsecondary institutions:** In the 2010-13 NRC cycle, three Stanford NRCs and other area studies units collaborated on the **Stanford Human Rights Education Initiative**, an innovative partnership with California Community Colleges to enhance area-focused teaching and research on human rights within the community college setting, serving more than 175 community college instructors in the local Bay Area, and producing more than a dozen teaching resources publicly available online. In the 2014-17 NRC grant cycle, our various outreach programs for K-12 and community college constituencies under the umbrella of **Education Partnership for Internationalizing Curriculum (EPIC)** produced 25 open-access curricular units, served 29 faculty fellows from partner community colleges, and reached a combined 480 educators from 40 institutions through our 17 workshops and symposia.

The **Stanford Teacher Education Program (STEP)** within the Stanford Graduate School of Education, a 12-month program leading to a Master of Arts in Education degree and a California Multiple Subject or Single Subject Preliminary Credential, prepares between 80-110 students per year who go on to serve institutions statewide. Activities under the EPIC umbrella proposed for the 2018-21 NRC grant cycle (Budget items 8A-F) seek to leverage digital technology for blended in-person and online activities to expand access to geographically distant and thus previously underserved community colleges and MSIs.

**3) Business, media, and the general public:** Stanford's East Asian faculty are actively engaged in the realms of policy, journalism, and business through outreach events organized by our many research centers and programs. In 2016-17, the Center for East Asian Studies hosted 44 events with estimated total attendance of 3,972. During the same time period, other units on campus organized approximately 150 additional Asia-related events, with an estimated attendance of over 4,000. One leader on this front is the **Walter H. Shorenstein Asia-Pacific**

**Research Center (Shorenstein-APARC)**, which generates interdisciplinary research and symposia focused on the Asia-Pacific region for students, scholars, and corporate and governmental affiliates. Shorenstein-APARC publishes regular monographs, as well as an annual peer-reviewed journal in partnership with the Brookings Institution Press. The **US-Asia Technology Management Center (US-ATMC)** within the Center for East Asian Studies sustains an active program of public events and internet-based information exchange (including live teleconferenced events between the U.S. and Asia). US-ATMC has achieved worldwide recognition for its website development activities, including the **Stanford J-Guide to Online Japan Information Resources**. The **Center for Global Business and the Economy**, housed in the Graduate School of Business, organizes a variety of conferences, lecture series, and workshops to promote discussion of international business. The **Stanford Center for International Development (SCID)** focuses on global trade and sustainability issues. In 1999, SCID launched the **Program on Chinese Economic Policy Reform (China Program)** to study such urgent issues as education policy (especially for elementary schooling), deployment of resources to the social sector, and the impact of small credit programs in raising the incomes of the poor. Two annual policy conferences, one held at Stanford University and a second held in China, comprise an important part of the program. **Stanford Continuing Studies** shares the rich educational resources of Stanford University with the local community. As shown in Appendix 3, during the past four years, Continuing Studies has offered 28 courses related to East Asia, with total enrollments of 594. The **Cantor Arts Center** features an East Asian collection begun in 1894 that has grown to over 4,000 pieces, representing the Neolithic through the present. The museum regularly organizes seminars, workshops, and a summer program for children, all of which are open to the general public. In 2014, Cantor held a special symposium, “Chinese

Landscapes: Explorations in Literature, Poetry, Film, and the Visual Arts” in collaboration with the Department of Physics, and is currently planning a Asian ceramics exhibition in conjunction with the departments of Engineering and Chemistry. We will continue to plan similar cross-disciplinary events for the coming grant cycle. In addition, **Stanford University Press (SUP)** currently offers over 600 titles related to East Asia, adding approximately 30 new volumes per year. Working closely with FSI, APARC, and Buddhist Studies, SUP’s offerings cover a wide variety of humanities and social sciences topics.

## **J. FLAS AWARDEE SELECTION PROCEDURES**

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

Applicants for both academic-year and summer awards complete an online application specifying their current and intended language levels, program location and cost, and budget needs, and submit a statement of purpose, transcripts, and letters of recommendation from language instructors or other faculty. Applicants without internet access may request paper application forms directly from CEAS or the Dean's office.

**2) FLAS award selection:** Awardees are determined by a committee comprised of faculty, fellows, and administrative staff representing a wide cross-section of disciplines and departments. Applications are ranked by five criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of recommendations; 4) clarity and feasibility of stated study/career goals; and 5) financial need. Awards are based on academic merit, with preference given to eligible students who also demonstrate financial need. In the 2014-17 grant cycle, CEAS awarded 36 academic year and 37 summer FLAS awards, including 2 awards to professional school students. For the 2018-21 grant cycle, we are requesting 9 academic year (8 graduate, 1 undergraduate) and 8 summer awards, totaling \$339,000 annually (Budget 11A & 11B). 100% of our awards will be made in priority languages [**FLAS CP 2**]. To ensure broad access, Stanford will continue to guarantee tuition top-offs for all FLAS awardees during this grant cycle.

## **K. COMPETITIVE PREFERENCE PRIORITIES**

We are seeking funding for 13 projects, as well as administrative, outreach, and evaluation support to implement them, outlined in section A above. NRC and FLAS Priorities are summarized here with corresponding projects listed by budget item number.

**NRC Absolute Priority 1—diverse perspectives & national need:** All proposed projects meet the NRC absolute priority regarding diverse perspectives. Several projects in particular have been designed specifically to bring together a variety of constituencies with diverse backgrounds

and interests, with the goal of fostering robust debate and new and innovative approaches to teacher training, area studies instruction and research, including the Community College Faculty Fellowship (Budget 8A); 8B. Global Studies Educator Network (Budget 8B); Topics in Global Studies Workshops (Budget 8C); K-12 Professional Development Institutes (Budget 8D); Global Topics Scholar Videos (Budget 8E); Global Careers Fair for Community College Students (Budget 8F); Library Access Travel Grants (Budget 8H); and Public lectures (Budget 8I).

Additionally, several of the projects are also designed to address areas of national need. The Global Studies Educator Network (Budget 8B), Topics in Global Studies Workshops (Budget 8C), Community College Faculty Fellowship (Budget 8A), and K-12 Professional Development Institutes (Budget 8D) in collaboration with the Stanford Graduate School of Education train current and future area studies instructors and area experts, while the Global Careers Fair for Community College Students (Budget 8F), Global Topics Scholar Videos (Budget 8E), and Visiting faculty (Budget 1Bi) are designed to encourage students to study in area studies-related degrees which will benefit the education, business, and non-profit sectors. Additional funding for administrative and outreach support staff to carry out these activities, as well as for program evaluation and assessment, are necessitated by the grant and consistent with grant funding guidelines. **NRC Absolute Priority 2—Teacher training activities:** Several proposed projects

meet the NRC absolute priority regarding teacher training activities, either directly, such as collaborative programs: Community College Faculty Fellowship (Budget 8A); Global Studies Educator Network (Budget 8B); Topics in Global Studies Workshops (Budget 8C); K-12 Professional Development Institutes (Budget 8D), or as part of the teaching mission of the university in training current and future area studies instructors and area experts: Visiting faculty (Budget 1Bi); Global Topics Scholar Videos (Budget 8E); Global Careers Fair for Community

College Students (Budget 8F); Library Access Travel Grants (Budget 8H); Public lectures (Budget 8I); Asia Arts Research Projects (Budget 8J); China Guiding Cases Research Project (Budget 8K). Additional funding for administrative and outreach support staff to carry out these activities, as well as for program evaluation and assessment, are necessitated by the grant and consistent with grant funding guidelines. **NRC Competitive Preference Priority 1—**

**Collaboration with community colleges:** Five projects have been designed in collaboration with community college partners: Community College Faculty Fellowship (Budget 8A); Global Studies Educator Network (Budget 8B); Topics in Global Studies Workshops (Budget 8C); Global Topics Scholar Videos (Budget 8E); and the Global Careers Fair for Community College Students (Budget 8F). **NRC Competitive Preference Priority 2—Collaborative activities with**

**teacher education programs:** The K-12 Professional Development Institutes (Budget 8D) have been designed in collaboration with and will be carried out collaboratively with the Stanford Graduate School of Education. **FLAS Competitive Preference Priority 1—Fellowships for students who demonstrate financial need:** All FLAS awards will be reviewed for financial need.

Final award preference for all FLAS recipients will be given to those students who demonstrate financial in addition to demonstrated academic merit, as noted in section J. **FLAS Competitive Preference Priority 2—Academic year FLAS in the Less Commonly Taught Languages:** 100% of East Asia FLAS awards will be made in one of the priority LCTLs designated by the Department of Education in its document “Consultation With Federal Agencies On Areas Of National Need” revised 05/14/2014.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

# 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: \$265,058 Year 2: \$267,180 Year 3: \$266,829 Year 4: \$266,073

#### FLAS Request

Year 1: \$339,000 Year 2: \$339,000 Year 3: \$339,000 Year 4: \$339,000

### Type of Applicant

- Single institution The Board of Trustees of the Leland Stanford Junior 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)

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

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

Chinese (Mandarin), Chinese (Cantonese), Japanese, Korean, Tibetan, Vietnamese, Tagalog

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

**Supplemental Information to Meet Statutory Requirements**

**Information Requirement 1: Diverse Perspectives in Funded Activities**

Stanford University is a private, non-profit, non-denominational institution committed to the principle of diversity. The university has clearly articulated this in its Statement on Academic Freedom: “Stanford University’s central functions of teaching, learning, research and scholarship depend upon an atmosphere in which freedom of inquiry, thought, expression, publication and peaceable assembly are given the fullest protection. Expression of the widest range of viewpoints should be encouraged, free from institutional orthodoxy and from internal or external coercion.”

Former Stanford President John Hennessy stated: “To encourage such diversity, we prohibit discrimination and harassment and provide equal opportunity for all employees and applicants for employment regardless of race, color, religious creed, national origin, ancestry, sex (including gender, as defined under the California Fair Employment and Housing Act), sexual orientation, veteran status, marital status, age disability, medical condition, or any other trait or status protected by applicable law.” “Stanford University...reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational purposes will be served best if the country’s demographic diversity finds a presence on campus, and we thereby reflect the full range and full capacity of society.” The former President’s statements apply not only to employment at the University but also to all of its academic programs and outreach activities, including those administered by Stanford’s National Resource Centers.

Stanford departments, centers, and programs are committed to open debate and the exploration of a wide range of viewpoints. This commitment is supported by the policies and principles quoted above, and evidenced through our long record of public programming, publications, and outreach. The four-year NRC program activities outlined in this proposal are designed to foster a diversity of views and exchange of ideas by drawing on multiple constituencies both within and outside of the university. Organized research activities will explore a wide range of trans-national and trans-regional issues, with participants from the U.S. and abroad; academic courses and public programming will represent the full diversity of the culture, languages, and religions of the United States and the target region, broadly defined. Planned public lectures will foster intellectual debate and exchange from various perspectives and political viewpoints on issues affecting the target region, and outreach activities will expose community college and K-12 teachers and students, as well as MSI and Stanford faculty and students, to a wide range of materials to expand understanding and discussion on regional issues.

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

**Supplemental Information to Meet Statutory Requirements**

**Information Requirement 2: Areas of National Need**

Stanford University encourages government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Staffing a dedicated **Office for Military-Affiliated Communities (OMAC)**, to provide maximum support for U.S. Military personnel seeking to study at Stanford, including Foreign Area Officers.
- 2) Training university students in 32 of the 64 languages defined by the National Security Education Program as critical to the needs of U.S. national security and national competitiveness, including advanced training in many of the foreign languages that have been identified by multiple US Federal Agencies as Priority Languages.
- 3) Training significant numbers of students in our interdisciplinary Master of Arts degree programs. Large percentages of these graduates go on to careers in the non-profit sector, government, journalism, education, and law.
- 4) Supporting and developing programs to enhance language pedagogy standards of Stanford and local institution language instructors via Modified Oral Proficiency Interview (MOPI) trainings, offered by the **Stanford Language Center (SLC)** and the **Stanford Teacher Education Program (STEP)** within the Stanford Graduate School of Education.
- 5) Developing area studies course offerings that are among the richest in the nation. Students from multiple majors and disciplines enrolled in more than 800 non-language area studies courses last year. These students enter the national workforce with an enhanced understanding of regional issues and the ability to analyze topics within a global context. New Visiting Faculty positions proposed in this grant proposal will enhance the variety of topics and expertise on the region, and further strengthen the university's already excellent offerings.
- 6) Engaging in outreach activities to train new and veteran teachers about topics in various world regions, working with them to bring global perspectives into their classrooms. This is accomplished by working with the **Center to Support Excellence in Teaching (CSET)** within the Stanford Graduate School of Education, the **Stanford Program on International and Cross-cultural Education (SPICE)**, the **Center for Spatial and Textual Analysis (CESTA)**, and other units on campus, to enhance area studies instruction and to provide K-12 teachers and community college instructors with relevant area studies content and knowledge through lectures, workshops, institutes, downloadable curricular units, and innovative digital technology platforms.

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**Aban, Cynthia** **Lecturer****Name (Title):** Cynthia Aban (Lecturer in Tagalog)**Department (Tenured?):** Stanford Language Center (No)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Beginning Tagalog**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Ahn, Heather** **Staff****Name (Title):** Heather Ahn (Korean Studies Program Manager)**Department (Tenured?):** Shorenstein Asia Pacific Research Center (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Angel, Faith** **Staff****Name (Title):** Faith Angel (Finance Manager)**Department (Tenured?):** Walter H. Shorenstein Asia-Pacific Research Center, Freeman-Spogli Institute for International Studies (N/A)**Education:** No data**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Antonio, Anthony**

**Faculty**

**Name (Title):** Anthony Antonio (Associate Professor)

**Department (Tenured?):** Education, School of (Yes)

**Education:** Ph.D., UCLA (1998); M.S., Stanford University (1992); B.S., UC Berkeley (1988)

**Academic Experience:** Research Analyst, Higher Education Research Institute, UCLA (1994 - 1998); Affiliated Faculty, Center for Comparative Study in Race and Ethnicity and Program in Asian American Studies; Resident Fellow, EAST House; Fellow, Asian American and Pacific Islander Research Coalition.

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

**Teaching/Research Time Devoted to East Asian Studies:** 0

**Area Courses Taught:** Multicultural Issues in Higher Education (Ed 381); EAS House Seminar: International Human Rights and Education (EDUC 100C); Revolution and the Pilipinx Diaspora: Exploring Global Activism in Local Communities (CSRE 27SI)

**Research/Teaching Specializations:** Equity issues in American higher education; development and maintenance of college-going cultures in schools; racial, ethnic, and religious minority college student development; transitions to postsecondary education; impact of diversity on college students.

**Distinctions:** No data

**Recent Publications:** Antonio, A. L., Carnoy, M., & Nelson, C.R. (forthcoming). Change and Challenges in a Highly Decentralized Higher Education System: The Case of the United States. In I. Froumin & O. Leshukov (eds.), *Higher Education Federalism: Regulation And Structure Of Higher Education In “Federal Type” Systems*; Gilmartin, S. K., Antonio, A. L., Chen, H. L., Brunhaver, S. R., & Sheppard, S. D. (Forthcoming). Career plans of undergraduate engineering students: Characteristics and contexts. In: R. Freeman & H. Salzman (eds.), *U. S. engineering in the global economy*. Chicago: University of Chicago Press; Museus, S. D., Antonio, A. L., & Kiang, P. N. (2016). The State of Scholarship on Asian Americans and Pacific Islanders in Education: Anti - Essentialism, Inequality, Context, and Relevance. In: S. Museus, A. Agbayani, & D. Ching (eds.), *Focusing on the Underserved: Immigrant, Refugee, and Indigenous Asian American and Pacific Islanders in Higher Education*. Charlotte, NC: Information Age Publishing; Sheppard, S. D., Antonio, A. L., Brunhaver, S. R., & Gilmartin, S. K. (2014). Studying the career pathways of engineers: An illustration with two data sets. In: Eds. A. Johri & B.M. Olds, *Cambridge Handbook of Engineering Education Research*. New York, NY: Cambridge University Press.

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

**Arita, Michiyo** **Library Staff****Name (Title):** Michiyo Arita (Japanese Cataloging Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A No data**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Armacost, Michael H** **Faculty****Name (Title):** Michael H. Armacost (Adjunct Professor)**Department (Tenured?):** Shorenstein APARC (Yes)**Education:** Ph.D., Columbia University (1965); M.A., Columbia University (1961); B.A., Carleton College (1958)**Academic Experience:** President, the Brookings Institution (1995-2002); Professor of government, Pomona College**Overseas Experience:** A special assistant to the U.S. ambassador in Tokyo from 1972-74, his first foreign diplomatic post; From 1982 to 1984, he served as U.S. Ambassador to the Philippines, and was a key force in helping the country undergo a nonviolent transition to democracy; In 1989, President George Bush tapped him to become ambassador to Japan, considered one of the most important and sensitive U.S. diplomatic posts abroad.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 85%**Area Courses Taught:** U.S. Policy towards Northeast Asia (IPS244)**Research/Teaching Specializations:** Contemporary issues in U.S. relations with Northeast Asia; the impact of domestic developments in foreign policy decision-making.**Distinctions:** President's Distinguished Service Award, the Defense Department's Distinguished Civilian Service Award; Secretary of State's Distinguished Service Award.**Recent Publications:** Shin, G., Armacost, M., Hoshi, T., Eikenberry, K., Fingar, T., Stephens, K., Sneider, D., Emerson, D. President Trump's Asian Inbox. Shorenstein Asia-Pacific Research Center (2017). Armacost, M. Ballots, Bullets, and Bargains: American Foreign Policy and Presidential Elections. Columbia University Press. (2015).**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data

**Ball, Jeffrey** **Research Fellow****Name (Title):** Jeffrey Ball, (Scholar-in-Residence/Lecturer)**Department (Tenured?):** Stanford Law School (No)**Education:** Yale University**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 30%**Area Courses Taught:** LAW 430O: Policy Practicum: China's Solar Industry and its Global Implications**Research/Teaching Specializations:** Energy and the environment; clean-energy capital deployment and economic growth in U.S. and China; China's energy business and its global implications.**Distinctions:** Society of American Business Editors and Writers' top energy-writing prize (2015)

**Recent Publications:** Jeffrey Ball, Terence P. Stewart. Will New Tariffs Hurt the U.S. Solar-Power Industry? in Wall Street Journal, November 13, 2017. Jeffrey Ball, Dan Reicher. Loosening the Logjam: Enabling More-Efficient Clean-Energy Finance in China. Steyer-Taylor Center for Energy Policy and Finance, October 1, 2017; Dan Reicher, Jeffrey Brown, David Fedor, Jeremy Carl, Alicia Seiger, Jeffrey Ball, Gireesh Shrimali. Derisking Decarbonization: Making Green Energy Investments Blue Chip. Steyer-Taylor Center for Energy Policy and Finance, October 27, 2017; Why Concerns About Trump's Paris Accord Pullout Are Overblown, Fortune, June 1, 2017; Jeffrey Ball, Dan Reicher. The Risks of U.S. Inaction on Climate Change. The New York Times, May 27, 2017; Jeffrey Ball, Dan Reicher. Making Solar Big Enough to Matter, March 21, 2017; Germany's High-Priced Energy Revolution. Fortune. March 14, 2017; The Paris Climate Conference Deal Is a Step Forward: Even If Only a Small One. New Republic, December 12, 2015; Corporations are Acting in Self-Interest at the Paris Climate Talks. New Republic, December 7, 2015. Silicon Valley's New Power Player: China. New Republic, November 30, 2015. Why the Paris Climate Talks Won't Amount to Much. Wall Street Journal, November 19, 2015. Who Will Pay For Climate Change? New Republic, November 3, 2015. A Reality Check on Obama's Clean Power Plan. The Atlantic, June 22, 2015. Tough Love for Renewable Energy: Making Wind and Solar Power Affordable. in Green Book: Our Best Writing on Animals, Natural Resources, Pollution, Energy and Climate Change, Foreign Affairs Anthology, June 8, 2015. A Coal CEO's Game Plan. Wall Street Journal: Business. March 30, 2015. The Environment and the Bottom Line. Street Journal: Business. March 30, 2015. Facing the Truth about Climate Change: Here's a Political Solution to a Looming Environmental Crisis. The New Republic, February 3, 2015. Climate Change Is Hurting Poor Countries Right Now. Why Won't Rich Countries Act? The New Republic, November 4, 2014. This Beautiful Bird Might Thwart the Oil and Gas Industry's Drilling Plans. The New Republic, October 22, 2014. Oil Prices Are Dropping. Will We Turn Into Gas-Guzzling, Energy Monsters Again? New Republic, October 22, 2014. Our Planet Is Going to Blow Past the "Two Degrees" Climate Limit. New Republic, October 9, 2014.

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

**Bartlett, Thomas** **Lecturer****Name (Title):** Thomas Bartlett (Lecturer)**Department (Tenured?):** East Asian Languages & Cultures (No)**Education:** Ph.D., Princeton University (1985); M.A., National Taiwan University (1972); B.A., Harvard University (1961)**Academic Experience:** Professor of Chinese Language, Harvard University (1989-1994); Director of Language Teaching Center, Johns Hopkins University (1995-1996); Lecturer in Chinese History, La Trobe University (1996-2010)**Overseas Experience:** Five years' residence (1967-72) as a student at Taiwan and received M.A. degree in early Chinese history at National Taiwan University; Six months' stay in Beijing in 1980 as interpreter and translator for a major international cooperation in contract negotiations with various Chinese official and commercial entities.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-4**Reading:** Chinese-4**Writing:** Chinese-4**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** CHINA 208: Advanced Classical Chinese: Philosophical Texts; CHINA 200: Directed Reading in Chinese; CHINA 209: Advanced Classical Chinese: Historical Narration; CHINA 107: Beginning Classical Chinese, Third Quarter (CHINA 207); CHINLIT 221: Advanced Classical Chinese: Philosophical Texts CHINLIT 127: Beginning Classical Chinese (CHINLIT 207); CHINLIT 206: Beginning Classical Chinese (CHINLIT 126)**Research/Teaching Specializations:** Chinese historical narration; Philosophical texts in Chinese; Linguistics**Distinctions:** no data**Recent Publications:** no data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/0/0**Boswell, Matthew** **Staff****Name (Title):** Matthew Boswell (Project Manager for Technology and Human Capital)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Rural Education Access Project (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Burrows, Briana** **Staff**

**Name (Title):** Briana Burrows (Assistant Director, US-Asia Technology Management Center, Center for East Asian Studies)

**Department (Tenured?):** US-Asia Technology Management Center (N/A)

**Education:** B.A., University of California, Santa Barbara

**Academic Experience:** N/A

**Overseas Experience:** N/A

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

**Speaking:** Thai-1; Japanese-1

**Reading:** Thai-1; Japanese-1

**Writing:** Thai-1; Japanese-1

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Busbin, Kazuko** **Language Lecturer**

**Name (Title):** Kazuko Busbin (Senior Lecturer)

**Department (Tenured?):** East Asian Languages & Cultures (No)

**Education:** M.A., University of San Francisco (1980); B.A., Sophia University, Tokyo, Japan (1973)

**Academic Experience:** 1981-83 Director of Japanese Language at Japanese Government School San Francisco, CA

**Overseas Experience:** Japan 1973-1974

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** Introductory & Intermediate Modern Japanese

**Research/Teaching Specializations:** Educational Psychology in language learning and teaching  
Transformation of idea in language learning

**Distinctions:** ASSU Outstanding Teaching Award 1992 at Stanford THE MBA of 2002 Fund Honoree at Stanford GSB

**Recent Publications:** N/A

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

**Cai, Jindong** **Faculty**

**Name (Title):** Jindong Cai (Consulting Professor)

**Department (Tenured?):** Center for East Asian Studies (Yes)

**Education:** D.Mus.A., University of Cincinnati (1992); M.Mus., New England Conservatory of Music (1989); B.A., Beijing Capital Normal University (1983)

**Academic Experience:** 2004 Louisiana State University; 1998-2000 University of Arizona; University of California at Berkeley; 1997-98.

**Overseas Experience:** Conducted several top orchestras in China including the China National Broadcasting Symphony, the National Opera and Ballet Theater of China, the Shanghai Symphony and the Shanghai Philharmonic Orchestras, the Guangzhou Symphony, the Tianjin Symphony, and the Wuhan Orchestra.

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** Classical Music and Politics in China, MUSIC 13Q

**Research/Teaching Specializations:** Orchestral and opera performances

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

**Recent Publications:** N/A

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

### **Campbell, Stacy**

**Staff**

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

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:**

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Cao, Wenhao**

**Library Staff**

**Name (Title):** Wenhao Cao (Serials Specialist)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### Capitanio, Josh

### Library Staff

**Name (Title):** Josh Capitanio (Public Services Librarian, East Asia Library; Bibliographer, East and Southeast Asia; Eastern Religions Subject Specialist)

**Department (Tenured?):** Stanford University Library (N/A)

**Education:** Ph.D., University of Pennsylvania; M.A., University of Pennsylvania; B.A., University of California, Los Angeles

**Academic Experience:** N/A

**Overseas Experience:**

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Eastern Religions

**Distinctions:** No data

**Recent Publications:** "Sanskrit and Pseudo-Sanskrit Incantations in Daoist Ritual Texts," *History of Religions* 57, no. 4 (2018): 348-405. C. Pierce Salguero, Robban Toleno, William J. Giddings, Joshua Capitanio, and Marcus Bingenheimer, "Medicine in the Chinese Buddhist Canon: Selected Translations," *Asian Medicine* 12 (2017): 279-294. "The Ritual Altar of Kundali Vajra for Treating Illnesses," in C. Pierce Salguero, ed., *Buddhism and Medicine: An Anthology of Premodern Sources* (New York: Columbia, 2017): 314-321. "Buddhist Tales of Lü Dongbin." *T'oung Pao* 102, no. 4-5 (2016): 448-502. "Portrayals of Chan Buddhism in the Literature of Internal Alchemy." *Journal of Chinese Religions* 43, no. 2 (2015): 1-42. "Health, Illness, and the Body in Buddhist and Daoist Self-Cultivation." In *Brahman and Dao: Comparative Studies of Indian and Chinese Philosophy and Religion*, ed. Ithamar Theodor and Yao Zhihua, 181-194. Lanham: Lexington Books (2013).

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

### Carnoy, Martin

### Faculty

**Name (Title):** Martin Carnoy (Professor)

**Department (Tenured?):** Education, School of (Yes)

**Education:** Ph.D., University of Chicago (1964); M.A, University of Chicago (1961); B.A. and B.S., California Institute of Technology (1960)

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

**Teaching/Research Time Devoted to East Asian Studies:** 0%

**Area Courses Taught:** Economics of Education in the Global Economy (Educ 306A); Race, Education and Media (Ed141/241); Introduction to Comparative and International Education (Ed 202); Research Workshop in International and Comparative Education (Ed 408).

**Research/Teaching Specializations:** Applied Econometrics; Economics of Education; International Comparative Education; Race, Inequality, and Language in Education (RILE). Researching econometric models of quality of education in Latin America and Southern Africa. Studying changes in university financing and the quality of engineering and science tertiary education in China, India, and Russia.

**Distinctions:** No data

**Recent Publications:** Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine M. Kuhns, Jandhyala B.G. Tilak, Rong Wang, *University Expansion in a Changing Global Economy: Triumph of the BRICs?* Stanford University Press, 2013.; Martin Carnoy, Rafiq Dossani, *The Changing Governance of Higher Education in India*, Stanford University, 2011.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 2/35/10

### **Chang, Charles**

**Postdoc/Fellow**

**Name (Title):** Charles Chang (2016-2017 Chinese Studies Postdoctoral Fellow, Center for East Asian Studies)

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

**Education:** Ph.D., University of Wisconsin-Madison (2016); M.A., University of Wisconsin-Madison (2009); B.A., Beijing Normal University (2002)

**Academic Experience:** No data

**Overseas Experience:** China

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** “Big data”, Social media use, GIS

**Distinctions:** No data

**Recent Publications:** No data

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

### **Chang, Gordon**

**Faculty**

**Name (Title):** Gordon Chang (Professor)

**Department (Tenured?):** History (Yes)

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

**Academic Experience:** UC Irvine 1989-1991

**Overseas Experience:** China

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

**Speaking:** Chinese-3

**Reading:** Chinese-3

**Writing:** Chinese-2

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

**Area Courses Taught:** History 256/356 History of US-China Relations; The Asian American Movement: A History of Activism (AMSTUD 155D)

**Research/Teaching Specializations:** Trans-Pacific relations, the inter-connections between East Asia and America. The recovery and interpretation of the experiences of Chinese railroad workers in North America.

**Distinctions:** ACLS Fellowship(2000); Guggenheim Fellowship (2000); Stanford Humanities Center (1995, 2002).

**Recent Publications:** Fateful Ties: A History of America's Preoccupation with China, 2015. Harvard University Press.

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

### **Chang, Ih-Hae**

**Library Staff**

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

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

**Education:**

**Academic Experience:** N/A

**Overseas Experience:**

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

**Speaking:**

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Chao, Connie**

**Staff**

**Name (Title):** Connie Chao (Program Development Manager)

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

**Education:** M.A., University of California-Berkeley (1988); B.A., University of California-Berkeley (1985)

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** Chinese - 4

**Reading:** Chinese - 4

**Writing:** Chinese - 4

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Chin, Connie**

**Staff**

**Name (Title):** Connie Chin (Department Manager)

**Department (Tenured?):** East Asian Languages and Cultures (N/A)

**Education:** M.A., San Jose State Univ. (2012); B.A., Oberlin College (1968)

**Academic Experience:** N/A

**Overseas Experience:** Hong Kong, Taiwan 1970-74 teaching English, journalist; China, summers 2004, 2013 (research); Mongolia, summer 2007 (archaeology dig)

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

**Speaking:** Chinese - 4

**Reading:** Chinese - 4

**Writing:** Chinese - 2

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:**

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

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

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

### **Choo, Jennifer**

**Staff**

**Name (Title):** Jennifer Choo (Associate Director, China Program)

**Department (Tenured?):** Walter H. Shorenstein Asia-Pacific Research Center, Freeman-Spogli Institute for International Studies (N/A)

**Education:** Ph.D., University of California, Berkeley; J.D., Stanford University; B.A., Harvard University

**Academic Experience:** The China Law Center (now Paul Tsai China Center), Yale Law School

**Overseas Experience:** Attorney at Cleary, Gottlieb, Steen & Hamilton Hong Kong office

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** National Science Foundation Fellowship; Fulbright-Hays Doctoral Dissertation Research Abroad Program; Ford Foundation individual grant

**Recent Publications:** N/A

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

**Chu, Denise** **Staff**

**Name (Title):** Denise Chu (Internship Program Coordinator)  
**Department (Tenured?):** Stanford Global Studies (N/A)  
**Education:** No data  
**Academic Experience:** N/A  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese-5  
**Reading:** Chinese-5  
**Writing:** Chinese-5  
**Teaching/Research Time Devoted to East Asian Studies:** 75%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** N/A  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Chun, Kyungmi** **Library Staff**

**Name (Title):** Kyungmi Chun (Korean Studies Librarian)  
**Department (Tenured?):** East Asia Library (N/A)  
**Education:** Ph.D., University of North Texas (1999); M.A., University of Tennessee, Knoxville (1988); B.A., Hanyang University, Seoul (1980)  
**Academic Experience:** University of Hawaii at Manoa (1992-2007)  
**Overseas Experience:**  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Korean - 5  
**Reading:** Korean - 5  
**Writing:** Korean - 5  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** Bibliographical and Research Methods - Korean Studies, 2005, 2006  
 Asian Research: Materials & Methods (Team teaching), 2005  
**Research/Teaching Specializations:** Co-authoring of a chapter in a tentatively planned handbook for Asian librarianship. The chapter will provide guides to reference materials, electronic resources and collection building tools related to Korean studies.  
**Distinctions:** Center for Korean Studies, University of Hawaii at Manoa, research grant, 1998  
**Recent Publications:** (2009) Zero to Thirty Thousand in Just Three Years: Building Stanford's Korean Collection. Imprint, 27(1), 19-26. Co-authored with Jaeun Ku. (2007). Collaborative virtual reference service for Korean studies. In Philip A. Melzer & Hyokyong Yi (Eds.), Scholarly information on East Asia in the 21st century: Papers presented at the IFLA WLIC Satellite Meeting, Seoul, Korea, August 18, 2006 (pp.119-123). Seoul: Korean Studies Information Co., Ltd.  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Chung, Marina** **Language Lecturer**

**Name (Title):** Marina Chung (Lecturer)  
**Department (Tenured?):** Stanford Language Center (No)

**Education:** Ph.D., University of Oregon. (2002); M.A., University of Oregon (1994); B.A., Tamkang University (1985)

**Academic Experience:** No data

**Overseas Experience:** Born in Taiwan. Came to the States in 1990.

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

**Speaking:** Chinese – 5; Japanese - 3

**Reading:** Chinese – 5; Japanese -3

**Writing:** Chinese – 5; Japanese - 3

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

**Area Courses Taught:** Accelerated First Year Chinese; Intermediate-to-Advanced Chinese Conversation; Second-Year Modern Chinese; Graduate Studies in Chinese; Graduate Studies in Chinese Conversation; Intensive Second-Year Modern Chinese.

**Research/Teaching Specializations:** Teaching Chinese Language

**Distinctions:** No data

**Recent Publications:** N/A

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

### Clark, Robert W.

Lecturer

**Name (Title):** Robert W. Clark (Coordinator)

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

**Education:** Ph.D., University of Virginia (1994); M.A., University of Virginia (1983); B.A., Edison College (1977)

**Academic Experience:** Iowa State University (1994-1995), College of Charleston (1995-1996), California State University -Chico (1997-1998), University of California at Berkeley (1997-2000), New College of California (1999-2002), University of the West (1999-2003), Saint Mary's College of California (2005-2006), College of Marin (2006-2007)

**Overseas Experience:** India/Tibet 1980, Thailand 1980, Korea 1980, Taiwan 2006, Vietnam-2006, China-2007, Tibet 2007

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

**Speaking:** Tibetan-4

**Reading:** Tibetan-4

**Writing:** Tibetan-3

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

**Area Courses Taught:** First Year Tibetan, Second Quarter (TIBETLNG 2), First Year Tibetan, Third Quarter (TIBETLNG 3), First-Year Tibetan, First Quarter (TIBETLNG 1), Intermediate/Advance Tibetan, Third Quarter (TIBETLNG 23), Graduate Studies in Tibetan (TIBETLNG 395)

**Research/Teaching Specializations:** Tibetan language, culture and literature

**Distinctions:** National Defense Foreign Language Grant 1981-1986 (tuition, fees, and stipend for graduate study in Tibetan Studies)

**Recent Publications:** Translated by Robert W. Clark, *Treasures of the Nying T'ik: Preliminaries and Auxilliary Texts*, San Francisco: Trilobite Publications, 2010.

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

**Cortright, Kelley** **Staff**

**Name (Title):** Kelley Cortright (Event & Communications Coordinator, Center for East Asian Studies)

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

**Education:** B.A., University of California, Berkeley

**Academic Experience:** N/A

**Overseas Experience:** 2009-2012 English teacher in Japan

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

**Speaking:** Japanese-3

**Reading:** Japanese-4

**Writing:** Japanese-3

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Curran, Lisa M.** **Faculty**

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

**Department (Tenured?):** Anthropology (Yes)

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

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

**Overseas Experience:** Southeast Asian tropical areas

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness (ANTHRO 166, ANTHRO 266)

**Research/Teaching Specializations:** the effects of land use change, climate, drought and fire on carbon dynamics and biodiversity; impacts of governmental policies and industrial practices on ecosystems and rural livelihoods in Asian and Latin American tropical forests.

**Distinctions:** No data

**Recent Publications:** Alexandra G. Ponette-González, Kate A. Brauman, Erika Marín-Spiotta, Kathleen A. Farley, Kathleen C. Weathers, Kenneth R. Young,

Lisa M. Curran Managing water services in tropical regions: From land cover proxies to hydrologic fluxes. *Ambio*, Volume 44, Issue 5. September 2015. Patrick

Meyfroidt, Kimberly M Carlson, Matthew E Fagan, Victor H Gutiérrez-Vélez, Marcia N Macedo, Lisa M Curran, Ruth S DeFries, George A Dyer, Holly K Gibbs, Eric F

Lambin, Douglas C Morton and Valentina Robiglio. Multiple pathways of commodity crop expansion in tropical forest landscapes. *Environmental Research Letters*, Volume 9. July 22, 2014.

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

**Dasher, Richard** **Faculty****Name (Title):** Richard Dasher (Adjunct Professor)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., Stanford University (1995); M.A., Stanford University (1980); B.A., San Francisco Conservatory of Music (1977)**Academic Experience:** San Francisco Conservatory of Music (Faculty, 1978-1985), U.S. State Department Foreign Service Institute 1985 - 1990 (the Director of the Japanese advanced language and area training centers for U.S. diplomats, Yokohama, Japan, and Seoul, Korea, 1986 - 90)**Overseas Experience:** Japan 1986 - 1993, short trips every year since then to Japan (9 times in 2009), and to China, Hong Kong, Taiwan, India average 1x/2 years**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese 4**Reading:** Japanese 4**Writing:** Japanese 4**Teaching/Research Time Devoted to East Asian Studies:** 85%**Area Courses Taught:** Japanese Business Culture (JAPAN 151, 251) Topics in International Technology Management (EE 402A), Individual Reading in Chinese (CHINA 199), Entrepreneurship in Asian High-Tech Industries (EALC 402T, EE 402T)**Research/Teaching Specializations:** Innovation systems (university-industry-government interactions) in different countries; Japanese corporate and university reform; globalization of research and development, especially in Asian countries; entrepreneurship and venture investment patterns in Japan and Asian countries**Distinctions:** No data**Recent Publications:** Takeo Hoshi, Kenji E. Kushida, Richard Dasher, Nobuyuki Harada, Tetsuji Okazaki. Institutional Foundations for Innovation-Based Economic Growth. July 2015.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Dasgupta, Aditya** **Postdoc/Fellow****Name (Title):** Aditya Dasgupta (2016-2017 Shorenstein Postdoctoral Fellow in Contemporary Asia)**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)**Education:** Ph.D., Harvard University; M.Sc., Oxford University; B.A., Cambridge University (Trinity College)**Academic Experience:** N/A**Overseas Experience:** U.K.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** Comparative Politics, Political Economy, Democratization, State Capacity, Distributive Politics**Distinctions:** No data**Recent Publications:** Dasgupta, Aditya. Forthcoming. Technological Change and Political

Turnover: The Democratizing Effects of the Green Revolution in India" American Political Science Review. Dasgupta, Aditya, Kishore Gawande, and Devesh Kapur. 2017. (When) Do Anti-poverty Programs Reduce Violence? India's Rural Employment Guarantee and Maoist Conflict" International Organization, 71 (3): 605-32. Dasgupta, Aditya and Daniel Ziblatt. 2015. How Did Britain Democratize? Views from the Sovereign Bond Market" The Journal of Economic History, 75 (1): 1-29. Lead article.

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

**de Bettingnies, Henri Claude** **Visiting Faculty**

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

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

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

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

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** Managing Change & Change of Management in Asia; Strategies for Asia-Pacific; The Transformation of Japan: Implications for the World; AVIRA: Changing CEOs' Mindset; Culture and Management in Asia; Joint-Venture Management in Asia; Individual, Business and Society: The Ethical Dilemma.

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

**Distinctions:** No data

**Recent Publications:** Beyond Control: Crisis Strategies and Stakeholder Media in the Danone Boycott of 2001, January 2008 (Working Papers); Climate Change and the Global Common Good: Emerging Corporate Responsibility Strategies in the Insurance Industry, February 2007 (Chapters In Book); The Insurance Business and its Image in Society: Traditional Issues and New Challenges, April 2006 (Working Papers); Who Won the Danone Boycott? , February 2006 (Case Studies).

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

**Dennig, Sik Lee C.** **Language Lecturer**

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

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

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

**Academic Experience:** No data

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

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

**Speaking:** Cantonese - 5

**Reading:** Cantonese - 5

**Writing:** Cantonese - 5

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

**Area Courses Taught:** Beginning Cantonese Conversation(CHINLANG 15M, 16M, 17M), Intermediate Cantonese Conversation (CHINLANG 18, 19, 20), Advanced Cantonese Conversation, Reading and Writing for Cantonese Learners, Cantonese Through Films (CHINLANG 20A, 20B, 20C)

**Research/Teaching Specializations:** Universality and Variability in Heritage Language Development; Development and Maintenance of Cantonese as a Heritage Language; Teaching and Learning of Cantonese as a Foreign Language; Acquisition of Cantonese by Mandarin Speakers; Simultaneous Bilingual Language Acquisition

**Distinctions:** No data

**Recent Publications:** Dennig, S. L., & Leung, G. (2014). Cantonese HL development: An examination of narratives from Cantonese-speaking children and adults. To be presented at the Second International Conference on Heritage/Community Languages, March 7-8, 2014, UCLA.

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

### **Deogirikar, Tatiana**

**Staff**

**Name (Title):** Tatiana Deogirikar (Program Specialist; Communications & Events)

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

**Education:** MFA, Stanford University; B.S., College of St. Rose

**Academic Experience:** Communications & Event Coordinator, Stanford Global Studies

**Overseas Experience:** 2009-2012 English teacher in Japan

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

**Speaking:** Russian-5; Ukrainian-5

**Reading:** Russian-5; Ukrainian-5

**Writing:** Russian-5; Ukrainian-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Diamond, Larry**

**Faculty**

**Name (Title):** Larry Diamond (Senior Fellow)

**Department (Tenured?):** Hoover Institution (Yes)

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

**Academic Experience:** No data

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

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

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

**Research/Teaching Specializations:** Democratic development and regime change; U.S. foreign policy affecting democracy abroad; democracy in developing countries and postcommunist states; Public opinion in new democracies, especially in East Asia

**Distinctions:** Kenneth Cuthbertson Award (2016); Richard W. Lyman Award (2014); Dinkelspiel Award (2007).

**Recent Publications:** Larry Diamond, Lee Drutman, Joe Goldman. Follow the Leader. March 13, 2018. Yun-han Chu, Larry Diamond, Kharis Templeman. Taiwan's Democracy Challenged: The Chen Shui-bian Years. 2016. Marc Plattner, Christopher Walker, Larry Diamond. Authoritarianism Goes Global: The Challenge to Democracy. February 2016. In Search of Democracy. 2016: Routledge. Facing Up to the Democratic Recession. Journal of Democracy, January 2015. Larry Diamond, "The Next Democratic Century", *Current History*, vol. 99, 641, 2014.; Larry Diamond, Gi-Wook Shin, *New Challenges for Maturing Democracies in Korea and Taiwan*, Stanford University Press, 2014.

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

**DiBello, Michelle Leigh****Language Lecturer**

**Name (Title):** Michelle Leigh DiBello (Lecturer)

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

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

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

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

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

**Speaking:** Chinese-4

**Reading:** Chinese-4

**Writing:** Chinese-3

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

**Area Courses Taught:** Accelerated Beginning Mandarin for Engineering Students, First Quarter (CHINLANG 31E); Beginning Conversational Chinese (CHINLANG 6, 7, 8); Graduate Studies in Chinese (CHINLANG 395); Graduate Studies in Chinese Conversation (CHINLANG 394); First-Year Modern Chinese (CHINLANG 1, 2, 3).

**Research/Teaching Specializations:** Chinese as a Foreign Language Pedagogy. I would like to create a textbook, perhaps within the next few years.

**Distinctions:** No data

**Recent Publications:** N/A

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

**Do, Ngan****Postdoc/Fellow**

**Name (Title):** Ngan Do (2016-2017 Developing Asia Health Policy Postdoctoral Fellow)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** Ph.D., Seoul National University; M.A., KDI School of Public Policy and Management; B.A., Diplomacy Academy of Vietnam  
**Academic Experience:** No data  
**Overseas Experience:** Field work in Cambodia, Lao, Philippines, Korea, and Vietnam  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Vietnamese  
**Reading:** Vietnamese  
**Writing:** Vietnamese  
**Teaching/Research Time Devoted to East Asian Studies:** 75%  
**Area Courses Taught:** No data  
**Research/Teaching Specializations:** health system related issues, especially health financing, human resources for health, and health care service delivery  
**Distinctions:** No data  
**Recent Publications:** N/A  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

<b>Edman, Jonas</b>	<b>Project Personnel/Staff</b>
<p><b>Name (Title):</b> Jonas Edman (Instructor and Manager, Sejong Korean Scholars Program; Instructional Designer)  <b>Department (Tenured?):</b> Stanford Program on International and Cross-Cultural Education, Freeman-Spogli Institute for International Studies (N/A)  <b>Education:</b> Single Subject Teaching Credential in Social Science, California State University, Sacramento; B.A., Stockholm University  <b>Academic Experience:</b> Teacher of history and geography (California); Teacher of “Theory of Knowledge”, Stockholm International School  <b>Overseas Experience:</b> Stockholm International School, Sweden  <b>Language Proficiency:</b> (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  <b>Speaking:</b> No data  <b>Reading:</b> No data  <b>Writing:</b> No data  <b>Teaching/Research Time Devoted to East Asian Studies:</b> N/A  <b>Area Courses Taught:</b> N/A  <b>Research/Teaching Specializations:</b> N/A  <b>Distinctions:</b> N/A  <b>Recent Publications:</b> N/A  <b>Number of Theses Supervised in Last Five Years (BA/MA/PHD):</b> No data</p>	

<b>Egan, Ronald</b>	<b>Faculty</b>
<p><b>Name (Title):</b> Ronald Egan (Professor)  <b>Department (Tenure Status):</b> East Asian Languages and Cultures (Yes)  <b>Education:</b> Ph.D., Harvard University (1976); M.A., Harvard University (1973); B.A., University of Washington (1970)  <b>Academic Experience:</b> American Council of Learned Societies (Fellowship, 1980-1981); Harvard University (Lecturer, Assistant Professor, Associate Professor, 1976 - 1984); Wellesley College (Visiting Associate Professor, 1986-1987); University of California, Santa Barbara (Assistant Professor, 1987 - 1988); University of California, Santa Barbara (Associate professor,</p>	

1987 - 1993); UCLA, for one quarter annually (except 2001-02) (Visiting Professor, 1997 - 2003); City University of Hong Kong (Visiting Professor, 2001 - 2002); University of California, Santa Barbara (Professor, 1993 - 2012); University of California, Santa Barbara (Emeritus Professor, 2012 - Present).

Overseas Experience: China: twice every year since 1995 for conferences;

Hong Kong twice every year since 1990 for conferences; Hangzhou, China: 2006 six months;

Hong Kong 2001-02 12 months

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

**Speaking:** Chinese 5

**Reading:** Chinese 5;

**Writing:** Chinese 4

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

**Area Courses Taught:** CHINA 166/266 Chinese Ci Poetry (Song Lyrics); CHINA 117

Humanities Core: Love and Betrayal in Asia; CHINA 265/365 Major Figures in Classical

Chinese Poetry; CHINA 160/260 Classical Poetry: Reading, Theory, Interpretation; ESF 9/9A

Education as Self-Fashioning: Chinese Traditions of the Self; CHINA 174/274 New Directions in the Study of Poetry and Literati Culture; CHINLIT 245 Li Qingzhao; CHINGEN 91

Introduction to China.

**Research/Teaching Specializations:** Chinese poetry; Song dynasty poetry and literati culture; the social and historical context of Song Dynasty aesthetics

**Distinctions:** ACLS Fellow 1981-82; NEH Fellow 1994

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

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

### **Eggleston, Karen N.**

**Research Fellow**

**Name (Title):** Karen N. Eggleston (Senior Fellow)

**Department (Tenured?):** Shorenstein APARC (Yes)

**Education:** Ph.D., Harvard University (1999); M.A., University of Hawaii at Mano (1995, 1992); B.A., Dartmouth College (1988)

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

**Overseas Experience:** China: 1986-87, 1988-89, 2004, 2010-11, 2015 ; South Korea 1989-90

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

**Speaking:** Mandarin 3

**Reading:** Mandarin 3

**Writing:** Mandarin 3

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

**Area Courses Taught:** EASTASN 117/217 Health and Healthcare in East Asia

**Research/Teaching Specializations:** Health reform in China; comparative healthcare systems in Asia; government and market roles in the health sector; payment incentives; healthcare productivity; and economic implications of demographic change.

**Distinctions:** Stanford University Center for East Asian Studies Faculty Grant, 2009. National Institutes of Health/National Institute on Aging, Stanford University Center for Demography and Economics of Health and Aging (CDEHA) grant; 2009. Hewlett Faculty Grant, FSI; 2008. World Bank Beijing Office grant; U.S. Department of Health and Human Services, research grant; 2004. The Robert Wood Johnson Foundation's Health Care Financing and Organization Initiative grant; 2002-2005. Faculty Research Awards, Tufts University, March 2001, May 2003, April 2006. National Bureau of Economic Research (NBER) fellowship, Economics of Aging, 1998. East-West Center fellowship, Honolulu/Manoa, Hawaii, 1990-1992. Fulbright Scholarship, Yonsei University, Seoul, Korea, 1989-1990. Reynolds Scholarship, Johns Hopkins-Nanjing University Center for Chinese and American Studies, Nanjing, PRC, 1988-1989. A.B. Summa Cum Laude, Phi Beta Kappa, Dartmouth Valedictorian.

**Recent Publications:** Jianchao Quan, Huyang Zhang, Deanne Pang, Brian K. Chen, Janice M. Johnston, Weiyan Jian, Zheng Yi Lau, Toshiaki Iizuka, Gabriel M. Leung, Hai Fang, Kelvin B. Tan, Karen Eggleston. Avoidable Hospital Admissions From Diabetes Complications In Japan, Singapore, Hong Kong, And Communities Outside Beijing. *Health Affairs*, Vol. 36, Issue 11, page(s): 1896-1903. November 2017. Maigeng Zhou, Shiwei Liu, M. Kate Bundorf, Karen Eggleston, Sen Zhou. Mortality In Rural China Declined As Health Insurance Coverage Increased, But No Evidence The Two Are Linked. *Health Affairs*, Vol. 36, Issue 9, page(s): 1672-1678. September 2017. Karen Eggleston, Jean C. Oi, Wang Yiming. Challenges in the Process of China's Urbanization. Shorenstein Asia-Pacific Research Center, distributed by Brookings Institution Press, page(s): 264, May 2017. Karen Eggleston, M. Kate Bundorf, Margaret Triyana, Yan Wang, Sen Zhou. *Health Insurance and Chronic Disease Control: Quasi-experimental Evidence from Hypertension in Rural China*. Cambridge University Press, February 2017. Mark R. Cullen, Michael Baiocchi, Karen Eggleston, Pooja Loftus, Victor Fuchs. The Weaker Sex? Vulnerable Men, Resilient Women, and Variations in Sex Differences in Mortality since 1900. Asia Health Policy Program working paper # 41, September 2016. Chen, B. K., Jalal, H., Hashimoto, H., Suen, S., Eggleston, K., Hurley, M., Schoemaker, L., Bhattacharya, J. Forecasting Trends in Disability in a Super-Aging Society: Adapting the Future Elderly Model to Japan. *Journal of the economics of ageing*. 2016.

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

### **Eikenberry, Karl**

**Faculty**

**Name (Title):** Karl Eikenberry (Professor of the Practice)

**Department (Tenure Status):** Freeman Spogli Institute for International Studies (No)

**Education:** M.A., Stanford University (1994); M.A., Harvard University (1981); B.A., United States Military Academy (1973)

**Academic Experience:** No

**Overseas Experience:** Military and diplomatic service [but not research or teaching] in Korea 1974 and 1984-5; China 1981-4, 1986-87, 1997-2000; Italy 1988-89; Afghanistan 2002-3, 2005-7, 2009-11; Belgium 2007-9

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

**Speaking:** Mandarin- 4

**Reading:** Mandarin - 4

**Writing:** Mandarin - 4

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

**Area Courses Taught:** EASTASN 285 The United States, China, & Global Security

**Research/Teaching Specializations:** Asia-Pacific security; U.S.-China relations; civil-military relations; Central-South Asia; NATO; counterinsurgency strategy; and the role of the humanities and social sciences to America's global position

**Distinctions:** Military and civilian service awards listed on attached CV; George Kennan Award for Distinguished Public Service, 2011; Harvard Graduate School of Arts and Sciences Centennial Award 2012; American Academy of Arts and Sciences Fellow, 2012

**Recent Publications:** Karl Eikenberry, Stephen D. Krasner. Ending Civil Wars: Constraints & Possibilities. Daedalus, Winter 2018. Karl Eikenberry, Stephen D. Krasner. Civil Wars & Global Disorder: Threats & Opportunities. Daedalus, Fall 2017. A real national security budget will keep the peace. USA Today, 31 May 2017. Gi-Wook Shin, Michael H. Armacost, Takeo Hoshi, Karl Eikenberry, Thomasingar, Kathleen Stephens, Daniel C. Sneider, Donald K. Emmerson. President Trump's Asia Inbox. Shorenstein Asia-Pacific Research Center, 10 February 2017. Amy Zegart, Stephen D. Krasner, Karl Eikenberry, James D. Fearon, Frank Fukuyama, David M. Kennedy, Abraham D. Sofaer. Pragmatic Engagement Amidst Global Uncertainty. Hoover Institution Press, February 4, 2016. China's Place in U.S. Foreign Policy. The American Interest, Vol. 10, July/August 2015. Fukuyama, F., Eikenberry, K. W. Friendless Obama needs Middle Eastern allies of convenience. Financial Times, September 2014. The American Calculus of Military Intervention. Survival: Global Politics and Strategy, June 2014. Thucydides Trap. American Review: Global Perspectives on America, 2014.

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

### **Emmerson, Donald**

**Research Fellow**

**Name (Title):** Donald Emmerson (Senior Fellow Emeritus)

**Department (Tenured?):** Shorenstein APARC (Yes)

**Education:** Ph.D., Yale University (1972); M.A., Yale University (1966); B.A., Princeton University (1961)

**Academic Experience:** University of Wisconsin-Madison (1970-1999)

**Overseas Experience:** Indonesia: 1967-2010, 2011(conference/dialogue); Vietnam: 2010-2011(speakings); Singapore: 1966 (teaching); Malaysia, Philippines, Singapore, Thailand (research: off and on since 1967)

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

**Speaking:** Indonesian

**Reading:** Indonesian

**Writing:** Indonesian

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** Southeast Asia; ASEAN; Indonesia; China; regionalism; Islamism; democracy; governance; U.S. foreign policy; and the sociology of scholarly knowledge

**Distinctions:** Ford Foundation Foreign Area Fellowship, 1967; Fulbright Fellowship, 1974; Australian National University Fellowship, 1975; Woodrow Wilson International Center for Scholars Fellowship, 1980; University of Wisconsin-Madison Award for Excellence in Teaching, 1985; Hoover Institution National Fellowship, 1981; National Bureau of Asian Research Research Fellowship, 1995; Institute for Advanced Study (Princeton), 1988; Smith Richardson Foundation, 1997

**Recent Publications:** ASEAN's Futures, June 2017. ASEAN between China and America: Is It Time to Try Horsing the Cow? TRaNS: Trans-Regional and -National Studies of Southeast Asia, Vol. 5, Issue 1, page(s): 23, January 2017. . Gi-Wook Shin, Michael H. Armacost, Takeo Hoshi, Karl Eikenberry, Thomas Fingar, Kathleen Stephens, Daniel C. Sneider, Donald K. Emmerson. President Trump's Asia Inbox. Shorenstein Asia-Pacific Research Center, 10 February 2017. Indonesia's Fishing Boat Incident and Tensions in the South China Sea: A View from the United States. The Asan Forum, Vol. 2, April 28, 2016. Sunnylands or Rancho Mirage? ASEAN and the South China Sea. YaleGlobal Online, February 24, 2016. Facts, Minds, and Formats: Scholarship and Political Change in Indonesia, Cornell University Press, March 2014.

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

**Festa, Paul** **Lecturer**

**Name (Title):** Paul Festa (Lecturer)

**Department (Tenured?):** East Asian Languages & Cultures (No)

**Education:** Ph.D., Cornell University (2005); M.A., Cornell University (1999); M.A., Yale University (1994, 1992); B.S., University of Connecticut (1985)

**Academic Experience:** Exchange Scholar, Department of Anthropology at University of Chicago (Winter – Spring 1995)

**Overseas Experience:** Hong Kong, two years and a half; Taiwan, Inter-University program for Chinese Language Studies (Stanford Center) at National Taiwan University (1996-1997).

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

**Speaking:** Chinese-4

**Reading:** Chinese-4

**Writing:** Chinese-4

**Teaching/Research Time Devoted to East Asian Studies:** 85

**Area Courses Taught:** Writing & Rhetoric 1: Body Rhetoric East and West: Gender, Sport, Art, and Medicine (PWR 1PF); Chinese Bodies, Chinese Selves (CHINA 153, CHINA 253); Popular Culture and Casino Capitalism in China (CHINA 151, CHINA 251); Gods, Ghosts, and Ancestors: Anthropology of Chinese Folk Religion (CHINGEN 146, CHINGEN 246).

**Research/Teaching Specializations:** China and Taiwan; The intimacy of male friendship in East Asia; the poetic and politics of gambling; literary nonfiction and natural writing.

**Distinctions:** No data

**Recent Publications:** No data

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

**Fingar, Thomas** **Faculty**

**Name (Title):** Thomas Fingar (Adjunct Professor)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (No)

**Education:** Ph.D., Stanford (1977); M.A., Stanford (1969); B.A., Cornell (1968)

**Academic Experience:** Stanford 1975-86

**Overseas Experience:** Germany 1970-72; Taiwan 1973-74; Chile 2010; multiple trips abroad each year to dozens of countries on 6 continents during 23 year career in State Department and as Deputy Director of National Intelligence

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

**Speaking:** Chinese-4

**Reading:** Chinese-3

**Writing:** Chinese-1

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

**Area Courses Taught:** China on the World Stage (IPS 246); U.S. Policy toward Northeast Asia (IPS 244).

**Research/Teaching Specializations:** China on the World Stage--how China's engagement in global affairs is changing the international system and China; North Korea and the Bomb--lessons learned by Pyongyang from interaction with the US and from nuclear related developments in Iran, Pakistan, India and elsewhere; Reducing Uncertainty: Intelligence and National Security--roles and requisites of intelligence support to policy making process; Pakistan and its Neighbors--how other nations view and influence developments in Pakistan and Afghanistan.

**Distinctions:** Numerous awards from US Government including two Presidential Rank Awards and senior awards from the US Intelligence Community, the Department of State, and the Department of Defense.

**Recent Publications:** Office of the Director of National Intelligence: From Pariah and Piñata to Managing Partner. Georgetown University Press, Vol. 2, page(s): 185-203, July 2017. Thomas Fingar, Kwang-Jin Kim, Hyung-Seog Lee, Yong Suk Lee. Analyzing the Structure and Performance of Kim Jong-un's Regime. Shorenstein Asia-Pacific Research Center and Institute for National Security Strategy, June 2017. Uneasy Partnerships: China's Engagement with Japan, the Koreans, and Russia in the Era of Reform. Stanford University Press, page(s): 264, April 2017. Gi-Wook Shin, Michael H. Armacost, Takeo Hoshi, Karl Eikenberry, Thomas Fingar, Kathleen Stephens, Daniel C. Sneider, Donald K. Emmerson. President Trump's Asia Inbox. Shorenstein Asia-Pacific Research Center, 10 February 2017. A Silk Road for the Twenty-First Century? Center for Strategic and International Studies (CSIS), 1 November 2016. The New Great Game: China and South and Central Asia in the Era of Reform. Stanford University Press, page(s): 360, March 2016. 动荡世界中的安全挑战:更少敌人、更多挑战和焦虑. Institute of International and Strategic Studies, Peking University, May 21, 2015. Alberto Díaz-Cayeros, Peter Duus, Thomas Fingar, David Holloway, Takeo Hoshi, Yong Suk Lee, Henry S. Rowen, Daniel C. Sneider. Reflections on the Seventieth Anniversary of the End of the Pacific War: Eight Stanford Scholars Write Their Own August Statement, May 2015. The United States and China: Same Bed, Different Dreams, Shared Destiny, April 20, 2015. Security Challenges in a Turbulent World: Fewer Enemies, More Challenges, and Greater Anxiety. Annual IAS Symposium, February 26, 2015. Korean Unification: An American View. Walter H. Shorenstein Asia-Pacific Research Center, page(s): 4, December 2014. China's Rise, Japan's Quest, and South Korea-US Co-operation. Global Asia, Vol. 9, page(s): 3, Fall 2014.

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

### **Forrat, Natalia**

**Postdoc/Fellow**

**Name (Title):** Natalia Forrat (Pre-doctoral Fellow, Center on Democracy, Development, and the Rule of Law)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** Ph.D., Northwestern University (expected, 2017); M.A., University of Michigan; B.A., Tomsk State University

**Academic Experience:** Teacher, Tomsk State University

**Overseas Experience:** Work at Russian NGO

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

**Speaking:** Russian**Reading:** Russian**Writing:** Russian**Teaching/Research Time Devoted to East Asian Studies:** 50%**Area Courses Taught:** No data**Research/Teaching Specializations:** authoritarianism, state-society relations, state capacity, civil society, and trust with a focus on contemporary Russia**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Fosselman, Charles****Library Staff****Name (Title):** Charles Fosselman (Access & Digital Services Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** M.A., UCLA (1993); B.A., UC Santa Barbara (1988)**Academic Experience:** N/A**Overseas Experience:** Hong Kong 1985-2000**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 4**Reading:** Chinese - 4**Writing:** Chinese - 4**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Library electronic resources**Research/Teaching Specializations:** Library technology and implementation of Chinese, Japanese, Korean web developments in library/research environments.**Distinctions:** UC Pacific Rim Research Fellowship (1986, 1988); Institute of Museum and Library Services Scholar (2003-4)**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years:** N/A**Francis, Greg****Staff****Name (Title):** Greg Francis (Curriculum Consultant, Stanford Program on International and Cross-Cultural Education)**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)**Education:** M.A., Universidad Andina Simón Bolívar; B.A., Stanford University**Academic Experience:** Director of Impact Programs, Net Impact; Director, Broad Superintendents Academy**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** No data**Research/Teaching Specializations:** N/A**Distinctions:** 2007 Franklin Buchanan Prize

**Recent Publications:** Curriculum materials: "Along the Silk Road" (2006), "Security, Civil Liberties, and Terrorism", "International Environmental Politics", "China's Cultural Revolution", "Arts of the Silk Road"

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

### **Fukuyama, Francis**

**Research Fellow**

**Name (Title):** Francis Fukuyama (Senior Fellow)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (No)

**Education:** Ph.D., Harvard University (1981); B.A., Cornell University (1974).

**Academic Experience:** Professor, Johns Hopkins University; Professor, George Mason University, 1996-2000.

**Overseas Experience:** No data

**Language Proficiency:**

**Speaking:**

**Reading:**

**Writing:**

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Developing nations; governance; international political economy; nation-building and democratization; strategic and security issues

**Distinctions:** Book Critics Award, Los Angeles Times (1992); Medal of the Presidency of the Italian Republic, Italian Presidency (1992); Premio Capri, Premio Capri (1992); Doctor Honoris Causa, Connecticut College (1995); Doctor Honoris Causa, Doane College (2001); Doctor Honoris Causa, Doshisha University (2007); Doctor Honoris Causa, Kansai University (2009); Democracy Service Medal, National Endowment for Democracy (2010); Doctor Honoris Causa, University of Aarhus (2010); Founders Award, Johns Hopkins SAIS (2010); Max M. Fisher Award for Excellence in Teaching, Johns Hopkins SAIS (2010); Doctor Honoris Causa, University of Aarhus (2011); Doctor Honoris Causa, Pardee Rand Graduate School (2012); Centennial Medal, Harvard University (2016).

**Recent Publications:** The Last English Civil War. 2018; Francis Fukuyama, Margaret Boittin, Gregory Distelhorst, Reassessing the Quality of Government in China. CDDRL Working Papers, page(s): 54, December 2016. Reflections on Chinese Governance. CDDRL Working Papers, page(s): 21, February 2016. Why is Democracy Performing So Poorly? Journal of Democracy, Vol. 26, page(s): 11. January 2015. Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy. 2014.

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

### **Funahashi, Naomi**

**Staff**

**Name (Title):** Naomi Funahashi (Reischauer Scholars Program Instructor, Stanford Program on International and Cross-Cultural Education)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

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

**Academic Experience:** No data

**Overseas Experience:** Japan: 1995-1998 (summers)

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

**Speaking:** Japanese-3

**Reading:** Japanese-2

**Writing:** Japanese-2

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

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

**Research/Teaching Specializations:** N/A

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

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

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

### **Gechlik, Mei**

**Lecturer**

**Name (Title):** Mei Gechlik (Lecturer)

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

**Education:** MBA., University of Pennsylvania (2006); JSD, Stanford University (2001); JSM, Stanford University (1999); M.A., University of Pennsylvania (2006); B.A., University of Hong Kong (1990)

**Academic Experience:** Faculty of Law, University of Hong Kong, 1990; LLM (International Legal Studies), Washington College of Law, American University, 1992; Visiting faculty, Peking University; Visiting Faculty, University of Vienna; Tenured Professor, Hong Kong.

**Overseas Experience:** China-1994-2014; Austria; United Kingdom.

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

**Speaking:** Cantonese-5

**Reading:** Cantonese-5

**Writing:** Cantonese-5

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

**Area Courses Taught:** China Law and Business, LAW 5001.

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

**Distinctions:** N/A

**Recent Publications:** No data

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

### **Geraci, Denise**

**Project Personnel/Staff**

**Name (Title):** Denise Geraci (Outreach and Academic Coordinator)

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

**Education:** Ph.D., Anthropology, The Graduate Center of the City University of New York; M.A., Anthropology, Hunter College, City University of New York; B.A., Anthropology, College at Geneseo, State University of New York.

**Academic Experience:** Writing Fellow, Borough of Manhattan Community College; Instructor in Women's Studies, College of Staten Island, City University of New York.

**Overseas Experience:** Dissertation research, Puebla, Mexico; research assistant, Chiapas, Mexico; undergraduate semester abroad, Cuernavaca, Mexico; language study, Quetzaltenango, Guatemala; ESL instructor, La Paz, Bolivia.

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

**Speaking:** Spanish-5, Italian-2

**Reading:** Spanish-5, Italian-3

**Writing:** Spanish-4, Italian-2

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Latin America; migration; gender; children and family in the global economy; reproduction; health.

**Distinctions:** N/A

**Recent Publications:** N/A

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

### **Graham, Stephan A.**

**Faculty**

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

**Department (Tenured?):** School of Earth, Energy and Environmental Sciences (Yes)

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

**Academic Experience:** Director of the Stanford-China Geosciences Industrial Affiliates Program, 1987-2005; Director, Stanford Petroleum Geology Industrial Affiliates Program, Stanford University, 1981 – Present; Co-Director, Stanford Program on Deep-Sea Depositional Systems, Stanford University, 1991 – Present.

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

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

**Speaking:** Chinese - 1; German - 4

**Reading:** German - 4

**Writing:** German - 4

**Teaching/Research Time Devoted to East Asian Studies:** 40%

**Area Courses Taught:** No data

**Research/Teaching Specializations:** The origins, evolution, and energy resources of sedimentary basins, employing multiple methodologies on outcrop and subsurface data sets; co-teach undergraduate courses in sedimentary geology and energy resources and policy.

**Distinctions:** Fellow, Geological Society of America (1982); Outstanding Teacher Award, School of Earth Sciences, Stanford University (1987); Sproule Award, American Association of Petroleum Geologists (AAPG) (1987); Honorary Member, Pacific Section, SEPM (Society for Sedimentary Geol.) (1991); Outstanding Educator Award, American Association of Petroleum Geologists, Pacific Section (1995); A.I. Levorsen Award, American Association of Petroleum Geologists, Pacific Section (2005); Welton Joseph and Maud L'Anphere Crook Professor, Stanford University (2005-present); Grover E. Murray Memorial Distinguished Educator Award, American Association of Petroleum Geologists (2007); Charles Taylor Fellow, American Association of Petroleum Geologists (2013); Richard Owen Award, Indiana University (2014); Robert Mitchum Award, European Association of Geoscientists and Engineers (2016); Pettijohn Medal, Society for Sedimentary Geology (2017)

**Recent Publications:** Methner, K., Mulch, A., Fiebig, J., Wacker, U., Gerdes, A., Graham, S. A., Chamberlain, C. P. Rapid Middle Eocene temperature change in western North America. *EARTH AND PLANETARY SCIENCE LETTERS*. 2016; 450: 132-139. Maier, K. L., Crundwell, M. P., Coble, M. A., King, P. R., Graham, S. A. Refined depositional history and

dating of the Tongaporutuan reference section, north Taranaki, New Zealand: new volcanic ash U-Pb zircon ages, biostratigraphy and sedimentation rates. *NEW ZEALAND JOURNAL OF GEOLOGY AND GEOPHYSICS*. 2016; 59 (2): 313-329. Mix, H. T., Ibarra, D. E., Mulch, A., Graham, S. A., Chamberlain, C. P. A hot and high Eocene Sierra Nevada. *GEOLOGICAL SOCIETY OF AMERICA BULLETIN*. 2016; 128 (3-4): 531-542. Malkowski, M. A., Grove, M., Graham, S. A. Unzipping the Patagonian Andes-Long-lived influence of rifting history on foreland basin evolution. *LITHOSPHERE*. 2016; 8 (1): 23-28. Dumitru, T. A., Elder, W. P., Hourigan, J. K., Chapman, A. D., Graham, S. A., Wakabayashi, J. Four Cordilleran paleorivers that connected Sevier thrust zones in Idaho to depocenters in California, Washington, Wyoming, and, indirectly, Alaska. *GEOLOGY*. 2016; 44 (1): 75-78. Caves, J. K., Winnick, M. J., Graham, S. A., Sjostrom, D. J., Mulch, A., Chamberlain, C. P. Role of the westerlies in Central Asia climate over the Cenozoic. *EARTH AND PLANETARY SCIENCE LETTERS*. 2015; 428: 33-43. Fosdick, J. C., Grove, M., Graham, S. A., Hourigan, J. K., Lovera, O., Romans, B. W. Detrital thermochronologic record of burial heating and sediment recycling in the Magallanes foreland basin, Patagonian Andes. *BASIN RESEARCH*. 2015; 27 (4): 546-572. DeCelles, P. G., Graham, S. A. Cyclical processes in the North American Cordilleran orogenic system. *GEOLOGY*. 2015; 43 (6): 499-502. Johnson, C. L., Constenius, K. C., Graham, S. A., Mackey, G., Menotti, T., Payton, A., Tully, J. Subsurface evidence for late Mesozoic extension in western Mongolia: tectonic and petroleum systems implications. *BASIN RESEARCH*. 2015; 27 (3): 272-294. Gao, Y., Ibarra, D. E., Wang, C., Caves, J. K., Chamberlain, C. P., Graham, S. A., Wu, H. Mid-latitude terrestrial climate of East Asia linked to global climate in the Late Cretaceous. *GEOLOGY*. 2015; 43 (4): 287-290. Sharman, G. R., Graham, S. A., Masalimova, L. U., Shumaker, L. E., King, P. R. Spatial patterns of deformation and paleoslope estimation within the marginal and central portions of a basin-floor mass-transport deposit, Taranaki Basin, New Zealand. *GEOSPHERE*. 2015; 11 (2): 266-306. Mulch, A., CHAMBERLAIN, C. P., Cosca, M. A., Teyssier, C., Methner, K., Hren, M. T., Graham, S. A. RAPID CHANGE IN HIGH-ELEVATION PRECIPITATION PATTERNS OF WESTERN NORTH AMERICA DURING THE MIDDLE EOCENE CLIMATIC OPTIMUM (MECO). *AMERICAN JOURNAL OF SCIENCE*. 2015; 315 (4): 317-336. Sharman, G. R., Graham, S. A., Grove, M., Kimbrough, D. L., Wright, J. E. Detrital zircon provenance of the Late Cretaceous-Eocene California forearc: Influence of Laramide low-angle subduction on sediment dispersal and paleogeography. *GEOLOGICAL SOCIETY OF AMERICA BULLETIN*. 2015; 127 (1-2): 38-60. Fosdick, J. C., Graham, S. A., Hilley, G. E. Influence of attenuated lithosphere and sediment loading on flexure of the deep-water Magallanes retroarc foreland basin, Southern Andes. *TECTONICS*. 2014; 33 (12): 2505-2525. Wang, C., Dai, J., Zhao, X., Li, Y., Graham, S. A., He, D., Ran, B., Meng, J. Outward-growth of the Tibetan Plateau during the Cenozoic: A review. *TECTONOPHYSICS*. 2014; 621: 1-43. Stright, L., Stewart, J., Champion, K., Graham, S. Geologic and seismic modeling of a coarse-grained deep-water channel reservoir analog (Black's Beach, La Jolla, California). *AAPG BULLETIN*. 2014; 98 (4): 695-728. He, M., Graham, S. A., Scheirer, A. S., Peters, K. E. A basin modelling and organic geochemistry study in the Vallecitos syncline, San Joaquin basin, California. *Marine and Petroleum Geology*. 2014; 49: 15-34. Burgreen, B., Graham, S. A. Evolution of a deep-water lobe system in the Neogene trench-slope setting of the East Coast basin, New Zealand: Lobe stratigraphy and architecture in a weakly confined basin configuration. *Marine and Petroleum Geology*. 2014; 54: 1-22. Wang, C., Dai, J., Zhao, X., Li, Y., Graham, S. A., He, H., Ran, B., Meng, J. Outward-growth of the Tibetan Plateau during the Cenozoic. *Tectonophysics*. 2014; 621: 1-43. Stright, L.,

Stewart, J., Champion, K., Graham, S. Geologic and seismic modeling of a coarse-grained deepwater channel reservoir analog (Black's Beach, LaJolla, CA). American Association of Petroleum Geologists Bulletin. 2014; 98: 695-728. Johnson, C. J., Constenius, K. C., Graham, S. A., Mackay, G., Menotti, T., Payton, A., Tully, J. Subsurface evidence for late Mesozoic extension in western Mongolia. Basin Research. 2014.

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

**Griswold, Lisa** **Staff**

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

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Groschwitz, John** **Project Personnel/Staff**

**Name (Title):** John Groschwitz (Associate Director)

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

**Education:** M.A., Stanford University (2001); B.A., U.C. Berkeley (1996)

**Academic Experience:** Diablo Valley College (2003)

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

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

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

**Reading:** Chinese-4; German-3

**Writing:** Chinese-4

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** 2016 Dean's Award of Merit

**Recent Publications:** N/A

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

**Gundry, David J.** **Visiting Scholar**

**Name (Title):** David J. Gundry (Associate Professor of Japanese, University of California, Davis)

**Department (Tenured?):** Department of East Asian Languages and Cultures (N/A)

**Education:** Ph.D., Stanford University

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Japanese

**Reading:** Japanese

**Writing:** Japanese

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** Medieval and early-modern Japanese literature, Comparative history of the novel, Edo-period popular culture

**Distinctions:** 2006 Japan Foundation Doctoral Fellowship, 2005 Distinctive Merit Award, Shizuoka International Translation Competition, 2001 Distinguished Translation Award, Shizuoka International Translation Competition

**Recent Publications:** *Parody, Irony and Ideology in the Fiction of Ihara Saikaku* (Brill, 2017).

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

### Harrison, Paul M.

Faculty

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

**Department (Tenured?):** Religious Studies (Yes)

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

**Academic Experience:** Lecturer in Chinese, Dept. of Asian Languages & Literature, University of Auckland 1981-1983; Lecturer/Senior Lecturer/Associate Professor/Professor in Religious Studies, University of Canterbury 1983-2005

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

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

**Speaking:** Japanese-2

**Reading:** Japanese-3

**Writing:** Japanese-1

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

**Area Courses Taught:** RELIGST 247: Chinese Buddhist Texts; RELIGST 251/351: Readings in Indian Buddhist Texts

**Research/Teaching Specializations:** History of Buddhist literature, especially Mahayana sutras, in their Sanskrit, Chinese and Tibetan versions; the study of Buddhist manuscripts; history of Buddhist ideas

**Distinctions:** Fowlds Memorial Prize in Arts 1975; Commonwealth Scholarship 1976; DAAD Stipendiat 1980

**Recent Publications:** (with other members of Editorial Committee consisting of Jens Braarvig, Paul Harrison, Jens-Uwe Hartmann, Kazunobu Matsuda, Gudrun Melzer & Lore Sander) Jens Braarvig, gen. ed., *Manuscripts in the Schøyen Collection: Buddhist Manuscripts, Volume IV* (Oslo: Hermes Publishing, 2016), xxii + 455 pages + plates. Paul Harrison, Jens-Uwe Hartmann and Kazunobu Matsuda, "The Final Folio of a Version of the Larger Sukhāvāṭīvyūhasūtra and Fragments of a Text Possibly Related to the Tathāgatabimbaparivarta," in Jens Braarvig, gen.

ed., *Manuscripts in the Schøyen Collection: Buddhist Manuscripts Volume IV* (Oslo: Hermes Publishing, 2016), pp. 283–293. Paul Harrison, Timothy Lenz, LIN Qian, Richard Salomon, “A Gāndhārī Fragment of the Sarvapūṇyasamuccayasamādhisūtra,” in Jens Braarvig, gen. ed., *Manuscripts in the Schøyen Collection: Buddhist Manuscripts Volume IV* (Oslo: Hermes Publishing, 2016), pp. 311–319. “The Perfection of Wisdom that Rends Like a Thunderbolt,” in Donald S. Lopez, Jr., ed., *The Norton Anthology of World Religions: Buddhism* (New York: W. W. Norton & Co., 2015), pp. 327–340. “The British Library Vajracchedikā Manuscript IOL San 383–387, 419–427,” in Seishi Karashima, Jundo Nagashima & Klaus Wille, eds., *Buddhist Manuscripts from Central Asia: The British Library Sanskrit Fragments, Vol. III.2* (Tokyo: The International Research Institute for Advanced Buddhology, Soka University, 2015), pp. 823–865 (+ Plates). “Earlier Inventories of Sanskrit Manuscripts in Tibet: A Synoptic List of Titles,” in the preceding volume, pp. 279–290. Paul Harrison & Jens-Uwe Hartmann, “Introduction,” in *From Birch Bark to Digital Data: Recent Advances in Buddhist Manuscript Research* (Papers Presented at the Conference Indic Buddhist Manuscripts: The State of the Field, Stanford, June 15–19 2009) (*Beiträge zur Kultur- und Geistesgeschichte Asiens*, 80; *Denkschriften der philosophisch-historischen Klasse*, 460) (Vienna: Österreichische Akademie der Wissenschaften, 2014), pp. vii–xxii. Paul Harrison and Jens-Uwe Hartmann, “Stories about Saṅgha and His Pupil,” in Jens Braarvig, gen. ed., *Manuscripts in the Schøyen Collection: Buddhist Manuscripts Volume IV* (Oslo: Hermes Publishing, 2016), pp. 361–365. Paul Harrison & Jens-Uwe Hartmann, eds., *From Birch Bark to Digital Data: Recent Advances in Buddhist Manuscript Research* (Papers Presented at the Conference Indic Buddhist Manuscripts: The State of the Field, Stanford, June 15–19 2009) (*Beiträge zur Kultur- und Geistesgeschichte Asiens*, 80; *Denkschriften der philosophisch-historischen Klasse*, 460), xxii + 403pp. (Vienna: Österreichische Akademie der Wissenschaften, 2014)

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

### **Hecker, Siegfried S.**

**Faculty**

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

**Department (Tenured?):** Management Science and Engineering (Yes)

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

**Academic Experience:** Affiliate, Precourt Institute for Energy

**Overseas Experience:** None

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

**Speaking:** German-5

**Reading:** German-3

**Writing:** German-3

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Plutonium science, nuclear weapons policy and international security, nuclear security (including nonproliferation and counter terrorism), and cooperative nuclear threat reduction.

**Distinctions:** Presidential Enrico Fermi Award; Arthur M. Bueche Award, National Academy of Engineering, September 29, 2014; Award for Science Diplomacy, American Association for the Advancement of Science, February 14, 2014; Leo Szilard Lectureship Award, American Physical Society, 2011; Los Alamos National Laboratory Medal, Los Alamos National

Laboratory, 2008; Seaborg Medal, American Nuclear Society, 2004; Alumni Association Gold Medal, Case Western Reserve University, 2004; President's Medal, University of California, 1997; E.O. Lawrence Award, U.S. Department of Energy, 1984.

Recent Publications: Questions for the presidential candidates on nuclear terrorism, proliferation, weapons policy, and energy. BULLETIN OF THE ATOMIC SCIENTISTS. 2016; 72 (5): 276-277. Hecker, S. S., Braun, C., Lawrence, C. North Korea's Stockpiles of Fissile Material. KOREA OBSERVER. 2016; 47 (4): 721-749. Hecker, S. S., Milani, A. Ending the assassination and oppression of Iranian nuclear scientists. BULLETIN OF THE ATOMIC SCIENTISTS. 2015; 71 (1): 46-52. Hecker, Siegfried, S., Milani, A. A nuclear energy program that benefits the Iranian people. The Bulletin of Atomic Scientists. 2014. Hecker, Siegfried, S., Perry, William, J. Iran's Path to Nuclear Peace. Op-Ed in The New York Times, Web and Print (Appeared in Print in International New York Times on January 10, 2014). 2014.

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

### Hill, Tracy

Staff

**Name (Title):** Tracy Hill (Administrative Associate & Receptionist, Center for International Security and Cooperation)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

### Hinds, Pamela

Faculty

**Name (Title):** Pamela Hinds (Professor)

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

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

**Academic Experience:** Stanford University, 1998-current

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

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** MS&E 185: Global Work; Cross-cultural Design

**Research/Teaching Specializations:** Globally distributed teams, intercultural collaboration, and cultural differences in work practices and the use of technology.

**Distinctions:** Distinguished Scholar, Organizational Communication & Information Systems - Academy of Management (2014); Undergraduate Teaching Award – Department of Management Science & Engineering, 2007; Nominee – Carolyn Dexter Best International Paper Award, Academy of Management, 2007; Best Paper 2004 – Runner up (co-authored with Rosanne Siino). Awarded by the Organizational Communication & Information Systems Division of the Academy of Management; Best Paper 2001- Runner up (co-authored with Mark Mortensen). Awarded by the Organizational Communication & Information Systems Division of the Academy of Management; 2000 New Investigator Award in Experimental Psychology: Applied. Awarded by the Division of Experimental Psychology of the American Psychological Association; Best Paper 2000 (co-authored with Diane Bailey). Awarded by the Organizational Communication & Information Systems Division of the Academy of Management.

**Recent Publications:** Nurmi, N., Hinds, P. J. Job complexity and learning opportunities: A silver lining in the design of global virtual work. JOURNAL OF INTERNATIONAL BUSINESS STUDIES. 2016; 47 (6): 631-654. Retelny, D., Hinds, P. Embedding intentions in drawings: How architects craft and curate drawings to achieve their goals. Computer Supported Cooperative Work. 2016. Jung, M., Martelero, N., Hinds, P. Using robots to moderate team conflict: The case of repairing violations. Conference on Human-Computer Interaction (CHI). 2015. Hinds, P., Retelny, D., Cramton, C. In the flow, being heard, and having opportunities: Sources of power and power dynamics in global team. Computer Supported Cooperative Work. 2015. Cramton, C. D., Hinds, P. J. An Embedded Model of Cultural Adaptation in Global Teams. ORGANIZATION SCIENCE. 2014; 25 (4): 1056-1081. Hinds, P. J., Neeley, T. B., Cramton, C. D. Language as a lightning rod: Power contests, emotion regulation, and subgroup dynamics in global teams. JOURNAL OF INTERNATIONAL BUSINESS STUDIES. 2014; 45 (5): 536-561. Hinds, P. J., Cramton, C. D. Situated Coworker Familiarity: How Site Visits Transform Relationships Among Distributed Workers. ORGANIZATION SCIENCE. 2014; 25 (3): 794-814.

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

### **Hope, Nicholas C.**

**Research Fellow**

**Name (Title):** Nicholas C. Hope (Senior Research Scholar)

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

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

**Academic Experience:** Monash University 1971-76

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

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

**Speaking:** Chinese-3

**Reading:** Chinese-2

**Writing:** Chinese-1

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** China's economic performance and prospects, especially the financial sector; democracy and development in China; East Asian economies, especially China and Indonesia

**Distinctions:** Tasmanian Rhoades Scholarship 1965; Brookings Institution Fellowship 1974; Numerous academic prizes and scholarships

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

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

### **Hoshi, Takeo** **Research Fellow**

**Name (Title):** Takeo Hoshi (Senior Fellow)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (Yes)

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

**Academic Experience:** Stanford University (2012 – Present), Professor of International Economic Relations, University of California, San Diego (1988-2012); Visiting Scholar, L'École des Hautes Etudes en Sciences Sociales (1988-2012); Visiting Professor, Australian National University (2013); Visiting Scholar, University of Tokyo (1999, 2007, 2010, 2011); Visiting Associate Professor, Osaka University (1997-1998).

**Overseas Experience:** Japan during undergraduate study years and in 1997, 1998, 1999, 2007, 2010, 2011; Australia, 2013; France, 1988-2012.

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

**Speaking:** Japanese – 5

**Reading:** Japanese – 5

**Writing:** Japanese – 5

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

**Area Courses Taught:** EASTASN 153/ 253, ECON 120, POLISCI 115E: Japan & the World: Innovation, Economic Growth, Globalization, and Int'l Security Challenges EASTASN 151/251: Innovation-Based Economic Growth: Silicon Valley and Japan

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

**Distinctions:** Reischauer International Education Award, Japan Society, 2011; Grant for "Why Did Japan Stop Growing?", National Institute for Research Advancement Grant, 2010; Enjoji Jiro Memorial Prize, Nihon Keizai Shimbun, 2006; Nakahara Prize, Japanese Economic Association, 2005; Nikkei Prize for Excellent Books in Economic Science, Nikkei, 2002; Research Planning Grant, Social Science Research Council East Asia Regional Working Group, 1996; Affirmative Action Faculty Pre-Tenure Award, UCSD, 1992; Chancellor's Summer Faculty Fellowship, UCSD, 1991; Sloan Scholarship for thesis writers, MIT, 1987-1988; Fulbright Scholarship, Fulbright, 1984-1988.

**Recent Publications:** Hoshi, T., Kashyap, A. K. Will the US and Europe Avoid a Lost Decade? Lessons from Japan's Postcrisis Experience. *IMF ECONOMIC REVIEW*. 2015; 63 (1): 110-163.

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

### **Huang, Ellen** **Staff**

**Name (Title):** Ellen Huang (Asian Art Postdoctoral Fellow; Curator)

**Department (Tenured?):** Cantor Arts Center (N/A)

**Education:** Ph.D., University of California, San Diego; B.A., Yale University

**Academic Experience:** N/A  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** No data  
**Reading:** No data  
**Writing:** No data  
**Teaching/Research Time Devoted to East Asian Studies:** 75%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** N/A  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years:** N/A

**Hubbard, Aleata** **External Evaluator**

**Name (Title):** Aleata Hubbard (Research Associate, WestEd)  
**Department (Tenured?):** N/A  
**Education:** Ph.D., Northwestern University (Learning Sciences); M.A., Northwestern University (Learning Sciences); B.S., Carnegie Mellon University (Computer Science; French and Francophone Studies)  
**Academic Experience:** N/A  
**Overseas Experience:** France 2004-05; Ghana 2008-09  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** French-3  
**Reading:** French-3  
**Writing:** French-3  
**Teaching/Research Time Devoted to East Asian Studies:** N/A  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** Evaluation of educational programs; research on computer science teaching and teacher knowledge. External evaluator for multiple education projects at the secondary and tertiary level funded by NSF, U.S. DOE, and corporate sponsors; Project manager and data manager for large-scale randomized control trial studies of educational interventions.  
**Distinctions:** N/A  
**Recent Publications:** Kao, Y., D'Silva, K., Hubbard, A., Green, J., & Cully, K. (2018). Applying the Mathematical Work of Teaching Framework to Develop a Computer Science Pedagogical Content Knowledge Assessment. In Proceedings of the 49th ACM Technical Symposium on Computer Science Education (pp. 888–893). New York, NY, USA: ACM. <https://doi.org/10.1145/3159450.3159521>  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Hugh, Mike** **Staff**

**Name (Title):** Mike Hugh (Director)  
**Department (Tenured?):** Bing Overseas Studies-Kyoto (N/A)  
**Education:** M.A., Imperial College London (2000); B.A., University College London (1998)  
**Academic Experience:** No

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

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

**Speaking:** Japanese -

**Reading:** Japanese -

**Writing:** Japanese -

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

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

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

**Distinctions:** NA

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

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

## Huo, Ying

## Library Staff

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

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

**Education:** No data

**Academic Experience:** Teaching Fellow/Guest Curator, University of San Francisco (2011-2015); Visiting Faculty, Santa Clara University (2013-2014); Assistant Curator, Stanford University (2010-2011)

**Overseas Experience:** No data

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

**Speaking:** Chinese-5; French-2; Japanese-1

**Reading:** Chinese-5; French-2; Japanese-1

**Writing:** Chinese-5; French-2; Japanese-1

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Chinese art, especially porcelain

**Distinctions:** Friends of the Princeton University Libraries, 2010 (to use collection of Qing documents on decoration) Center for the Advanced Studies in Visual Arts, Predoctoral Fellowship, 2008, Finalist (Alternate) Getty Postdoctoral Fellowship – Asia Society Museum Fellow, 2008 (declined) Chiang Ching-Kuo Foundation Dissertation Fellowship, 2007 Andrew Mellon Pre-doctoral Research Fellowship, Needham Research Institute, UK, 2008 Fulbright IIE, 2007 (declined) Joseph P. Naiman Award in Japanese Studies Travel Grant, Fall 2007 UCSD Department of Anthropology, George Haydu Prize, Best Graduate Student Paper, 2006 Boren Fellowship, 2004 Jacob K. Javits Fellowship, 2002-2006

**Recent Publications:** “An Art of Transformation: Yaobian and Qing Dynasty Porcelain,”

Archives of Asian Art, forthcoming, Fall 2018 (refereed). “Jingdezhen Porcelain as Global Visual Culture,” *Journal of World History* 23:1 (March, 2012) (refereed). “Ceramics.” In *Oxford Bibliographies in Chinese Studies*. Ed. Tim Wright. New York: Oxford University Press, Spring 2013 (refereed). “There and Back Again: The Material Objects of the First International Exhibitions of Chinese Art: Shanghai, London, and Nanjing, 1934-1936,” Chapter 10 in *Collecting "China": The World, China, and a Short History of Collecting*, ed. by Vimalin Rujivacharakul, University of Delaware Press, 2010.

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

**Hyde, Carole** **Staff**

**Name (Title):** Carole Hyde (Administrative Associate, Project on Peace and Cooperation in the Asian-Pacific Region)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Inoue, Miyako** **Faculty**

**Name (Title):** Inoue Miyako (Associate Professor)

**Department (Tenured?):** Anthropology (Yes)

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

**Academic Experience:** No data

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

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** ANTHRO 156/256: Japanese Anthropology

**Research/Teaching Specializations:** Linguistic anthropology, sociolinguistics, semiotics, linguistic modernity, anthropology of writing, inscription devices, materialities of language, social organizations of documents (filing systems, index cards, archives), voice/sound/noise, soundscape, technologies of liberalism, gender, urban studies, Japan, East Asia.

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

**Recent Publications:** Inoue Miyako, “Neoliberal Speech Acts: The Equal Opportunity Law and Projects of the Self in a Japanese Corporate Office”, In *Global Futures in East Asia*, Ann Anagnost, Andrea Arai, and Ren Hai, eds., Stanford University Press, 2012.

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

### **Ishimatsu, Sabrina**

**Staff**

**Name (Title):** Sabrina Ishimatsu (Sales Manager; Event Coordinator; Distance Learning Instructor, Stanford Program on International and Cross-Cultural Education)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** B.A., University of Puget Sound

**Academic Experience:** Administrative Assistant, Shorenstein Asia-Pacific Research Center, Stanford University

**Overseas Experience:** Teacher, Japan Exchange and Teaching program

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

### **Jensen, Erik**

**Faculty**

**Name (Title):** Erik Jensen (Professor)

**Department (Tenured?):** Stanford Law School (No)

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

**Academic Experience:** Adjunct Professor of Law, Ateneo de Manila University College of Law (1990-1993); Senior Fulbright Lecturer in Law, University of Colombo and the Open University (1985-1989).

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

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

**Speaking:** French – 2, Tagalog - 2

**Reading:** French – 2, Tagalog - 2

**Writing:** French – 2, Tagalog - 2

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

**Area Courses Taught:** LAW 5102: Advanced Afghanistan Legal Education Seminar; LAW 5026: Global Poverty, Corruption, and the Law: India Field Study

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

**Distinctions:** Fulbright Scholar, 1985-86; Alumni Achievement Award, Augustana College Presidential Award, The Asia Foundation; Stanford University President's International Initiative Award

**Recent Publications:** Erik G. Jensen and Mathew Gasparetti, ““Multilateral International Arbitration Agreements, BITS, FDI and the Rule of Law,” forthcoming. Erik G. Jensen and Rolando Garcia Miron, “Legal Education in Developing Countries: Daring to Play the Long Game,” forthcoming. Erica Gaston and Erik G. Jensen, “Rule of Law and State Building in Afghanistan: Testing Theory with Practice,” in *State Strengthening in Afghanistan: Lessons Learned from 2001 to 2014* edited by Scott Smith and Colin Cookman (United States Institute of Peace: 2016) at p. 69-79. Erik G. Jensen, “Postscript: An Immodest Reflection,” in David Marshall, ed., *The International Rule of Law Movement: A Crisis of Legitimacy and the Way Forward* (Harvard University Press: 2014) at p. 297-305.

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

### **Jin, Ruoyang** **Staff**

**Name (Title):** Ruoyang Jin (Communications Manager, Rural Education Action Program)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** M.A., Ohio State University; B.A., University of California, Los Angeles

**Academic Experience:** No data

**Overseas Experience:** Work in China

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** N/A

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

### **Jung, Yi Na** **Library Staff**

**Name (Title):** Yi Na Jung (Korean Materials Acquisitions Specialist, East Asia Library)

**Department (Tenured?):** Stanford University Libraries (N/A)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Korean-5

**Reading:** Korean-5

**Writing:** Korean-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Kada, Alice**

**Staff**

**Name (Title):** Alice Kada (Program Manager, Inter-University Center for Japanese Language Studies)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** B.A., San Jose State University

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Japanese

**Reading:** Japanese

**Writing:** Japanese

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Kapuscinski, Jaroslaw**

**Faculty**

**Name (Title):** Jaroslaw Kapuscinski (Associate Professor)

**Department (Tenured?):** Music (Yes)

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

**Academic Experience:** Teaching/Research Assistant, University of California, San Diego (1992-1997); Postdoctoral Fellow, McGill University (2001); Visiting Lecturer, University of the Pacific (2004-2008)

**Overseas Experience:** Poland during graduate school years

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

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

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

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

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

**Area Courses Taught:** OSPKYOTO 10: From Gamelan to Kabuki: Musical Traditions of Far-East Asia; OSPKYOTO 11: Experiencing Ma: Time & Space in Japanese Arts

**Research/Teaching Specializations:** Intermedia Performance and Installation, study of traditional Japanese arts and music

**Distinctions:** First Prize, Fresh Minds Festival, Texas A&M University (2014); Most Inspirational Professor Award, University of the Pacific (2007); Best New Media Work, Festival of New Cinema and New Media, Montréal, Canada (2000); Audience Prize, Manifestation Internationale Vidéo et Art Électronique, Montréal, Canada (1993); Grand Prix Cita di Locarno, Performance Category, VideoArt Festival, Locarno, Switzerland (1993); Special Mention,

Research Category, Film sur l'art festival, UNESCO (1993); Monte Verita Prize, VideoArt Festival, Locarno, Switzerland (1992)

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

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

### **Kenny, Kaleigh**

**Staff**

**Name (Title):** Kaleigh Kenny (Project Manager, Rural Education Action Program)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** B.A., Williams College (2014)

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Chinese

**Reading:** Chinese

**Writing:** Chinese

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** N/A

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

### **Kieschnick, John**

**Faculty**

**Name (Title):** John Kieschnick (Professor)

**Department (Tenure Status):** Religious Studies (Yes)

**Education:** Ph.D., Stanford University (1995); M.A., Stanford University (1988); B.A., University of California at Berkeley (1986)

**Academic Experience:** Lecturer/Reader in Buddhist Studies, Department of Theology and Religious Studies, University of Bristol (2005-11); Assistant/Associate Research Fellow, Institute of History & Philology, Academia Sinica (1996-05); Visiting professor, Religious Studies Department, National Chengchi University (2005); Program Director, Chiang Ching-kuo Foundation for International Scholarly Exchange (2003-05); Visiting Research Fellow, Centre for International & Intercultural Studies, Universitat Autònoma de Barcelona (2002-03); Postdoctoral fellow, Center for Chinese Studies, University of California at Berkeley (1995- 96)

**Overseas Experience:** Taiwan: full-time 1996-2005; Spain, 2002 – 2003; U.K. 2005-2011; Hong Kong 2011-12. Periodic trips to PRC.

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

**Speaking:** Chinese-4;

**Reading:** Chinese-5;

**Writing:** Chinese-2;

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

**Area Courses Taught:** RELIGST 139: Religion along the Silk Road; RELIGST 347: Chinese Buddhist Texts; RELIGST 56: Exploring Chinese Religions

**Research/Teaching Specializations:** Chinese Buddhism, cultural history of Chinese Buddhism.

**Distinctions:** N/A

**Recent Publications:** Entries for “Gaoseng zhuan,” “Biqiuni zhuan” and “Xu gaoseng zhuan” in *Early Medieval Chinese Texts: A Bibliographical Guide*, edited by Cynthia L. Chennault et al. (Berkeley: Institute of East Asian Studies). 2016. Kieschnick, J. Review of Jimmy Yu, *Sanctity and Self-inflicted Violence in Chinese Religion 1500-1700*. *Harvard Journal of Asiatic Studies*. 2013.

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

**Kim, Grace** **Staff**

**Name (Title):** Grace Kim (Curriculum Writer)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:**

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Kim, Hee-Sun** **Language Lecturer**

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

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

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

**Academic Experience:** Stanford University (2003-Current)

**Overseas Experience:** None

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

**Speaking:** Korean-5, Japanese - 1

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

**Writing:** Korean- 5, Japanese - 1

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

**Area Courses Taught:** KORLANG 141: Business Korean; KORLANG 1/2/3: First-Year Korean; KORLANG 130: Reading Korean; KORLANG 1H/2H/3H: Beginning Korean for Heritage Learners

**Research/Teaching Specializations:** Psycholinguistics, experimental phonetics, and second language acquisition; Designing and Implementation of Online Language Teaching based on Web 2.0 technology, Developing Advanced level Korean language textbooks

**Distinctions:** Graduate Thesis Research Grant, Stanford (2003)

**Recent Publications:** N/A

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

**Klemperer, Simon L.** Faculty**Name (Title):** Simon L. Klemperer (Professor)**Department (Tenured?):** Geophysics (Yes)**Education:** Ph.D., Cornell University (1985); M.A., Cambridge University (1984); B.A., Cambridge University (1980)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** No data**Research/Teaching Specializations:** the growth, tectonic evolution, and deformation of the continents**Distinctions:** School of Earth Sciences Excellence in Teaching Award, Stanford University (2010); Distinguished Lecturer, NSF-MARGINS program (2008-2010); Recipient, Allan V. Cox Medal for faculty excellence fostering undergraduate research (2008); President's Award, Geological Society of London (1988)**Recent Publications:** Bell, K. L., Mowitt, W., Zykov, V., Delgado, J. P., Tartt, M., Stout, M., Wagner, K., Marquis, S., Bell, K. L., Phillips, B., Becker, K., Licht, S., Ou, J., Cheng, C., Yao, L., Sra, M., Jain, D., Blair, D., Adams, A., Howland, J., Raineault, N., Marlow, J., Everett, M., Etnoyer, P., Cormier, M., Knutson, V., Giribet, G., Fundis, A., Cook, M., Sutton, K., Munro, S., Larsh, D., Moran, K., Witten, A., Wishnak, S., Poulton, S., Bell, K. L., Raineault, N., Ballard, R. D., Moran, K., Round, A., Kulin, I., Dewey, R., Embley, R., Raineault, N., Merle, S., Baumberger, T., Seabrook, S., Hammond, S., Delgado, J. P., Cantelas, F., Symons, L. J., Brennan, M. L., Bergondo, D., Sanders, R., Reger, E., Johnson, D. L., Marc, J., Schwemmer, R. V., Edgar, L., MacLeod, D., Roletto, J., Brennan, M. L., Williams, G., Piotrowski, C., Cochrane, G., Delgado, J. P., Wagner, J., Marranzino, A., Schwemmer, R. V., Delgado, J. P., Brennan, M. L., Roletto, J., Cantelas, F., Matthews, R., Elliott, K., Vetter, K., Figueroa, C., Lickliter-Mundon, M., Schwemmer, R. V., Raineault, N., Girguis, P., Auscavitch, S., Castillo, C., Lubetkin, M., Marlow, J., Pak, D., Myhre, S. E., Kennett, J., Netburn, A., Kane, R., Coleman, D., Etnoyer, P., Caldow, C., Bursek, J., Marsh, L., Sautter, W., Freedman, R., Kane, R., Cormier, M., Bell, K. L., Sharuga, S. M., Castillo, C., Conrad, J., Amon, D., Legg, M., Brennan, M. L., Barnhill, K., Lovell, L. L., Marranzino, A., Klemperer, S. L., Kane, R., Russell, C., McKinnie, D., Lobecker, E., Sowers, D., Malik, M., Mesick, S., Gottfried, S., Wall-Bell, C., Jackson, J., Bohan, M., Jencks, J., Brooke, S., Kelley, C., Kosaki, R. K., Parke, M., Parrish, F., Bowman, A., Potter, J., Wagner, D., Tree, J., Kennedy, B. R., Cantwell, K., Amon, D. J., Fryer, P., Glickson, D., Pomponi, S. A., Lobecker, E., Cantwell, K., Elliott, K., Sowers, D., Ford, M., Netburn, A., Kelley, C., Konter, J., Kennedy, B. R., Cantelas, F., Van Tilburg, H., Fabian, G., Kelley, C., Kinney, J. R., Tully, A., Collins, E., Hopcroft, R., Iken, K., Bowman, A., Keener, P., Crum, E., Wagner, K., Martinez, C., Schmidt, W., Leonardi, A. P., Ballard, R. D. *New Frontiers in Ocean Exploration The E/V Nautilus, NOAA Ship Okeanos Explorer, and R/V Falkor 2016 Field Season. OCEANOGRAPHY.* 2017; 30 (1): 1-?. Shi, D., Zhao, W., Klemperer, S. L., Wu, Z., Mechie, J., Shi, J., Xue, G., Su, H. West-east transition from underplating to steep subduction in the India-Tibet collision zone revealed by receiver-function profiles. *EARTH AND PLANETARY*

*SCIENCE LETTERS*. 2016; 452: 171-177. Gao, R., Lu, Z., Klemperer, S. L., Wang, H., Dong, S., Li, W., Li, H. Crustal-scale duplexing beneath the Yarlung Zangbo suture in the western Himalaya. *NATURE GEOSCIENCE*. 2016; 9 (7): 555-?. Barak, S., Klemperer, S. L. Rapid variation in upper-mantle rheology across the San Andreas fault system and Salton Trough, southernmost California, USA. *GEOLOGY*. 2016; 44 (7): 575-578. Liang, X., Chen, Y., Tian, X., Chen, Y. J., Ni, J., Gallegos, A., Klemperer, S. L., Wang, M., Xu, T., Sung, C., Si, S., Lan, H., Teng, J. 3D imaging of subducting and fragmenting Indian continental lithosphere beneath southern and central Tibet using body-wave finite-frequency tomography. *EARTH AND PLANETARY SCIENCE LETTERS*. 2016; 443: 162-175. Athens, N. D., Glen, J. M., Klemperer, S. L., Egger, A. E., Fontiveros, V. C. Hidden intrabasin extension: Evidence for dike-fault interaction from magnetic, gravity, and seismic reflection data in Surprise Valley, northeastern California. *GEOSPHERE*. 2016; 12 (1): 15-25. Tian, X., Chen, Y., Tseng, T., Klemperer, S. L., Thybo, H., Liu, Z., Xu, T., Liang, X., Bai, Z., Zhang, X., Si, S., Sun, C., Lan, H., Wang, E., Teng, J. Weakly coupled lithospheric extension in southern Tibet. *EARTH AND PLANETARY SCIENCE LETTERS*. 2015; 430: 171-177. Barak, S., Klemperer, S. L., Lawrence, J. F. San Andreas Fault dip, Peninsular Ranges mafic lower crust and partial melt in the Salton Trough, Southern California, from ambient-noise tomography. *GEOCHEMISTRY GEOPHYSICS GEOSYSTEMS*. 2015; 16 (11): 3946-3972. Shi, D., Wu, Z., Klemperer, S. L., Zhao, W., Xue, G., Su, H. Receiver function imaging of crustal suture, steep subduction, and mantle wedge in the eastern India-Tibet continental collision zone. *EARTH AND PLANETARY SCIENCE LETTERS*. 2015; 414: 6-15. Karplus, M. S., Klemperer, S. L., Zhao, W., Kind, R., Wu, Z., Mechie, J., Shi, D., Brown, L. D., Chen, C., Su, H., Xue, G., Sandoval, E., Ni, J., Tilmann, F., Chen, Y. J. Receiver-function imaging of overlapping Mohos at the Kunlun- Qaidam boundary, Northeast Tibet. *Geophysical Journal International*. 2015. Athens, N., Glen, J., Klemperer, S. L., Egger, A., Fontiveros, V. Hidden intra-basin extension: Evidence for dike-fault interaction from magnetic, gravity, and seismic reflection data in Surprise Valley, NE California. *Geosphere*. 2015. Shi, D., Wu, Z., Klemperer, S. L., Zhao, W., Xue, G., Su, H. Receiver function imaging of crustal suture, steep subduction, and mantle wedge in the eastern India-Tibet continental collision zone. *Earth and Planetary Science Letters*. 2015; 414: 6-15.

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

**Kohrman, Matthew**

**Faculty**

**Name (Title):** Matthew Kohrman (Associate Professor)

**Department (Tenured?):** Anthropology (Yes)

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

**Academic Experience:** No data

**Overseas Experience:** China: Every year since 1986

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

**Speaking:** Mandarin - 4

**Reading:** Mandarin - 4

**Writing:** Mandarin - 4

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

**Area Courses Taught:** ANTHRO 148/248: Health, Politics, and Culture of Modern China

**Research/Teaching Specializations:** Matthew Kohrman's research and writing bring anthropological methods to bear on the ways health, culture, and politics are interrelated.

Focusing on the People's Republic of China, he engages various intellectual terrains such as governmentality, gender theory, political economy, critical science studies, and embodiment.

**Distinctions:** National Cancer Institute, Career Development Award, 2003-2009 American Cancer Society University, Grant for Tobacco Research in China (co-PI), 2005-2006 University of California Tobacco-Related Disease Research Program Research Grant, 2000-2002 University of Michigan, Population Studies Center Postdoctoral Fellowship, 1999-2001 (declined) Irving K. Zola Emerging Scholar Award for the Society of Disability Studies, 1998 National Institute of Mental Health, Pre-Doctoral Fellowship, 1997-1998 Foreign Language Area Scholarship for East Asia, 1992-1993, 1995-1996 Mellon Foundation, Dissertation Completion Fellowship, 1995-1996 Committee on Scholarly Communication with China, Research Fellowship, 1993-1994 Harvard University, Sinclair Kennedy Traveling Fellowship, 1993-1994 National Institute of Mental Health, Medical Anthropology Pre-Doctoral Fellowship

**Recent Publications:** Cheng, K., Tsoh, J. Y., Cui, W., Li, X., Kohrman, M. Smoking intensity among male factory workers in Kunming, China. *Asia-Pacific journal of public health*. 2015; 27 (2): NP606-15. Kohrman, M. Cloaks and Veils: Countervisualizing Cigarette Factories In and Outside of China. *Anthropological Quarterly*. 2015; 88 (4): 907-939.

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

### **Kotani, Meiko**

**Staff**

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

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Krompacky, George**

**Staff**

**Name (Title):** George Krompacky (Publications Manager)

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

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

**Academic Experience:** No

**Overseas Experience:** China 1993-94

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

**Speaking:** Chinese-3

**Reading:** Chinese-3

**Writing:** Chinese-1

**Teaching/Research Time Devoted to East Asian Studies:** NA

**Area Courses Taught:** NA

**Research/Teaching Specializations:** NA

**Distinctions:** NA

**Recent Publications:** NA

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

### **Kuo, Tai-Chun**

**Research Fellow**

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

**Department (Tenured?):** Hoover Institution (No)

**Education:** No data

**Academic Experience:** Associate Professor, Tamkang University (1997–2000)

**Overseas Experience:** Taiwan

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

**Speaking:** Chinese - 5

**Reading:** Chinese - 5

**Writing:** Chinese - 5

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

**Area Courses Taught:** No data

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

**Distinctions:** No data

**Recent Publications:** Tai-Chun Kuo, William Ratliff. Taiwan's Voice of Experience. Hoover Digest. April 21, 2014.

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

### **Kushida, Kenji**

**Staff**

**Name (Title):** Kenji Kushida (Research Associate)

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

**Education:** Ph.D., University of California, Berkeley; M.A., Stanford University (2003); B.A., Stanford University (2001)

**Academic Experience:** No Data

**Overseas Experience:** Japan, partial years 2004-2009

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** EASTASN 151/251: Innovation-Based Economic Growth: Silicon Valley and Japan

**Research/Teaching Specializations:** comparative politics, political economy, and information technology

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

**Recent Publications:** Kushida, K. E., Murray, J., Zysman, J. Cloud Computing: From Scarcity to Abundance. *Journal of Industry, Competition and Trade*. 2015; 15 (1): 5-19. Kushida, K. E. The Silicon Valley Economic Ecosystem: A Strategic Overview Stanford Silicon Valley – New Japan

Project Report Series. 2015. Kushida, K. E., Oku, M. Baikaruchaa to Nihonjin: Sekai ga Hoshigaru Guroobaru Jinzai e no Michi バイカルチャーと日本人：グローバル人材への道 [Biculturalism and the Japanese: The Road Towards Globally Attractive Professionals. Amazon Kindle. 2015. Kushida, K. E. The Politics of Commoditization in Global ICT Industries: A Political Economy Explanation of The Rise of Apple, Google, and Industry Disruptors. Journal of Industry, Competition and Trade. 2015; 15 (1): 49-67. Kushida, K. E. The Fukushima Nuclear Disaster and the DPJ: Leadership, Structure, and Information Challenges During the Crisis. Japanese Political Economy. 2014; 40 (1): 29-68.

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

### **Kutella Boyd, Kristin**

**Staff**

**Name (Title):** Kristin Kutella (Student Services Coordinator, Center for East Asian Studies)

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

**Education:** M.Ed., University of Illinois (2010); B.A., Marquette University (2003)

**Academic Experience:** Study abroad program, University of Illinois at Urbana-Champaign

**Overseas Experience:** Japan: 2003-2006 (English Teaching Experience)

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

**Speaking:** Japanese-1

**Reading:** Japanese-1

**Writing:** Japanese-1

**Teaching/Research Time Devoted to East Asian Studies:** NA

**Area Courses Taught:** NA

**Research/Teaching Specializations:** NA

**Distinctions:** University of Illinois Global Studies in Education Tuition Fellowship; 2018 Dean's Award of Merit

**Recent Publications:** NA

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

### **Laboon, Patrick**

**Staff**

**Name (Title):** Patrick Laboon (Program Coordinator, China Program)

**Department (Tenured?):** Walter H. Shorenstein Asia-Pacific Research Center, Freeman-Spogli Institute for International Studies (N/A)

**Education:** M.A., University of California, Santa Barbara; B.A., University of California, Davis

**Academic Experience:** Teaching assistant & administration, UC Davis Extension

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Lai, Selena** **Staff**

**Name (Title):** Selena Lai (Curriculum Consultant, Stanford Program on International and Cross-Cultural Education)

**Department (Tenured?):** Freeman-Spogli Institute for International Studies (N/A)

**Education:** M.A., Columbia University; B.A., University of California, Berkeley

**Academic Experience:** Teacher, Castro Valley Unified School District & Oakland Unified School District

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** 2008 Franklin Buchanan Prize, 2000-2001 U.S.-Japan Leadership Program fellow

**Recent Publications:** Curriculum units: “Chinese American Voices: Teaching with Primary Sources”, “China’s Republican Era, 1911 to 1949”, “The Shang Dynasty, 1600 to 1050 BCE”, “Chinese Dynasties Part Two: The Song Dynasty through the Qing Dynasty, 960 to 1911 CE”.

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

**Lap, Lili** **Staff**

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

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Lee, Haiyan** **Faculty**

**Name (Title):** Haiyan Lee (Professor)

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

**Education:** Ph.D., Cornell University (2002); M.A., University of Chicago (1994); B.A., Beijing University (1990)

**Academic Experience:** University of Colorado, Boulder (2003-06) University of Hong Kong (2007-08), Post-Doc at Cornell University & Harvard University

**Overseas Experience:** China: 1998-99

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

**Speaking:** Mandarin-5

**Reading:** Mandarin-5

**Writing:** Mandarin-5

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

**Area Courses Taught:** The Cult of Happiness: Pursuing the Good Life in America and China (CHINA 10SC); Animal Planet and the Romance of Species (CHINA 70N); How to be Modern in China: A Gateway to the World Course (CHINA 110); Sex, Gender, and Power in Modern China (CHINA 115); Chinese Justice: Law, Morality, and Literature (CHINA 340)

**Research/Teaching Specializations:** Modern Chinese literature and popular culture; philosophy and literature; law and literature; cognitive science; affect studies; cultural studies of gender, sexuality, race, and religion; human-animal relations and environmental humanities

**Distinctions:** Frederick Burkhardt Residential Fellowship, American Council of Learned Societies (2015-2016), Association for Asian Studies Joseph Levenson Book Prize, 2009 An Wang Postdoctoral Fellowship, John K. Fairbank Center for Chinese Studies, Harvard University, 2006-2007 Eugene M. Kayden Manuscript Prize, University of Colorado, 2005 Andrew W. Mellon Postdoctoral Fellowship in Comparative Literature, 2002-03 Committee on Scholarly Communication with China (CSCC) Graduate Fellowship

**Recent Publications:** Through Thick and Thin: The Romance of the Species in the Anthropocene, *International Communication of Chinese Culture*. Lee, H. 2018: 1-28; Revolution and Love, *A New Literary History of Modern China*. Lee, H. Edited by Wang, D. Harvard University Press. 2017: 231–236; *Monsters to Die For: On Monster Hunt as a Ecological Fable*. Lee, H. Association for Chinese Animation Studies. Hong Kong. 2017; The Rise and Fall (and Rise again) of Vernacular Happiness *Journal of Modern Literature in Chinese*. Lee, H. 2017; 14 (1): 89-122; The Soft Power of the Constant Soldier; or, Why We Should Stop Worrying and Learn to Love the PLA, *Chinese Visions of World Order: Tianxia, Culture, and World Politics*. Lee, H. Edited by Wang, B. Duke University Press. 2017: 237–266; Haiyan Lee, “Woman, Sacrifice, and the Limits of Sympathy”, *Frontiers of Literary Studies in China*, 2012.; Haiyan Lee, "The Charisma of Power and the Military Sublime in Tiananmen Square." *Journal of Asian Studies*, vol. 70, no. 2, pp. 397–424, 2011.; Haiyan Lee, “Enemy under My Skin: Eileen Chang’s ‘Lust, Caution’ and the Politics of Transcendence.” *PMLA*, vol. 125, no. 3, pp. 640-656, 2010.; Haiyan Lee, “From the Iron Rice Bowl to the Beggar’s Bowl: What Good Is (Chinese) Literature?” *Telos*, no. 151, pp. 129-150, 2011.; Haiyan Lee, “Nowhere in the World does There Exist Love or Hatred without Reason’.” *In Words and Their Stories: The Language of the Chinese Revolution*, Ban Wang, ed., Leiden: Brill, pp. 149-170, 2010.

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

## Lee, Kristen

Staff

**Name (Title):** Kristen Lee (Executive Assistant to Director)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years(BA/MA/PHD):** N/A**Lee, Lisa****Staff****Name (Title):** Lisa Lee (Administrative Associate for AHPP and SEAF)**Department (Tenured?):** Shorenstein Asia Pacific Research Center (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Lee, Stephanie****Staff****Name (Title):** Stephanie Lee (Finance Associate)**Department (Tenured?):** Ho Center for Buddhist Studies (N/A)**Education:** MBA, University of Pennsylvania; B.S., Cornell University**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Lee, Yong Suk****Center Fellow****Name (Title):** Yong Suk Lee (Center Fellow)**Department (Tenured?):** Freeman Spogli Institute for International Studies (No)

**Education:** Ph.D., Brown University (2012); M.A., Brown University (2008); B.S., Columbia College in the City of New York (1999)

**Academic Experience:** Williams College (2012-2014)

**Overseas Experience:** No info

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

**Speaking:** Korean-5

**Reading:** Korean-5

**Writing:** Korean-5

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

**Area Courses Taught:** Economic Development and Challenges of East Asia (IPS 224)

**Research/Teaching Specializations:** Labor economics, technology and entrepreneurship, and urban economics. Digital technology and labor, focusing on how new technologies will affect labor and how societies react to new technologies. Entrepreneurship and economic growth, entrepreneurship education, and institutions and entrepreneurship. North and South Korean economy.

**Distinctions:** 2016 “Research on Small Business Topics Using Large Datasets.” September 2016-September 2017. U.S. Small Business Administration Research Award; 2014 Lincoln Institute Scholar, Lincoln Institute of Land Policy; 2014 Center for Development Economics Research Grant, Williams College; 2013 Korea Foundation-Mansfield Foundation Scholar, U.S.-Korea Scholar-Policymaker Nexus; 2011 Hazeltine Fellowship, CV Starr Program in Commerce, Organizations, and Entrepreneurship, Brown University; 2011 Merit Dissertation Fellowship, Graduate School, Brown University; 2010 Umezawa-Stoltz Prize for Distinguished 3rd Year Paper, Brown University; 2010 2nd Prize, Graduate Student Paper, Korea Institute for International Economic Policy; 2007 Susan R. Kamins `82 Fellowship, Brown University

**Recent Publications:** “International Isolation and Regional Inequality: Evidence from Sanctions on North Korea”, *Journal of Urban Economics*, January 2018, 103: 34-51; “Government Guaranteed Small Business Loans and Regional Growth”, *Journal of Business Venturing*, January 2018, 33(1): 70-83; “Entrepreneurship, Small Businesses, and Economic Growth in Cities,” *Journal of Economic Geography*, March 2017; “Organization of Disaster Aid Delivery: Spending Your Donations” (with J. Vernon Henderson), *Economic Development and Cultural Change*, July 2015; “Staffing Subsidies and the Quality of Care in Nursing Homes” (with Andrew D. Foster), *Journal of Health Economics*, May 2015, 41: 133-147; “School Districting and the Origins of Residential Land Price Inequality,” *Journal of Housing Economics*, 28 (2015): 1-17; “Exams, Districts, and Intergenerational Mobility: Evidence from South Korea,” *Labour Economics*, 29 (2014): 62-71

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

### Levy, Indra

### Faculty

**Name (Title):** Indra Levy (Associate Professor)

**Department (Tenured?):** East Asian Languages & Cultures (No)

**Education:** Ph.D., Columbia University (2001); M.A., Columbia University (1994); B.A., Columbia College in the City of New York (1988)

**Academic Experience:** Rutgers University 2000-2004

**Overseas Experience:** Japan 1993-98; every summer 1999-2003; summer 2009

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

**Speaking:** Japanese-4

**Reading:** Japanese-4

**Writing:** Japanese-4

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

**Area Courses Taught:** Translating Japan, Translating the West (JAPAN 221); Proseminar: Introduction to Graduate Study in Japanese (JAPAN 201); Special Topics in Japanese Literature (JAPAN 252A)

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

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

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

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

### **Lewis, Mark E.**

**Faculty**

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

**Department (Tenured?):** History (Yes)

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

**Academic Experience:** Cambridge University (1986-2002)

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

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

**Speaking:** Chinese-4

**Reading:** Chinese-4

**Writing:** Chinese-2

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

**Area Courses Taught:** The City in Imperial China (HISTORY 91B); Society in Ancient and Medieval China (HISTORY 492)

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

**Distinctions:** Humboldt Stiftung Forschungspreis 2008-2009

**Recent Publications:** Mark Lewis, *China between Empires: The Northern and Southern Dynasties (History of Imperial China)* (Harvard University Press, 2011)

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

**Lewis, Martin** **Lecturer****Name (Title):** Martin Lewis (Senior Lecturer)**Department (Tenured?):** History (No)**Education:** Ph.D., University of California, Berkeley (1988); M.A., University of California, Berkeley (1985); B.A., University of California, Santa Cruz (1979)**Academic Experience:** George Washington University (1988-1993). Duke University (1993-2002)**Overseas Experience:** Philippines, 1985-1986, and numerous shorter trips.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Spanish-1, French - 1**Reading:** Spanish-2, French - 2**Writing:** No info**Teaching/Research Time Devoted to East Asian Studies:** 20%**Area Courses Taught:** Southeast Asia: From Antiquity to the Modern Era (HISTORY 197);

Global Human Geography: Asia and Africa (HISTORY 106A)

**Research/Teaching Specializations:** The historical development and political usage of key geographical ideas, especially as conveyed through maps. The ways in which political, social, and cultural structures are expressed in cartographic form.**Distinctions:** Award for Best New Textbook in the Humanities and Social Sciences, Text and Academic Authors Association. 2001**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No info**Li, Hui** **Library Staff****Name (Title):** Hui Li (Chinese Materials Acquisitions Specialist, East Asia Library)**Department (Tenured?):** Stanford University Libraries (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-5**Reading:** Chinese-5**Writing:** Chinese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Lin, Hsiao-ting** **Library Staff****Name (Title):** Hsiao-ting Lin (Research Fellow/Curator)**Department (Tenured?):** Hoover Institution (No)**Education:** Ph.D., University of Oxford (2003); M.A., National Chengchi University (1997); B.A., National Taiwan University (1994)

**Academic Experience:** University of Oxford (2002-2003): Tutorial Fellow U.C. Berkeley (2003-2004): Postdoctoral Fellow University of San Francisco (2003-2004): Kiriyama Fellow  
**Overseas Experience:** China and Taiwan: every year since 2004 for conferences and field works

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Ethnopolitics and minority issues in greater China, border strategies and defenses in modern China, political institutions and the bureaucratic system of the Chinese Nationalist Party (Kuomintang), and US-Taiwan military and political relations during the Cold War.

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

**Recent Publications:** Hsiao-ting Lin, *Accidental State: Chiang Kai-shek, the United States, and the Making of Taiwan* (Harvard University Press, 2016); Hsiao-ting Lin, *Modern China's Ethnic Frontiers: A Journey to the West*, Routledge, 2011.; Hsiao-ting Lin, *T. V. Soong: Selected War Correspondences, 1940–1943*, Fudan University Press, 2010.

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

**Lin, Irene H. Staff**

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

**Department (Tenured?):** Ho Center for Bushist Studies

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

**Academic Experience:** No data

**Overseas Experience:** N/A

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

**Speaking:** N/A

**Reading:** N/A

**Writing:** N/A

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

**Area Courses Taught:** N/A

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

**Distinctions:** N/A

**Recent Publications:** No data

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

**Lin, Nina Yushin Language Lecturer**

**Name (Title):** Nina Yushin Lin (Lecturer)

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

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

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

**Overseas Experience:** Taiwan

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

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

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

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

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

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

**Research/Teaching Specializations:** Teaching Chinese and Mandarin

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

**Recent Publications:** Designing and Sustaining a Foreign Language Writing Proficiency Assessment Program at the Postsecondary Level, *Foreign Language Annals*. Bernhardt, E., Molitoris, J., Romeo, K., Lin, N., Valderrama, P. 2015; 48 (3): 329-349

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

### Lipsy, Phillip Yukio

Faculty

**Name (Title):** Phillip Yukio Lipsy (Assistant Professor)

**Department (Tenured?):** Political Science (No)

**Education:** Ph.D., Harvard University (2008); M.A., Stanford University (2002); B.A., Stanford University (2001)

**Academic Experience:** Stanford University since 2008

**Overseas Experience:** Japan, every Year since 1997

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** Japan & the World (EASTASN 153)

**Research/Teaching Specializations:** Rise of Asia and Contestation over International Organizations Political Economy of Energy Efficiency US-Japan Relations Japanese Politics

**Distinctions:** Mansfield-CGP Fellow, The Maureen and Mike Mansfield Foundation and Japan Foundation (2009); Center for Global Partnership Grant, Japan Foundation (2009); Sakurako & William Fisher Family Faculty Scholar, Stanford University (2009); Japan Fellowship, Center for Strategic and International Studies (2009); Research Grant, FSI Takahashi Fund (2008).

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

Japan-U.S. Emerging Leaders Program Participant, Government of Japan and the Japan Foundation Center for Global Partnership (2007); Supplementary Dissertation Grant, Reischauer Institute of Japanese Studies, Harvard University (2006-2007); Akiyama Award, Program on U.S.-Japan Relations, Harvard University (2006); Stanford President's Scholar (1997)

**Recent Publications:** Renegotiating the World Order: Institutional Change in International Relations. 2017. Cambridge University Press; Phillip Yukio Lipsy, Philippe de Koning, "The Land of the Sinking Sun: Is Japan's Military Weakness Putting America in Danger?", *Foreign Policy*, 2013.; Phillip Yukio Lipsy, "ナショナリズムではなく科学進歩で国をまとめよ(安

倍内閣への提言) (Recommendations on the Foreign Policy of the Abe Government)", 外交 (Diplomacy), pp. 45-50, 2013.; Phillip Yukio Lipsy, "The Politics of Energy", *Annual Review of Political Science*, 16:1, pp. 449-469, 2013.; Phillip Yukio Lipsy, Hirofumi Takinami, "The Politics of Financial Crisis Response in Japan and the United States", *Japanese Journal of Political Science*, 2013.; Phillip Yukio Lipsy, Lee Schipper, "Energy Efficiency in the Japanese Transport Sector", *Energy Policy*, 56, pp. 248-258, 2013.; Phillip Yukio Lipsy, Kenji Kushida and Trevor Incerti, "The Fukushima Disaster and Japan's Nuclear Plant Vulnerability in Comparative Perspective", *Environmental Science and Technology*, 47, pp. 6082-6088, 2013.; Phillip Yukio Lipsy, Kenji Kushida, "The Rise and Fall of the Democratic Party of Japan", In Kenji Kushida and Phillip Lipsy, eds., *Japan Under the DPJ: The Politics of Transition and Governance*, Brookings/Shorenstein APARC, 2013.; Phillip Yukio Lipsy, Kenji Kushida, "Japan Under the DPJ: The Politics of Transition and Governance", Brookings/Shorenstein APARC, 2013.; Phillip Yukio Lipsy "選挙戦略: 大勝と惨敗を生んだジレンマ (Electoral Strategy: the Dilemma of Landslide Victories and Defeats)", In Yoshinori Ohnoki ed. 民主党政権 失敗の検証:日本政治は何を活かすか (Analysis and Lessons from the Government of the Democratic Party of Japan). Tokyo, Japan: Chuo Koron 2013.; Phillip Yukio Lipsy, "A Casualty of Political Transformation? The Politics of Japanese Energy Efficiency in the Transportation Sector", *Journal of East Asian Studies*, 12:3, 2012.; Phillip Yukio Lipsy, Ethan Scheiner, "Japan under the DPJ: The Paradox of Political Change without Policy Change", *Journal of East Asian Studies* 12:3, 2012.; Phillip Yukio Lipsy, Llewelyn Hughes, "US-Japan Cooperation on the Reform of International Organizations," *JCIE US-Japan Papers*, 2011.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 4/5/1

**Liu, Li****Faculty****Name (Title):** Li Liu (Sir Robert Ho Tung Professor)**Department (Tenured?):** East Asian Languages and Cultures (Yes)**Education:** Ph.D., Harvard University (1994), M.A., Temple University (1987), B.A., Northwestern University (1982)**Academic Experience:** La Trobe University, Australia,**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-5**Reading:** Chinese-5**Writing:** Chinese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Archaeology of East Asia, Emergence of Chinese Civilization from Caves and Palaces (CHINA 176); Archaeology of Food: production, consumption and ritual (ARCHLGY 124); Constructing National History in East Asian Archaeology (ARCHLGY 135);**Research/Teaching Specializations:** Archaeology of early China (Neolithic and Bronze Age), Ritual practice in ancient China, Cultural interaction between China and other parts of the Old World, Domestication of plants and animals in China, Development of complex societies and state formation, Settlement archaeology, Urbanism**Distinctions:** The Best Translated Book of Year in Archaeology, China, Best Translated Book Award (2007); Fellow of the Australian Academy of the Humanities (FAHA), Australian Academy of the Humanities (2008)

Recent Publications: Usewear and residue analyses of experimental harvesting stone tools for archaeological research, *Journal of Archaeological Science: Reports*. Liu, L., Wang, J., Levin, M. J. 2017; 14: 439-453; Identifying ancient beer brewing through starch analysis: A methodology, *Journal of Archaeological Science: Reports*. Wang, J., Liu, L., Georgescu, A., Ota, M., Tang, S., Vanderbilt, M. 2017; 15: 150-160; Understanding household subsistence activities in Neolithic Inner Mongolia, China: Functional analyses of stone tools. *Journal of Anthropological Research*. Liu, L., Chen, X., Ji, P. 2016; Plant domestication, cultivation, and foraging by the first farmers in early Neolithic Northeast China: Evidence from microbotanical remains *Holocene*. Liu, L., Duncan, N. A., Chen, X., Liu, G., Zhao, H. 2015; 25 (12): 1965-1978; A long process towards agriculture in the Middle Yellow River valley, China: Evidence from macro- and microbotanical remains *Journal of Indo-Pacific Archaeology*. Liu, L. 2015; 35: 3-14; Li Liu and Xingcan Chen, *Archaeology of China: From the Paleolithic to the Early Bronze Age*, Cambridge: Cambridge University Press, 2012.

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

### **Liu, Lili**

**Library Staff**

**Name (Title):** Lili Liu (Receiving/End Processing Specialist, East Asia Library)

**Department (Tenured?):** Stanford University Libraries (N/A)

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** N/A

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

### **Llamas, Regina**

**Lecturer**

**Name (Title):** Regina Llamas (Lecturer)

**Department (Tenured?):** East Asian Languages & Cultures (No)

**Education:** Ph.D., Harvard University (1998); B.A., Peking University (1986)

**Academic Experience:** National Taiwan University (2000-2005); University of Bristol (2006 onwards)

**Overseas Experience:** Taiwan, UK

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

**Speaking:** No info

**Reading:** No info

**Writing:** No info

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

**Area Courses Taught:** No info

**Research/Teaching Specializations:** Dramatics and theater in China: southern Nanxi drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition.

**Distinctions:** No info

**Recent Publications:** No info

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

**Lowdermilk, Momoyo Kubo** **Language Lecturer**

**Name (Title):** Momoyo Kubo Lowdermilk (Lecturer)

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

**Education:** M.A., University of California, Davis (1992); B.A., California State University, Fresno (1988)

**Academic Experience:** Stanford University

**Overseas Experience:** No info

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** Japanese language courses

**Research/Teaching Specializations:** Language Teaching

**Distinctions:** Dean's award for excellence in teaching, at Stanford, 2002 Graduate fellowship at UC Davis, 1989 Dean's list, 1988

**Recent Publications:** N/A

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

**Luo, Ming** **Staff**

**Name (Title):** Ming Luo (Program Manager, Stanford Global Engineering Programs)

**Department (Tenured?):** School of Engineering (N/A)

**Education:** Bachelor of Science, Tsinghua University, Electronic Engineering (1987); Master of Science, China Academy of Science, Electrical Engineering (1990); Engineer Degree, Stanford University, Electrical Engineering (2003)

**Academic Experience:** No data

**Overseas Experience:** China-2005-2006

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** N/A

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

**Ma, Jean** **Faculty****Name (Title):** Jean Ma (Associate Professor)**Department (Tenured?):** Art & Art History (Yes)**Education:** Ph.D., University of Chicago (2003); M.A., University of Chicago (1998); B.A., UC Berkeley (1995)**Academic Experience:** Bard College, 2003-06**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** French - 3**Reading:** French - 4**Writing:** French - 1**Teaching/Research Time Devoted to East Asian Studies:** 40%**Area Courses Taught:** Fundamentals of Cinematic Analysis (FILMSTUD 301)**Research/Teaching Specializations:** Chinese cinema; historiography and media; gender and sexuality**Distinctions:** Grant for Research Release, Freeman Foundation Undergraduate Asian Studies Funding Initiative, Bard College, Spring 2004; Whiting Dissertation Fellowship and residence at the Franke Institute for the Humanities, University of Chicago, 2001-2002**Recent Publications:** Jean Ma, *Melancholy Drift: Marking Time in Chinese Cinema*, Hong Kong University Press, 2010.; Jean Ma, "Delayed Voices: Music, Intertextuality, and Gender in The Hole," *Journal of Chinese Cinemas*, 5.2, pp. 123-139, 2011 (refereed).; Jean Ma, "Tsai Ming-liang's Haunted Movie Theater," in *Global Art Cinema: New Theories and Histories*, edited by Rosalind Galt and Karl Schoonover, Oxford University Press, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/2/0**Magnani, Emiko Yasumoto** **Language Lecturer****Name (Title):** Emiko Yasumoto Magnani (Lecturer)**Department (Tenured?):** Stanford Language Center (No)**Education:** M.A., University of Wisconsin (1999); B.A., Notre Dame Seishin University (1997)**Academic Experience:** Beloit College (Summers 1998, 2001), University of Wisconsin-Madison (1998-99); Hamilton College (1999-2000), Colby College (2000-01), Kansai Gaidai (2001-02)**Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5, Italian-1, Chinese-1**Reading:** Japanese-5, Italian-1, Chinese-1**Writing:** Japanese-5, Italian-1, Chinese-1**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Japanese language courses; Japanese conversation**Research/Teaching Specializations:** Computer Assisted Language Learning; Language acquisition**Distinctions:** No data**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Matsumoto, Denise** **Staff****Name (Title):** Denise Matsumoto (Manager of Corporate Relations)**Department (Tenured?):** Walter H. Shorenstein Asia-Pacific Research Center, Freeman-Spogli Institute for International Studies (N/A)**Education:** B.S., University of California, Davis**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** N/A**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Matsumoto, Yoshiko** **Faculty****Name (Title):** Yoshiko Matsumoto (Yamato Ichihashi Chair in Japanese History and Civilization, Professor)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., U. C. Berkeley (1989); M.A., U.C. Berkeley (No data); M.A., University of Tsukuba (No data); MIA, University of Tsukuba (No data); B.A., Japan Women's University (No data)**Academic Experience:** The Ohio State University 1989-1992**Overseas Experience:** Japan: almost every year for conference or short-term research or lecture visits, 6 months 2002; Australia, Austria, Belgium, Canada, Great Britain, Finland, France, Hungary, Italy, Ireland, Mexico, Sweden for conferences since 1988.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5**Reading:** Japanese-5**Writing:** Japanese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Points in Japanese Grammar (JAPAN 297); Research in Japanese Linguistics (JAPAN 279)**Research/Teaching Specializations:** The importance of linguistic and extralinguistic context in understanding the structure, meaning and use of language. Pragmatics of linguistic constructions (e.g. frame semantics of noun-modifying construction, reference, honorifics, discourse markers) and sociocultural aspects of discourse (e.g. politeness theories, speech acts, bilingualism, intersection of language, gender and age, ideology, and identity reflected in Japanese as a second language).**Distinctions:** Faculty Research Fellow, Michelle R. Clayman Institute for Gender Research (2014 - 2015); Presidential Fund for Innovation in the Humanities, Stanford University (2009 - 2011); Internal Fellow, Stanford Humanities Center (2005-2006); Research Fellow, Japan Foundation (Language, Old Age and Gender in Japan) (2002); Richard E. Guggenheimer Faculty

Scholar, Stanford University (2000 - 2003); Dean's Award for Distinguished Teaching, School of Humanities and Sciences, Stanford University (2000); Special Research Assignment, College of Humanities, The Ohio State University (1991); George C. and Helen N. Pardee Scholarship, University of California, Berkeley (1987 - 1988)

**Recent Publications:** Noun-modifying constructions in Japanese Noun-Modifying Clause Constructions in Languages of Eurasia: Rethinking theoretical and geographical boundaries. Matsumoto, Y., John Benjamins. 2017: 23–43; Noun-Modifying Clause Constructions in Languages of Eurasia: Rethinking theoretical and geographical boundaries. *Typologica Studies in Language* 116. Edited by Matsumoto, Y., Comrie, B., Sells, P., John Benjamins 2017; Noun-Modifying Clause Construction in Japanese Oxford Research Encyclopedia of Linguistics. Matsumoto, Y., Oxford University. 2017; Introduction to Noun-Modifying Clause Constructions in Languages of Eurasia Noun-Modifying Clause Constructions in Languages of Eurasia: Rethinking theoretical and geographical boundaries. Matsumoto, Y., Comrie, B., Sells, P., John Benjamins. 2017; The power of the ordinary: Quotidian framing as a narrative strategy *Journal of Pragmatics*. Matsumoto, Y. 2015; 86: 100-105; Partnership between grammatical construction and interactional frame: Stand-alone noun-modifying construction in invocatory discourse Constructions & Frames. Matsumoto, Y. 2015; 7 (2): 289-314; Awareness of Multiplicity” (多様性の認識) New Horizons in Japanese Language Education (日本語教育の新しい地平を開く). Matsumoto, Y., Hituzi Shobo. 2015: 29–54; Japanese Relative Clauses That Stand Alone Japanese/Korean Linguistics 22 Matsumoto, Y. CSLI. 2015: 215–230; Context in Constructions: Variation in Japanese non-subject honorifics Usage-Based Approaches to Japanese Grammar: Towards the Understanding of Human Language. Matsumoto, Y., John Benjamins. 2014: 261–278

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

**Mattingly, Daniel** **Postdoc/Fellow**

**Name (Title):** Daniel Mattingly (Postdoctoral Fellow, Center on Democracy, Development, and the Rule of Law)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** Ph.D., University of California, Berkeley (2016)

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** China, local governance, state-building, authoritarian rule, and political accountability

**Distinctions:** No data

**Recent Publications:** No data

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

**Mazza, Mieko** **Library Staff**

**Name (Title):** Mieko Mazza (Japanese Technical Services Librarian)

**Department (Tenured?):** East Asia Library (N/A)  
**Education:** M.A., Ohio University (2001); B.A., Tokyo University of Foreign Studies (1999)  
**Academic Experience:** No  
**Overseas Experience:** Myanmar, 2 weeks, 1999  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese-5  
**Reading:** Japanese-5  
**Writing:** Japanese-5  
**Teaching/Research Time Devoted to East Asian Studies:** NA  
**Area Courses Taught:** NA  
**Research/Teaching Specializations:** NA  
**Distinctions:** NA  
**Recent Publications:** NA  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**McLamb, Taylor** **Staff**

**Name (Title):** Taylor McLamb (Research Assistant, Center for International Security and Cooperation)  
**Department (Tenured?):** Freeman-Spogli Institute for International Studies (N/A)  
**Education:** M.A., George Washington University; B.A., Washington University  
**Academic Experience:** No data  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** No data  
**Reading:** No data  
**Writing:** No data  
**Teaching/Research Time Devoted to East Asian Studies:** N/A  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** N/A  
**Distinctions:** N/A  
**Recent Publications:** N/A  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Miller, Alice L.** **Lecturer**

**Name (Title):** Alice L. Miller (Lecturer)  
**Department (Tenured?):** Center for East Asian Studies (No)  
**Education:** Ph.D., George Washington University (1974); M.A., George Washington University (1969); B.A., Princeton University (1966)  
**Academic Experience:** Johns Hopkins University 1980-2000; Georgetown University 1996-98; US Naval Postgraduate School, 1999-present  
**Overseas Experience:** Japan, Taiwan & Chinese many times  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese-4, Japanese-2  
**Reading:** Chinese-4, Japanese-3  
**Writing:** Chinese-3, Japanese-2  
**Teaching/Research Time Devoted to East Asian Studies:** 100%

**Area Courses Taught:** The Rise of China in World Affairs (EASTASN 294); The International Relations of East Asia since World War II (EASTASN 297); Seminar on the Evolution of the Modern Chinese State (EASTASN 262); Core Seminar: Issues and Approaches in East Asian Studies (EASTASN 330)

**Research/Teaching Specializations:** Dilemmas of Oligarchy in Chinese Leadership Politics, foreign policy and domestic politics issues in China and on the international relations of East Asia, Evolution of Chinese Grand Strategy

**Distinctions:** Distinguished Teaching Award, Johns Hopkins University, 1994-1995; U.S. Naval Postgraduate School, 2002, 2004, 2006, 2007 & 2008; Fulbright-Hayes Doctoral Dissertation Research Fellowship, Kyoto University, Japan, 1972-1973

**Recent Publications:** Miller, Alice Lyman (2009). "Some Things We Used to Know About China's Past and Present (but Now, Not So Much)". *Journal of American-East Asian Relations*. 16: 41–68; *Becoming Asia: Change and Continuity in Asian International Relations Since World War II* with Richard Wich (2011)

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

Moon, Yumi	Faculty
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**Name (Title):** Yumi Moon (Associate Professor)

**Department (Tenured?):** History (No)

**Education:** Ph.D., Harvard University (2005); M.A., Seoul National University (1994); B.A., Seoul National University (1990)

**Academic Experience:** Seoul National University (2006); Ajou University (2005); Harvard University (2003);

**Overseas Experience:** Korea every year since 1998

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

**Speaking:** Korean-5

**Reading:** Korean-5

**Writing:** Korean-5

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

**Area Courses Taught:** Modern Korean History (History 395); North Korea in Historical Perspective (History 290); Movies and Empire in East Asia (History 390E)

**Research/Teaching Specializations:** The Late Colonial Korea and the formation of South Korean State (1930-50). The colonial period of Korea after the annexation and what constituted colonial modernity in people's everyday lives and whether the particulars of modernity were different in colonial and non-colonial situations.

**Distinctions:** Korea Institute Dissertation Completion Grant, Harvard University 2003-2004; Scholarship for Doctoral Studies, Harvard-Yenching Institute; 1999-2002 Scholarship for Visiting Fellows, Harvard-Yenching Institute 1998-1999

**Recent Publications:** *Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904-1910* *American Historical Review*. Moon, Y. 2013; 118 (1): 20-44; *Modern Utopia or Animal Society: American Imaginaries in Wartime Colonial Korea, 1931 - 1945* *Korean Histories*. Moon, Y. 2013; 3 (2): 16-33; *Populist Collaborators: The Ilchinhoe and the Japanese Colonization of Korea 1896-1910*. Moon, Y. Cornell University Press. 2013

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 3/2/0

**Mross, Michaela** **Faculty****Name (Title):** Michaela Mross (Assistant Professor)**Department (Tenured?):** Religious Studies (No)**Education:** Ph.D., Ludwig-Maximilians-University Munich (2014); M.A., University of Hamburg (2007); B.M., Berklee College of Music (2000)**Academic Experience:** University of California, Berkeley (2014-2016); University of Göttingen (2013-2014); Ueno Gakuen University (2007-2012)**Overseas Experience:** Japan (2007-2013, 2004)**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** German-5, Japanese-4**Reading:** German-5, Japanese-4, French-2**Writing:** German-5, Japanese-4**Teaching/Research Time Devoted to East Asian Studies:** 80%**Area Courses Taught:** Religion in Anime and Manga (RELIGST 2N); Exploring Zen Buddhism (RELIGST 55)**Research/Teaching Specializations:** Japanese Buddhism, with a particular emphasis on Sōtō Zen, Buddhist rituals, sacred music, as well as manuscript and print culture in premodern Japan.**Distinctions:** 2008 - 2013 Japanese Government Scholarship for Research Students; 2008 - 2010 Scholarship of the German Academic Exchange Service; 2008 Karl H. Ditze Award for M.A. thesis**Recent Publications:** 2017 “Prayer Beads in Japanese Sōtō Zen.” In *Zen and Material Culture*, edited by Pamela Winfield and Steven Heine, 102-136. Oxford/New York: Oxford University Press; 2016 Co-edited with Barbara Ambros and James Ford. *Kōshiki in Japanese Buddhism. Special Issue of the Japanese Journal of Religious Studies* 43/1. Nagoya: Nanzan Institute of Religion and Culture; 2016 “Vocalizing the Lament over the Buddha’s Passing: A Study of Myōe’s Shiza kōshiki.” In *Kōshiki in Japanese Buddhism. Special Issue of the Japanese Journal of Religious Studies* 43/1: 89-130. Nagoya: Nanzan Institute of Religion and Culture; 2016 “Myōe’s Nehan kōshiki: An Annotated Translation.” In online supplement 2. *Kōshiki in Japanese Buddhism. Special Issue of the Japanese Journal of Religious Studies* 43/1: 1-20. Nagoya: Nanzan Institute of Religion and Culture; 2016 With Barbara Ambros and James Ford: “Editors’ Introduction.” In *Kōshiki in Japanese Buddhism. Special Issue of the Japanese Journal of Religious Studies* 43/1: 1-15. Nagoya: Nanzan Institute of Religion and Culture.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):****Mukai, Emi** **Lecturer****Name (Title):** Emi Mukai (Lecturer)**Department (Tenured?):** Stanford Language Center (No)**Education:** Ph.D., University of Southern California**Academic Experience:** No info**Overseas Experience:** No info**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5**Reading:** Japanese-5**Writing:** Japanese-5**Teaching/Research Time Devoted to East Asian Studies:**

**Area Courses Taught:** Japanese language courses; Japanese Conversation; Graduate Studies in Japanese

**Research/Teaching Specializations:** Japanese language

**Distinctions:** N/A

**Recent Publications:** No info

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

### **Mukai, Gary**

**Staff**

**Name (Title):** Gary Mukai (Director)

**Department (Tenured?):** Stanford Program on International and Cross-Cultural Education, Freeman-Spogli Institute for International Studies (N/A)

**Education:** Ph.D., University of California, Berkeley; M.A., Stanford University; B.A., University of California, Berkeley

**Academic Experience:** Teacher, California & Japan

**Overseas Experience:** Japan, Korea, China, France, Guam, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Spain, Thailand, Turkey

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** Franklin Buchanan Prize from the Association for Asian Studies; Foreign Minister's Commendation from the Japanese government; Stanford Alumni Award from the Asian American Activities Center Advisory Board; Alumni Excellence in Education Award by the Stanford Graduate School of Education; Order of the Rising Sun, Gold and Silver Rays from the Japanese government

**Recent Publications:** N/A

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

### **Mullaney, Thomas**

**Faculty**

**Name (Title):** Thomas Mullaney (Associate Professor)

**Department (Tenured?):** History (Yes)

**Education:** Ph.D., Columbia University (2006); M.A., Johns Hopkins University (2000); B.A., Johns Hopkins University (1999)

**Academic Experience:** Stanford since 2013

**Overseas Experience:** China: 8 times over the past 10 years; Japan: 2002; UK: 2007

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

**Speaking:** Chinese-4

**Reading:** Chinese-4

**Writing:** Chinese-4

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

**Area Courses Taught:** The History of Modern China (HISTORY 198); History of Information: From Moveable Type to Machine Learning (HISTORY 105A); Modern China: Intellectual and Cultural History (HISTORY 398)

**Research/Teaching Specializations:** History of the Chinese typewriter, the puzzle of how to fit a non-alphabetic script containing tens of thousands of characters on an apparatus of a manageable size and a user-friendly design.

**Distinctions:** 2016 Stanford VPUE Curriculum Innovation Major Grant for “History of Information” course; 2014 Stanford University Libraries CIDR (Center for Interdisciplinary Digital Research) Grant; 2014 Roberta Denning Fund for Digital Humanities Project; 2013 Abbot Payson Usher Prize, awarded to author of the best scholarly work published during the preceding three years; 2012-14 National Science Foundation 3-Year Grant (Science, Technology and Society Award); 2011 American Historical Association Pacific Branch Award; Hellman Faculty Research Award, 2009; American Council of Learned Societies/Chiang Ching-kuo Foundation 2008; New Perspectives on Chinese Culture and Society Award

**Recent Publications:** Thomas Mullaney, “Semiotic Sovereignty: The 1871 Chinese Telegraph Code in Global Historical Perspective.” In Jing Tsu and Benjamin Elman, eds. *Science and Republican China*. Leiden: Brill, 2014; Thomas Mullaney, “The Moveable Typewriter: How Chinese Typists Developed Predictive Text during the Height of Maoism”, *Technology and Culture*, 2012.; Thomas Mullaney, “Critical Han Studies: Introduction and Prolegomenon.” In *Critical Han Studies: The History, Identity and Representation of China's Majority*, Berkeley: University of California Press, 2012.; Thomas Mullaney, “Seeing for the State: The Role of Social Scientists in China’s Ethnic Classification Project.” *Asian Ethnicity*, 2010.; Thomas Mullaney, James Leibold, Stephane Gros, and Eric Vanden Bussche, eds., *Critical Han Studies: The History, Representation, and Identity of China's Majority*, University of California Press, 2012.; Thomas Mullaney, *Coming to Terms with the Nation: Ethnic Classification in Modern China*, Berkeley: University of California Press, 2011.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/8/3

### **Muramatsu, Chie**

**Lecturer**

**Name (Title):** Chie Muramatsu (Lecturer)

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

**Education:** Ph.D., University of Iowa

**Academic Experience:**

**Overseas Experience:**

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** Japanese language; Japanese Through Film (JAPANLNG 115F)

**Research/Teaching Specializations:** Japanese language

**Distinctions:** No info

**Recent Publications:** Chie Muramatsu, *Portraits of Second Language Learners: An L2 Learner Agency Perspective* (2018)

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

### **Murphy Kao, Regan**

**Library Staff**

**Name (Title):** Regan Murphy Kao (Head, Special Collections & Curator, Japanese Collections, East Asia Library)

**Department (Tenured?):** Stanford University Library (No)  
**Education:** Ph.D., Harvard University; B.A., Columbia University  
**Academic Experience:** No data  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese-4; Chinese; Korean  
**Reading:** Japanese-4; Chinese; Korean  
**Writing:** Japanese-4; Chinese; Korean  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** Japanese Buddhism  
**Distinctions:** No info  
**Recent Publications:** Murphy Kao, Regan E. "Bringing Women into the History of Edo Period Monastic Buddhism: A Study of a Forgotten Reformer" a review of *The Princess Nun: Bunchi, Buddhist Reform, and Gender in Early Edo Japan* (Harvard University Press, 2014), H-Shukyo, February 8, 2016. Murphy Kao, Regan E. "From PhD to Librarian," *Dissertationreviews.org*, October 7, 2015. "Japanese Souvenir Prints: Early Modern and Modern Representations of Travel Destinations," presentation delivered at Beyond the Book: A Conference on Unique and Rare Primary Sources for East Asian Studies Collected in North America, Stanford University, July 1, 2015. "Kokusaiteki akaibu-kan patonashippu no pawa" (The Power of Partnerships in International Archives), presentation delivered (in Japanese) at Kickoff Conference on Building of International Cyber Cooperation between Archives possessing Modern-East-Asian Historical Records, Yamaguchi University, Yamaguchi, Japan, December 9, 2014.  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

### **Murphy-Shigematsu, Stephen**

**Lecturer**

**Name (Title):** Stephen-Murphy Shigematsu (Lecturer)  
**Department (Tenured?):** Center for Comparative Studies (No)  
**Education:** Ph.D., Harvard University  
**Academic Experience:** University of Tokyo (Professor)  
**Overseas Experience:** Japan every year  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese - 5  
**Reading:** Japanese - 5  
**Writing:** Japanese - 5  
**Teaching/Research Time Devoted to East Asian Studies:** 30%  
**Area Courses Taught:** Trauma, healing, and empowerment in Asian America (ASNAMST 131); Transforming Self and Systems: Crossing Borders of Race, Nationa, Gender, Sexuality, and Class (ASNAMST 144)  
**Research/Teaching Specializations:** Mindfulness and Wellbeing,  
**Distinctions:** N/A  
**Recent Publications:** Stephen-Murphy Shigematsu, *When Half is Whole: Multiethnic Asian American Identities*, Stanford University Press, 2012.  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Nguyen, Dzuong (John) Language Lecturer**

**Name (Title):** Dzuong (John) Nguyen (Language Lecturer (Vietnamese))  
**Department (Tenured?):** Stanford Language Center (No)  
**Education:** M.Ed., University of San Francisco; Law Degree: University of Saigon  
**Academic Experience:** N/A  
**Overseas Experience:** No Data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Vietnamese - 5  
**Reading:** Vietnamese - 5  
**Writing:** Vietnamese - 5  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** No data  
**Research/Teaching Specializations:** TEACHING VIETNAMESE LITERATURE;  
 LANGUAGE & GRAMMAR:  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years:** No data

**Nguyen, Lisa Library Staff**

**Name (Title):** Lisa Nguyen (Curator, East Asia Collection)  
**Department (Tenured?):** Hoover Institution (N/A)  
**Education:** No data  
**Academic Experience:** N/A  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** No data  
**Reading:** No data  
**Writing:** No data  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** N/A  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Nishi, Toshio Research Fellow**

**Name (Title):** Toshio Nishi (Research Fellow)  
**Department (Tenured?):** Hoover Institution (No)  
**Education:** Ph.D., University of Washington (1976); M.A., University of Washington (1968);  
 B.A., Kwansei Gakuin University (1954)  
**Academic Experience:** From 1991 to the present, Nishi has been a distinguished guest professor  
 at Reitaku University in Chiba, Japan, and from 2004 a graduate school professor at Nihon  
 University in Tokyo.  
**Overseas Experience:** Japan each year  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** U.S.-Japan relations, contemporary Japan, nuclear issues, legal issues in Japan

**Distinctions:** From 1977 to 1985, he received a postdoctoral fellowship from the Hoover Institution. In 1977 he also received the prestigious Harry S. Truman Scholarship from the Harry S. Truman Library Institute in Missouri, and the Douglas MacArthur scholarship in Norfolk, Virginia

**Recent Publications:** Toshio Nishi, *Unconditional Democracy: Education and Politics in Occupied Japan, 1945-1952* (2004)

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

### Oh, Eunseung

Library Staff

**Name (Title):** Eunseung Oh (Korean Technical Services Librarian)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### Oi, Jean C.

Faculty

**Name (Title):** Jean C. Oi (William Haas Professor in Chinese Politics)

**Department (Tenured?):** Political Science (Yes)

**Education:** Ph.D., University of Michigan (1983); M.A., University of Michigan (1975); B.A., Indiana University (1971)

**Academic Experience:** Leigh University, 1983-1987; Harvard University, 1987-1995; Hong Kong University of Science and Technology (visiting), 1995-1997

**Overseas Experience:** almost every year

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

**Speaking:** Chinese-4

**Reading:** Chinese-3

**Writing:** Chinese-2

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

**Area Courses Taught:** Chinese Politics; Introduction to Comparative Politics, The Rise of Industrial East Asia, The Political Economy of Reform in China; Approaches to Chinese Politics,

Political Change in China, Core Course in East Asian Studies, Corporate Restructuring and Governance in East Asia; Social Science Methods for Research in China.

**Research/Teaching Specializations:** The role and evolution of the state in China's corporate restructuring; Finance and governance in rural China, especially at township level; and beginning new project on migration and impact of village politics.

**Distinctions:** Bass University Fellow in Undergraduate Education, Stanford University, in perpetuity beginning 2015; Anonymous Friends University Fellow in Undergraduate Education, Stanford University, 2005-2010 & 2011-2015; Bass University Fellow in Undergraduate Education, Stanford University, 2005-2010; Dean's Award for Distinguished Teaching, Stanford University, 2004-05; Stanford Cap and Gown Honorary, 2003 William Haas Professorship in Chinese Politics, January 2001 Outstanding Faculty Advisor, Stanford University, 1999-2000 Nina C. Crocker Faculty Scholar, Stanford University, 1998-2001

**Recent Publications:** "Rural Development," in David S. Goodman, ed., *Handbook of the Politics of China* (Edward Elgar Publishing, 2015), pp. 331-344; "Development Strategies and Poverty Reduction in China," in Yusuf Bangura, ed., *The Developmental Road to Poverty Reduction*, (Palgrave Macmillan, 2015); Oi, Jean C. and Zhang Xiaowen, "Creating Corporate Groups to Strengthen China's State-Owned Enterprises," in Kjeld Erik Brodsgard, ed., *Globalization and Public Sector Reform in China* (London and New York: Routledge, 2014), pp. 144-158; Jean C. Oi, Kenji E. Kushida, Kay Shimizu, *Syncretism: The Politics of Economic Restructuring and System Reform in Japan*, Walter H. Shorenstein Asia-Pacific Research Center, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Andrew G. Walder, Xueguang Zhou, Ang Sun. "Will Demographic Change Slow China's Rise?," *The Journal of Asian Studies*, vol. 72, 03, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Ang Sun, Xueguang Zhou, "Children of China's Future", *YaleGlobal Online*, 2012.; Byung-Kook Kim, Eun Mee Kim, Jean C. Oi, *Adapt, Fragment, Transform: Corporate Restructuring and System Reform in South Korea*, Shorenstein Asia-Pacific Research Center, 2012.; Jean C. Oi, *Going Private in China: The Politics of Corporate Restructuring and System Reform*, Shorenstein APARC, distributed by the Brookings Institution Press, 2011.; Jean C. Oi, Scott Rozelle, Xueguang Zhou, *Growing Pains: Tensions and Opportunity in China's Transformation*, Shorenstein APARC, 2010.

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

### **Orrick Lamb, Stephanie**

**Staff**

**Name (Title):** Stephanie Orrick Lamb (Curriculum Specialist)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

**Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A****Palumbo-Liu, David** **Faculty****Name (Title):** David Palumbo-Liu (Louise Hewlett Nixon Professor)**Department (Tenured?):** Comparative Literature (Yes)**Education:** Ph.D., University of California, Berkeley (1988); M.A., UC Berkeley (1980); B.A., UC Berkeley (1975)**Academic Experience:** Georgetown U (1988-90)**Overseas Experience:** Taiwan 1980-81; Japan 1985-86**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-3; French-2; Japanese-2**Reading:** Chinese-4; French-2; Japanese-2**Writing:** Chinese-2; French-2; Japanese-1**Teaching/Research Time Devoted to East Asian Studies:** 25%**Area Courses Taught:** Comparative Ethnic Autobiography; Comparative Fictions of Ethnicity; Ethnicity and Immigration in France and the United States; The Postmodern Pacific; Introduction to Asian American Cultures; Ethnicity and Literature; Worlds (No Longer) Apart; Culture and Politics; Hybridity and Diaspora; Comparative Nationalisms; Ethics in a Time of Crisis; IHUM: Freedom, Equality and Difference**Research/Teaching Specializations:** Globalization, ethics, narrative. Asian and Asian Pacific American studies; race, migrancy and ethnicity; cultural studies; comparative literatures; literary theory and criticism; social theory; local/global issues.**Distinctions:** SSRC/ACLS Fellowship 1985-86**Recent Publications:** David Palumbo-Liu, *The Deliverance of Others: Reading Literature in a Global Age* (Duke University Press, 2012); David Palumbo-Liu, *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*, Duke University Press, 2011.; David Palumbo-Liu, *The Deliverance of Others: Reading Literature in a Global Age*, Duke University Press, 2012.; David Palumbo-Liu, “Embedded Lives”, *Profession*, pp. 13-22, 2011.; David Palumbo-Liu, “Method and Congruity”, In *Blackwell Companion to Comparative Literature*, eds., Ali Behdad and Dominic Thomas, pp. 46-59, 2011.; David Palumbo-Liu, “Crossing the Lines’: Review of Masao Miyoshi’s *Trespasses*”, *Criticism*, 54.2, pp. 343-351, 2011.; David Palumbo-Liu, “Rationality and World-Systems Analysis: Fanon and the Impact of the Ethico-Historical”, In Palumbo-Liu, Robbins and Tanoukhi, eds., *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*. Duke University Press, pp. 202-222, 2010.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Pan, Jennifer** **Faculty****Name (Title):** Jennifer Pan (Assistant Professor)**Department (Tenured?):** Communication (No)**Education:** Ph.D., Harvard University (2015); M.A. Harvard University (2011); B.A., Princeton University (2004)**Academic Experience:** Stanford (from 2015)**Overseas Experience:** Beijing (at the Chinese Center for Disease Control)**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No info**Reading:** No info

**Writing:** No info

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

**Area Courses Taught:** Information Control in Authoritarian Regimes (COMM 157);  
Communication Research Methods (COMM 106);

**Research/Teaching Specializations:** Politics of authoritarian (non-democratic) countries in the digital age. How autocrats constrain collective action through online censorship, propaganda, and responsiveness. How information proliferation influences the ability of authoritarian regimes to collect reliable information. How public preferences are arranged and formed. Her work combines experimental and computational methods with large-scale datasets on political activity in China and other authoritarian regimes to examine these questions.

**Distinctions:** ICA Political Communication Best Paper Award (2017); AJPS Best Article Award (2016); Senator Charles Sumner Prize (2015); Kellogg/Notre Dame Award for best paper in comparative politics (2014); Certificate of Distinction in Teaching (2014); Certificate of Distinction in Teaching (2013)

**Recent Publications:** King, Gary, Pan, Jennifer and Margaret E. Roberts. 2017. “How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, not Engaged Argument.” *American Political Science Review* 111(3): 484-501. 2017; Pan, Jennifer. 2017. “How Market Dynamics of Domestic and Foreign Social Media Firms Shape Strategies of Internet Censorship.” *Problems of Post-Communism* 64(3-4): 167-188; Meng, Tianguang; Pan, Jennifer; and Ping Yang. 2017. “Conditional Receptivity to Citizen Participation: Evidence from a Survey Experiment in China.” *Comparative Political Studies* 50(4): 399–433; Chen, Jidong; Pan, Jennifer; and Yiqing Xu. 2016. “Sources of Authoritarian Responsiveness: A Field Experiment in China.” *American Journal of Political Science* 60(2): 383-400; Monroe, Burt L.; Pan, Jennifer; Roberts, Margaret E.; Sen, Maya, and Betsy Sinclair. 2015. “No! Formal Theory, Causal Inference, and Big Data Are Not Contradictory Trends in Political Science.” *PS: Political Science and Politics*; King, Gary, Pan, Jennifer, and Margaret Roberts. 2014. “Reverse-engineering Censorship in China: Randomized Experimentation and Participant Observation.” *Science* 345, no. 6199: 1-10; King, Gary, Pan, Jennifer, and Margaret Roberts. 2013. “How Censorship in China Allows Government Criticism but Silences Collective Expression.” *American Political Science Review* 107(2): 1-18

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

### **Payne, Jonathan**

**Faculty**

**Name (Title):** Jonathan Payne (Professor)

**Department (Tenured?):** Geological Sciences (Yes)

**Education:** Ph.D., Harvard University (2005); A.M., Harvard University (2002); B.A., Williams College (1997)

**Academic Experience:** Pennsylvania State University (2005)

**Overseas Experience:** No info

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

**Speaking:** No info

**Reading:** No info

**Writing:** No info

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Relationship between environmental change and biological evolution in the fossil record, with a focus on mass extinction events and long-term trends in the ecological structure of marine ecosystems

**Distinctions:** Fellow, Geological Society of America (2018); Stuart A. Northrop Distinguished Lecture, University of New Mexico (2017); Allan V. Cox Medal, Stanford University (2015); Charles Schuchert Award, Paleontological Society (2015); Fellow, Paleontological Society (2015); Stanford Fellow, Stanford University (2014-2016); VPUE Faculty Scholar, Stanford University (2013-2014); CAREER Award, NSF (2012); Frederick E. Terman Fellowship, Stanford University (2007-2009); Honorable mention for best paper, *Palaios* (2006); National Defense Science and Engineering Graduate Fellowship, US Department of Defense (1999 - 2002)

**Recent Publications:** “Phanerozoic pO<sub>2</sub> and the early evolution of terrestrial animals, *Proceedings of the Royal Society B: Biological Sciences*, Schachat, S. R., Labandiera, C. C., Saltzman, M. R., Cramer, B. D., Payne, J. L., Boyce, C. K (2018); p. 285; “Energetic tradeoffs control the size distribution of aquatic mammals”, *Proceedings of the National Academy of Sciences of the United States of America*, Gearty, W., McClain, C. R., Payne, J. L (2018); “Body size downgrading of mammals over the late Quaternary”, *Science* 360 (6386), Smith, F. A., Elliott Smith, R. E., Lyons, S. K., Payne, J. L. (2018); “A model for the decrease in amplitude of carbon isotope excursions across the Phanerozoic”, *American Journal of Science* 317, Bachan, A., Lau, K. V., Saltzman, M. R., Thomas, E., Kump, L. R., Payne, J. L. (2017), p. 641-676; “Ecological selectivity of the emerging mass extinction in the oceans”, *Science* 353 (6305), Payne, J. L., Bush, A. M., Heim, N. A., Knope, M. L., McCauley, D. J., (2016); p. 1284-1286; “Marine anoxia and delayed Earth system recovery after the end-Permian extinction”, *Proceedings of the National Academy of Sciences of the United States of America* 113 (9), Lau, K. V., Maher, K., Altiner, D., Kelley, B. M., Kump, L. R., Lehrmann, D. J., Silva-Tamayo, J. C., Weaver, K. L., Yu, M., Payne, J. L., (2016), p. 2360-2365

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

**Perry, William J. Research Fellow**

**Name (Title):** William J. Perry (Michael & Barbara Berberian Professor)

**Department (Tenured?):** Hoover Institution (Yes)

**Education:** Ph.D., Pennsylvania State (1957); M.S., Stanford University (1950); B.S., Stanford University (1949)

**Academic Experience:** Part-time lecturer, Santa Clara University from 1971-77.

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** Technology and National Security (MS&E 193, MS&E 293)

**Research/Teaching Specializations:** International security, arms control, U.S.-Korea relations

**Distinctions:** American Academy of Arts and Sciences; National Academy of Engineering; Presidential Medal of Freedom (1997); U.S. Department of Defense Distinguished Service Medal (1980) (1981); Outstanding Civilian Service Medals from the army (1962 and 1997), the air force (1997), the navy (1997), the Defense Intelligence Agency (1977 and 1997), the National

Aeronautics and Space Administration (1981), and the coast guard (1997). He received the American Electronic Association's Medal of Achievement (1980), the Eisenhower Award (1996), the Marshall Award (1997), the Forrestal Medal (1994), and the Henry Stimson Medal (1994).

**Recent Publications:** William J. Perry, *My Personal Journey at the Nuclear Brink*, European Leadership Network, 2013.; William J. Perry, "Foreword", in *Getting to Zero: The Path to Nuclear Disarmament* Stanford University Press, 2011.; William J. Perry, *The Historical and Modern Context for U.S.-Russian Arms Control*, 2010.

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

### **Ramirez, Francisco O.**

**Faculty**

**Name (Title):** Francisco O. Ramirez (Professor)

**Department (Tenured?):** School of Education (Yes)

**Education:** Ph.D., Stanford University (1974); M.A., Stanford University (1969); B.A., De La Salle University, Philippines (1966)

**Academic Experience:** San Francisco State University 1973-87

**Overseas Experience:** Invited lectures at International Christian University (2007) and Yonsei University (2009). Stanford in Oxford 2001. Lectures in Japan and in Western Europe.

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

**Speaking:** Spanish-4

**Reading:** Spanish-4

**Writing:** No data

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

**Area Courses Taught:** World, Societal, and Educational Change: Comparative Perspectives (EDUC 306D); Education and Society (EDUC 220C); Comparative Higher Education (EDUC 349); Workshop: Comparative Studies of Educational and Political Systems (EDUC 387)

**Research/Teaching Specializations:** Globalization and impact of human rights regime; rise of human rights education and analysis of civics, history, and social studies textbooks; transformations in the status of women in society and in higher education; universities as institutions and organizations; education, science and development

**Distinctions:** Spencer Foundation: 2010-2012, 1999-2002, 1999-2001, 1995; National Science Foundation: 2002-04, 1993-1996, 1985-87. Bechtel Initiative: 2002-2005, 1999-2002. Faculty Advisor Award, School of Education (2007-2008). FSI (Bechtel Center) two major grants, most recent 2002-05 Center for Advanced Studies in the Behavioral Sciences Fellow, 2006-07 Center for Advanced Studies in the Behavioral Sciences Fellow

**Recent Publications:** "The Rise of Individual Agency in Conceptions of Society, Textbooks Worldwide, 1950-2011" (with J. Lerch., P. Bromley and J. Meyer) *International Sociology* 32(1): 38-60 2017; "Education, Gender, and Development" pp. 171-184 in Alan Sadovnik, and Ryan Coughlan, eds. *Leaders in the Sociology of Education: Intellectual Self Portraits. Volume 9 in Leaders in Educational Studies: Sense Publishers.* 2016; "American Higher Education: To Be International, Entrepreneurial, and Diverse" (With J. Furuta) pp. 205-223 in Oh, Chen Yeon, Rennie Moon, and Gi-Wook Shin, eds. *Internationalizing Higher Education in Korea: Challenges and Opportunities in Comparative Perspective.* Shorenstein Asia-Pacific Center and Brookings Institution Press. 2016; "Higher Education and Health Organizational Fields in the Age of 'World Class' and 'Best Practices' (with R. Pinheiro and H. Brykjetflot) pp. 35-56 in Pinheiro, Romulo, Francisco O. Ramirez, Lars Geschwind, and Karsten Vrangbaek, eds. *Toward a Comparative Institutionalism: Forms, Dynamics, and Logics Across Health Care and*

Higher Education. Research in the Sociology of Organizations. Emerald Press. 2016; “World Society and the Globalization of Educational Policy” (with J. Meyer and J. Lerch) pp. 43-63 in Karen Mundy, Andy Green, Robert Lingard, and Antoni Verger, eds. Handbook on Global Policy and Policy Making in Education. Wiley Blackwell. 2016; “Women’s Enrollments in STEM in Higher Education: Cross-National Trends, 1970-2010” (with N. Kwak) pp. 9-26 in Willie Pearson, Jr., Lisa M. Frehill, and Connie L. McNeely, eds. Advancing Women in Science: An International Perspective. 2015; “Conditional Decoupling: Assessing the Impact of National Human Rights Institutions” (with W. Cole) American Sociological Review 702-725 2013. “In Pursuit of Excellence? Discursive Patterns in European Higher Education Research” (with D. Tiplic) Higher Education 67: 439-55 2014; “From Citizenship to Human Rights to Human Rights Education” (With R. Moon) pp. 191-214 in Mikael Rash Madsen and Gert Verschraegen, eds. Making Human Rights Intelligible. Hart. Publishing. 2013; Francisco O. Ramirez, T. Christensen, “The Formalization of the University: Rules, Roots, and Routes”, Higher Education, 2012.; Francisco O. Ramirez, “The World Society Perspective: Concepts, Assumptions, and Strategies”, *Comparative Education*, pp. 423-39, 2012.; Francisco O. Ramirez, P. Bromley and J. Meyer, "Student-Centeredness in Social Science Textbooks, 1970-2008: A Cross-National Study", *Social Forces*, 2011.; Francisco O. Ramirez, P. Bromley and J. Meyer, “The Worldwide Spread of Environmental Discourse in Social Science Textbooks, 1970-2010”, *Comparative Education Review*, 2011.; Francisco O. Ramirez, J. Meyer and P. Bromley, "Human Rights in Social Science Textbooks: Cross-national Analyses, 1975-2008", *Sociology of Education* 83, pp. 111-134, 2010.; Francisco O. Ramirez, “Accounting for Excellence: Transforming Universities Into Organizational Actors”, In Val Rust, Laura Portnoi, and Sylvia Bagely, eds., *Higher Education, Policy, and The Global Competition Phenomenon*, Palgrave, 2010.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD): 10**

**Reichert, James****Faculty****Name (Title):** James Reichert (Associate Professor)**Department (Tenured?):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., University of Michigan (1998); M.A., University of Michigan (1994); B.A., Carleton College (1984)**Academic Experience:** Stanford (1997-present)**Overseas Experience:** Japan: 1992-94, 2003-04, 2007, 2011**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese 3**Reading:** Japanese 4**Writing:** Japanese 4**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Introduction to Modern Japanese Literature and Culture (JAPAN 238); Romance, Desire, and Sexuality in Modern Japanese Literature (JAPAN 210); Japanese Historical Fiction (JAPAN 350);**Research/Teaching Specializations:** Oyama in silent Japanese film, yomihon and 19th century print culture; Meiji-Taishō literature. Looking at the way that male-male sexuality is represented in literary texts from this period.**Distinctions:** Dean's Award for Distinguished Teaching, 2005-06, Japan Foundation Research Fellowship, 2003-04, John Philip Coghlan Fellow, 2002-04, Stanford Humanities Center Fellow, 1999-2000, University of Michigan Distinguished Dissertation Award Nominee, 1998, ALC

Dissertation Write-Up Grant: 1995-96, Rackham Predoctoral Fellowship, 1993-94, Japan Foundation Dissertation Research Fellowship, 1992-93, Foreign Language and Area Studies Fellowship, 1990-91, Foreign Language and Area Studies Fellowship, 1989-90, Foreign Language and Area Studies Fellowship, 1988-89

**Recent Publications:** “Oyama and Anxieties About the Feminization of Japanese Film.”  
positions: east asia cultures critique, vol. 22, no. 2 (2014)

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 10/7/3

**Rice, Condoleezza** **Faculty**

**Name (Title):** Condoleezza Rice (Denning Professor in Global Business and the Economy)

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

**Education:** Ph.D., University of Denver (1981); M.A., University of Notre Dame (1975); B.A., University of Denver (1974)

**Academic Experience:** Hoover Institution Fellow 1991-1993 & 1999-2001

**Overseas Experience:** No info

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

**Speaking:** No info

**Reading:** No info

**Writing:** No info

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

**Area Courses Taught:** Managing Global Political Risk (POLECON 584); Challenges and Dilemmas in American Foreign Policy (POLISCI 314R)

**Research/Teaching Specializations:** American Foreign Policy and Global Political Risks

**Distinctions:** School of Humanities and Sciences Dean’s Award for Distinguished Teaching, Stanford University, 1993; Walter J. Gores Award for Excellence in Teaching, Stanford University, 1984

**Recent Publications:** Rice, C., *No Higher Honor: A Memoir of My Years in Washington* (Random House, 2011); Rice, C., *Extraordinary, Ordinary People: A Memoir of Family* (New York: Crown Archetype, 2010)

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

**Ringstaff, Cathy** **External Evaluator**

**Name (Title):** Cathy Ringstaff (Senior Research Associate, WestEd)

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

**Education:** Ph.D., Stanford University, Educational Psychology; Ed.S (Educational Specialist in Evaluation), Stanford; B.A., Whittier College

**Academic Experience:** N/A

**Overseas Experience:** N/A

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Research and Evaluation; 30 years of evaluation and research experience, including PI of IES and NSF studies

**Distinctions:** N/A

**Recent Publications:** Ringstaff, C., & Sandholtz, J.H. (in press). From Budgets to Bus Schedules: Contextual Barriers and Supports for Science Instruction in Elementary Schools. In (Eds.) Uzzo, S.M, Graves, S.B., Shay, E., Harford, M., & Thompson, R, *Pedagogical Content Knowledge in STEM*. New York: Springer.

Sandholtz, J.H., Ringstaff, C., & Matlen, B. (2016). Temporary Fix or Lasting Solution? Investigating the Longitudinal Impact of Teacher Professional Development on K-2 Science Instruction. *The Elementary School Journal*. 117(2), 192-215.

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

**Rosario, Wena** **Staff**

**Name (Title):** Wena Rosario (Center Administrative Associate, Walter H. Shorenstein Asia-Pacific Research Center)

**Department (Tenured?):** Freeman-Spogli Institute for International Studies (N/A)

**Education:** B.S., University of Santo Tomas; Certificate in HR, University of California, Santa Cruz Extension Program

**Academic Experience:** No data

**Overseas Experience:** Philippines

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Rozelle, Scott D.** **Research Fellow**

**Name (Title):** Scott D. Rozelle (Helen C. Farnsworth Professor in International Agricultural Policy)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (Yes)

**Education:** Ph.D., Cornell University (1990); M.A., Cornell University (1983); B.A., University of California, Berkeley (1979)

**Academic Experience:** Associate Professor, Dept. of Agricultural and Resource Economics, University of California, Davis (1997-2000) Adjunct Fellow, Center for Chinese Agricultural Policy, Chinese Academy of Sciences Adjunct Professor, University of California, Davis, 2007-present

**Overseas Experience:** China: every year since 1983

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

**Speaking:** Mandarin-5

**Reading:** Mandarin-5

**Writing:** Mandarin-5

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

**Area Courses Taught:** China’s Economic Development (OSPBEIJ 24); Topics in China’s Development (OSPBEIJ 27)

**Research/Teaching Specializations:** Themes related to China, especially agricultural policy, the emergence and evolution of markets and other economic institutions, and the economics of poverty and inequality.

**Distinctions:** National Award for Collaborative Research, Ministry of Science and Technology, Peoples Republic of China; 2009 National Friendship Award for Contribution to China (awarded by Chinese Premier); 2008 Chinese Academy of Sciences, Award for Outstanding Science and Collaborative Research,

**Recent Publications:** Rozelle, S., Huang, J., Zhang, L., Zhang, T., “Are China's Farms Growing?”, *China & World Economy* 24(1), p. 41-62 (2016); Shi, Y., Zhang, L., Ma, Y., Yi, H., Liu, C., Johnson, N., Chu, J., Loyalka, P., Rozelle, S., “Dropping Out of Rural China’s Secondary Schools: A Mixed-methods Analysis”, *China Quarterly* 224, p. 1048-1069, 2015; Wang, X., Yi, H., Lu, L., Zhang, L., Ma, X., Jin, L., Zhang, H., Naidoo, K. S., Minto, H., Zou, H., Rozelle, S., Congdon, N., “Population Prevalence of Need for Spectacles and Spectacle Ownership Among Urban Migrant Children in Eastern China”, *JAMA Ophthalmology* 132 (12), p. 1399-1406 (2015); Mo, D., Huang, W., Shi, Y., Zhang, L., Boswell, M., Rozelle, S., “Computer technology in education: Evidence from a pooled study of computer assisted learning programs among rural students in China”, *China Economic Review* 36, p. 131-145 (2015); Sean Sylvia, Yaojiang Shi, Hao Xue, Xin Tian, Huan Wang, Qingmei Liu, Alexis Medina, Scott Rozelle, “Survey using Incognito Standardized Patients Shows Poor Quality Care in China’s Rural Clinics”, *Health Policy & Planning*, 2014.; Fang Lai, Linxiu Zhang, Xiao Hu, Qinghe Qu, Yaojiang Shi, Yajie Qiao, Matthew Boswell, Scott Rozelle, “Computer Assisted Learning as Extracurricular Tutor? Evidence from a Randomised Experiment in Rural Boarding Schools in Shaanxi”, *Journal of Development Effectiveness*, vol. 5, 2, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Andrew G. Walder, Xueguang Zhou, Ang Sun, “Will Demographic Change Slow China's Rise?”, *The Journal of Asian Studies*, vol. 72, 03, 2013.; Jikun Huang, Scott Rozelle, *The Role of Agriculture in China's Development: Performance, policy determinants of success, and lessons for Africa*, Center on Food Security and the Environment, Stanford University, 2013.; John Giles, Scott Rozelle, Jian Zhang, *Does it Pay to be a Cadre? Estimating the Returns to Being a Local Official in Rural China*, CDDRL Working Paper, 2013.; Linxiu Zhang, Eli Pollak, Ross Darwin, Matthew Boswell, Scott Rozelle, “Are Elite University Graduates Aiding China’s Transition to an Innovation-based Economy? Results from a Career Choices Survey among Would-be Innovators in China and the United States”, *Asia Pacific Journal of Accounting and Economics*, 2013.; Prashant Loyalka, Yingquan Song, Jianguo Wei, Weiping Zhong, Scott Rozelle, “Information, College Decisions and Financial Aid: Evidence from a Cluster-Randomized Controlled Trial in China”, *Economics of Education Review*, vol. 36, 2013.; Linxiu Zhang, Yingping Cai, Xiaobing Wang, Xiaochen Ma, Alexis Medina, D. Scott Smith, Scott Rozelle, “Neglected Rural Public Health Issue: The Case of Intestinal Roundworms”, *China & World Economy*, vol. 21, 3, 2013.; Sean Sylvia, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Alexis Medina, Scott Rozelle, “Do You Get What You Pay For with School-Based Health Programs? Evidence from a Child Nutrition Experiment in Rural China”, *Economics of Education Review*, vol. 37, 2013.; Junxia Zeng, Xiaopeng Pang, Linxiu Zhang, Alexis Medina, Scott Rozelle, “Gender Inequality in Education in China: A Meta-Regression Analysis”, *Contemporary Economic Policy*, 2013.; Max Kleiman-Weiner, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Alexis Medina, Scott Rozelle, “Eggs versus Chewable Vitamins: Which Intervention Can Increase

Nutrition and Test Scores in Rural China?”, *China Economic Review*, vol. 24, 2013.; Ho Lun Wong, Renfu Luo, Linxiu Zhang, Scott Rozelle, “The Impact of Vouchers on Preschool Attendance and Elementary School Readiness: A Randomized Controlled Trial in Rural China”, *Economics of Education Review*, vol. 35, 2013.; Yihua Yang, Linxiu Zhang, Junxia Zeng, Xiaopeng Pang, Fang Lai, Scott Rozelle, “Computers and the Academic Performance of Elementary School-Aged Girls in China’s Poor Communities”, *Computer & Education, Elsevier*, vol. 60, 1, 2013.; Prashant Loyalka, Chengfang Liu, Yingquan Song, Hongmei Yi, Xiaoting Huang, Jianguo Wei, Linxiu Zhang, Yaojiang Shi, James Chu, Scott Rozelle, “Can Information and Counseling Help Students from Poor Rural Areas Go To High School? Evidence from China”, *Journal of Comparative Economics*, vol. 41, 2013.; Di Mo, Johan Swinnen, Linxiu Zhang, Hongmei Yi, Qinghe Qu, Matthew Boswell, Scott Rozelle, “Can One Laptop per Child Reduce the Digital Divide and Educational Gap? Evidence from a Randomized Experiment in Migrant Schools in Beijing”, *World Development*, 2013.; Linxiu Zhang, Fang Lai, Yaojiang Shi, Matthew Boswell, Scott Rozelle, “The Roots of Tomorrow’s Digital Divide: Documenting Computer Use and Internet Access in China’s Elementary Schools Today”, *China & World Economy*, vol. 21, 3, 2013.; Xinxin Chen, Hongmei Yi, Linxiu Zhang, Di Mo, James Chu, Scott Rozelle, *Do Poor Students Benefit from China's Merger Program? Transfer Path and Educational Performance*, 2013.; Xiaopeng Pang, Junxia Zeng, Scott Rozelle, “Does women's knowledge of voting rights affect their voting behavior in village elections? Evidence from a Randomized Controlled Trial in China”, *The China Quarterly*, 2013.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Ai Yue, Yaojiang Shi, James Chu, Scott Rozelle, “Does Financial Aid Help Poor Students Succeed in College?”, *China Economic Review*, vol. 25, 2013.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, “College is a Rich, Han, Urban, Male Club: Research Notes from a Census Survey of Four Tier One Colleges in China”, *China Quarterly*, 2013.; Max Kleiman-Weiner, Renfu Luo, Linxiu Zhang, Yaojiang Shi, Reynaldo Martorell, Scott Rozelle, Alexis Medina, “Multiple Micronutrient Supplementation Reduces Anemia and Anxiety in Rural China's Elementary School Children”, *The Journal of Nutrition*, vol. 143, 5, 2013.; Karen Eggleston, Jean C. Oi, Scott Rozelle, Ang Sun, Xueguang Zhou, “Children of China's Future”, *YaleGlobal Online*, 2012.; V. Srinivasan, Eric Lambin, S.M. Gorelick, Barton H. Thompson, Scott Rozelle, “The nature and causes of the global water crisis: Syndromes from a meta-analysis of coupled human-water studies”, *Water Resources Research*, vol. 48, 2012.; Grant Miller, Renfu Luo, Linxiu Zhang, Sean Sylvia, Yaojiang Shi, Patricia Foo, Qiran Zhao, Reynaldo Martorell, Alexis Medina, Scott Rozelle, “Effectiveness of provider incentives for anemia reduction in rural China: a cluster randomised trial”, *BMJ*, vol. 345, 2012.; Kimberly Singer Babiarz, Grant Miller, Hongmei Yi, Linxiu Zhang, Scott Rozelle, “China’s New Cooperative Medical Scheme Improved Finances of Township Health Centers but Not the Number of Patients Served”, *Health Affairs*, vol. 31, 2012.; Kim Singer Babiarz, Grant Miller, Hongmei Yi, Linxiu Zhang, Scott Rozelle, “Impact of China’s New Cooperative Medical Scheme on Township Health Centers”, *Health Affairs*, vol. 31, 5, 2012.; Yaojiang Shi, Fang Chang, Xiaoqing Su, Renfu Luo, Linxiu Zhang, Scott Rozelle, “Parental Training, Anemia and the Impact on the Nutrition of Female Students in China’s Poor Rural Elementary Schools”, *China Agricultural Economic Review*, vol. 4, 2012.; Renfu Luo, Yaojiang Shi, Linxiu Zhang, Huiping Zhang, Grant Miller, Alexis Medina, Scott Rozelle, “The Limits of Health and Nutrition Education: Evidence from Three Randomized Controlled Trials in Rural China”, *CESifo Economic Studies*, vol. 58, 2, 2012.; Hongmei Yi, Linxiu Zhang, Renfu Luo, Yaojiang Shi, Di Mo, Xinxin Chen, Carl Brinton, Scott Rozelle, “Dropping Out: Why Are Students Leaving

Junior High in China's Poor Rural Areas?", *International Journal of Education Development*, vol. 32, 4, 2012.; Di Mo, Linxiu Zhang, Hongmei Yi, Renfu Luo, Scott Rozelle, Carl Brinton, "School Dropouts and Conditional Cash Transfers: Evidence from a Randomized Controlled Trial in Rural China's Junior High Schools", *Journal of Development Studies*, vol. 49, 2, 2012.; Xiaobing Wang, Linxiu Zhang, Renfu Luo, Guofei Wang, Yingdan Chen, Alexis Medina, Karen Eggleston, Scott Rozelle, D. Scott Smith, "Soil-Transmitted Helminth Infections and Correlated Risk Factors in Preschool and School-aged Children in Rural Southwest China", *PLoS One*, vol. 7, 9, 2012.; Di Mo, Hongmei Yi, Linxiu Zhang, Yaojiang Shi, Scott Rozelle, Alexis Medina, "Transfer Paths and Academic Performance: The Primary School Merger Program in China", *International Journal of Educational Development*, vol. 32, 3, 2012.; Renfu Luo, Yaojiang Shi, Linxiu Zhang, Chengfang Liu, Scott Rozelle, Brian Sharbono, Ai Yue, Qiran Zhao, Reynaldo Martorell, "Nutrition and Educational Performance in Rural China's Elementary Schools: Results of a Randomized Control Trial in Shaanxi Province", *Economic Development and Cultural Change*, vol. 60, 4, 2012.; Renfu Luo, Linxiu Zhang, Chengfang Liu, Scott Rozelle, Brian Sharbono, Jennifer Adams, "Behind Before They Begin: The Challenge of Early Childhood Education in Rural China", *Australasian Journal of Early Childhood*, vol. 37, 1, 2012.; Luo, R., Zhang, L., Liu, C., Zhao, Q., Shi, Y., Grant Miller, Yu, E., Sharbono, B., Medina, A., Scott Rozelle, Martorell, R., "Anaemia among students of rural China's elementary schools: Prevalence and correlates in Ningxia and Qinghai's poor counties", *Journal of Health, Population and Nutrition*, vol. 29, 5, 2011.; Fang Lai, Chengfang Liu, Renfu Luo, Linxiu Zhang, Xiaochen Ma, Yujie Bai, Brian Sharbono, Scott Rozelle, "Private Migrant Schools or Rural/Urban Public Schools: Where Should China Educate Its Migrant Children?", *Economics of Education Review*, 2011.; Matthew Boswell, Scott Rozelle, Linxiu Zhang, Chengfang Liu, Renfu Luo, Yaojiang Shi, "Conducting influential impact evaluations in China: the experience of the Rural Education Action Project (REAP)", *Journal of Development Effectiveness*, vol. 3, 3, 2011.; Renfu Luo, Linxiu Zhang, Chengfang Liu, Qiran Zhao, Yaojiang Shi, Grant Miller, Elaine Yu, Brian Sharbono, Scott Rozelle, Reynaldo Martorell, Alexis Medina, "Anaemia among Students of Rural China's Elementary Schools: Prevalence and Correlates in Ningxia and Qinghai's Poor Counties", *Journal of Health, Population and Nutrition*, vol. 29, 5, 2011.; Renfu Luo, Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Yaojiang Shi, Grant Miller, Scott Rozelle, Elaine Yu, Reynaldo Martorell, "Alarming High Anemia Prevalence in Western China", *Southeast Asian Journal of Tropical Medicine and Public Health*, vol. 42, 5, 2011.; Xiaobing Wang, Chengfang Liu, Linxiu Zhang, Renfu Luo, Thomas Glauben, Yaojiang Shi, Scott Rozelle, Brian Sharbono, "College Education and the Poor in China: Documenting the Hurdles to Educational Attainment and College Matriculation", *Asia Pacific Education Review*, vol. 12, 4, 2011.

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

### **Rozelle, Yu-Hwa Liao**

### **Language Lecturer**

**Name (Title):** Yu-Hwa Liao Rozelle (Lecturer)

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

**Education:** M.A., San Francisco State University (1981); B.A., Chinese Culture University in Taiwan (1976)

**Academic Experience:** Mandarin Training Center of Taiwan Normal University 1976-1977  
Mandarin Center of the Mandarin Daily News in Taiwan 1973-1976

**Overseas Experience:** NA

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

**Speaking:** Mandarin-5  
**Reading:** Mandarin-5  
**Writing:** Mandarin-5, Spanish-1  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** Graduate Studies in Chinese Conversation (CHINLANG 394); Directed Reading (CHINLANG 200)  
**Research/Teaching Specializations:** Performance of Tai chi and hula dance  
**Distinctions:** No data  
**Recent Publications:** N/A  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Ryu, Keikoh** **Staff**

**Name (Title):** Keikoh Ryu (Advisory Committee Member, e-China Program)  
**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)  
**Education:** No info  
**Academic Experience:** No info  
**Overseas Experience:** No info  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese; Chinese  
**Reading:** Japanese; Chinese  
**Writing:** Japanese; Chinese  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** Political science, Economic sociology, Public management  
**Distinctions:** 2010 Emerald/EFMD Outstanding Doctoral Research Awards  
**Recent Publications:** "Creating Public Value (in English)", "Redefining Business-society Relationship for Japanese Corporations in China (in Chinese)," "Globalization and Economic Nationalism in Asia (in English)".  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Saito Fu, Momoe** **Lecturer**

**Name (Title):** Momoe Saito Fu (Lecturer)  
**Department (Tenured?):** Stanford Language Center (No)  
**Education:** No info  
**Academic Experience:** No info  
**Overseas Experience:** No info  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Japanese-5  
**Reading:** Japanese-5  
**Writing:** Japanese-5  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** First Year Japanese Language; Intermediate Japanese Conversation, Intermediate to Advanced Japanese Conversation; Graduate Studies in Japanese  
**Research/Teaching Specializations:** Japanese language  
**Distinctions:** N/A  
**Recent Publications:** N/A

**Number of Theses Supervised in Last Five Years (BA/MA/PHD): N/A****Sakata, Naoko** **Staff**

**Name (Title):** Naoko Sakata (Internships and Academic Services Coordinator, Stanford Japan Center)

**Department (Tenured?):** Bing Overseas Studies Program (N/A)

**Education:** No info

**Academic Experience:** No info

**Overseas Experience:** Japan

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Sano, Stephen Makoto** **Faculty**

**Name (Title):** Stephen Makoto Sano (Professor)

**Department (Tenured?):** Music (Yes)

**Education:** D.M.A., Stanford University (1994); M.A., Stanford University (1991); B.A., San Jose State University (1981)

**Academic Experience:** Hired at Stanford out of DM.A. program.

**Overseas Experience:** Japan: 2001; China: 2008; Thailand: 2006, 2009; UK: 1998, 2003, 2007; Germany: 2005; Austria: 2005

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

**Speaking:** Japanese-2

**Reading:** German-3

**Writing:** German-2

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

**Area Courses Taught:** Perspectives of North American Taiko (MUSIC 17Q); Interactive Introduction to North American Taiko (Music 4SI); Stanford Taiko (Music 169)

**Research/Teaching Specializations:** North American Taiko, Ki hoalu (Hawaiian slack key guitar), Hawaiian choral music, Music of Queen Liliuokalani, Viennese Chorwalzer

**Distinctions:** Grammy Award preliminary ballot nomination, 2015; Grammy Award preliminary ballot nomination, 2012; Grammy Award preliminary ballot nomination, 2007; 2005 Dean's Award for Distinguished Teaching, School of Humanities and Sciences, Stanford University; 2004 Hawaiian Music Award finalist; 2002 Nā Hökü Hanohano Award finalist (Hawaiian Grammy Award); 2001 Stanford Asian American Awards: Faculty Award; 1989-93 University Fellowship, Stanford University

**Recent Publications:** Sano, S., Ho, D., *Ukelele at School* (2014)

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

**Sekiguchi, Rylan** **Staff****Name (Title):** Ryan Sekiguchi (Curriculum Specialist)**Department (Tenured?):** SPICE (N/A)**Education:** B.A., Stanford University (2004)**Academic Experience:****Overseas Experience:****Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-1**Reading:** Japanese-1**Writing:** Japanese-1**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** No data**Research/Teaching Specializations:** No data**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Serbin, Elliot** **Staff****Name (Title):** Elliot Serbin (Research Assistant)**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)**Education:** B.A., Stanford University**Academic Experience:** Research assistant**Overseas Experience:** Internship, PIR Center, Moscow**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** N/A**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Shaikh, Huma** **Staff****Name (Title):** Huma Shaikh (Associate Director for Administration, Walter H. Shorenstein Asia-Pacific Research Center)**Department (Tenured?):** Freeman-Spogli Institute for International Studies (N/A)**Education:** No data**Academic Experience:** Facilities, Stanford University; Hoover Institution, Stanford University**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Shin, Gi-Wook**

**Faculty**

**Name (Title):** Gi-Wook Shin (Professor)

**Department (Tenured?):** Sociology (Yes)

**Education:** Ph.D., University of Washington (1991); M.A., University of Washington (1985); B.A., Yonsei University, Korea (1983)

**Academic Experience:** University of Washington (1988-1991), University of Iowa (1991-1994), University of Los Angeles (1994-2001), Seoul National University (2015-2016).

**Overseas Experience:** Korea (2015-2016)

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

**Speaking:** Korean-5

**Reading:** Korean-5

**Writing:** Korean-5

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

**Area Courses Taught:** Graduate: Seminar on Social Movements/ Seminar on Social Change and Development in Korea/ Historical and Comparative Sociology/Workshop on Korean Studies/ Seminar on Nations and Nationalism Undergraduate: Macrosociology/ Comparative and Historical Sociolo

**Research/Teaching Specializations:** Comparative-Historical Sociology, Political Sociology, Korean Society and Politics, US-East Asian Relations, Conflict and Reconciliation

**Distinctions:** Research Fellowship, National Endowment for the Humanities, 1994-95;

Outstanding Graduate Student, Department of Sociology, University of Washington, 1989

**Recent Publications:** Yeon-Chon Oh, Gi-Wook Shin, and Rennie J. Moon, Internationalizing Higher Education in Korea: Challenges and Opportunities in Comparative Perspective (The

Shorenstein Asia-Pacific Research Center, Stanford University and the Brookings Institution, 2016); Gi-Wook Shin and Daniel Sneider, Divergent Histories: National Opinion Leaders and

Memories of the Asia-Pacific War (Stanford, CA: Stanford University Press, 2016); Gi-Wook

Shin and Joon-Nak Choi, Global Talent: Foreign Labor as Social Capital in Korea (Stanford,

CA: Stanford University Press, 2015); Daniel Chirot, Gi-Wook Shin, and Daniel Sneider, eds.,

Criminality, Collaboration, and Reconciliation: Europe and Asia Confronts the Memory of

World War II (Seattle: University of Washington Press, 2014); Larry Diamond, Gi-Wook Shin,

*New Challenges for Maturing Democracies in Korea and Taiwan*, Stanford University Press,

2014.; Joon-woo Park, Gi-Wook Shin, Don Keyser, *Asia's Middle Powers? The Identity and*

*Regional Policy of South Korea and Vietnam*, Shorenstein Asia-Pacific Research Center, 2013.;

Gi-Wook Shin, Thomas Fingar, David Straub, "A Chance to Defuse North Korea", *The New*

*York Times*, 2013.; Sang-Hun Choe, Gi-Wook Shin, David Straub, *Troubled Transition: North*

*Korea's Politics, Economy and External Relations*, Shorenstein Asia-Pacific Research Center.

2013.; Gi-Wook Shin, "The Election That Could Reorder South Korea's Politics", *Current*

*History*, vol. 111, 746, 2012.; Gi-Wook Shin, Byongwon Bahk, Taeho Bark, Thomas F. Cargill,

Joon Nak Choi, Eun Mee Kim, Ji Hyun Kim, *South Korea and the Global Economy in*

*Transition*, Shorenstein Asia-Pacific Research Center, 2012.; Gi-Wook Shin, Hilary Izatt, "Anti-

American and Anti-Alliance Sentiments in South Korea”, *Asian Survey*, vol. 51, no. 6, 2011.; Michael H. Armacost, Robert Carlin, Victor Cha, Thomas C. Hubbard, Don Oberdorfer, Charles L. "Jack" Pritchard, Evans J. R. Revere, Gi-Wook Shin, Daniel C. Sneider, David Straub, *New Beginnings” in the U.S.-ROK Alliance: Recommendations to the Obama Administration*, Walter H. Shorenstein Asia-Pacific Research Center, 2011.; Byung Kwan Kim, Gi-Wook Shin, David Straub, *Beyond North Korea: Future Challenges to South Korea's Security*, Shorenstein APARC, distributed by the Brookings Institution Press, 2011.; Gi-Wook Shin, Karin J. Lee, *U.S.-DPRK Educational Exchanges: Assessment and Future Strategy*, Shorenstein APARC, 2011.; Gi-Wook Shin, Paul Chang, *South Korean Social Movements: From Democracy to Civil Society*, Routledge, 2011.; Gi-Wook Shin, Daniel C. Sneider, *History Textbooks and the Wars in Asia: Divided Memories*, Routledge, 2011.; Michael H. Armacost, Robert Carlin, Victor Cha, Thomas C. Hubbard, Don Oberdorfer, Charles L. "Jack" Pritchard, Evans J. R. Revere, Gi-Wook Shin, Daniel C. Sneider, David Straub, *New Beginnings” in the U.S.-ROK Alliance: Recommendations to the Obama Administration* (released in 2010), Shorenstein APARC, 2010.; Gi-Wook Shin, Gibert Rozman, “Values and History in U.S.-South Korean Relations”, in *Issues of History, Values, Memory, and Identity in the U.S.-South Korea Relationship*, Cambridge University Press, 2010.; Gi-Wook Shin, “U.S. role crucial in Northeast Asian reconciliation”, *Korea Times*, 2010.; Gi-Wook Shin, *One Alliance, Two Lenses: U.S.-Korea Relations in a New Era*, Stanford University Press, 2010.

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

Singleton, Kenneth	Faculty
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**Name (Title):** Kenneth Singleton (Adams Distinguished Professor in Management)

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

**Education:** Ph.D., University of Wisconsin (1977); M.S., University of Wisconsin (1977); B.A., Reed College (1973)

**Academic Experience:** University of Tokyo (1992); Carnegie-Mellon University (1981-87); University of Chicago (1986); University of Virginia (1977-80)

**Overseas Experience:** Japan (1992 & 1988)

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

**Speaking:** No info

**Reading:** No info

**Writing:** No info

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Econometric methods for estimation and testing of dynamic asset pricing models; modeling of term structures of government and defaultable bond yields; measuring and managing market, credit and liquidity risks; and debt financing in emerging economies.

**Distinctions:** Stephen A. Ross Prize in Financial Economics, 2015; Fellow, Society for Financial Econometrics, 2014; All Star Paper, Journal of Financial Economics, 2001; Smith-Breeden Distinguished Paper Prize, Journal of Finance, 2000; Fellow of the Journal of Econometrics, 1998; Smith-Breeden Distinguished Paper Prize, Journal of Finance, 1997; Fellow of the Econometric Society, 1988; Frisch Prize from the Econometric Society, 1984; Irving Fisher Award, 1978.

**Recent Publications:** “Why Gaussian Macro-Finance Term Structure Models are (Nearly) Unconstrained Factor-VARs,” (with Scott Joslin and Anh Le), *Journal of Financial Economics*, 2012; “Term Structure Models and the Zero Bound: An Empirical Investigation of Japanese Yields,” (with Don Kim), *Journal of Econometrics*, 170, 2012, 32-49; “Investor Flows and the 2008 Boom/Bust in Oil Prices,” *Management Science*, 60, 2013, 300 – 308; “Gaussian Macro-Finance Term Structure Models with Lags,” (with Scott Joslin and Anh Lee), *Journal of Financial Econometrics*, 11, 2013, 581-609; “Risk Premiums in Dynamic Term Structure Models with Unspanned Macro Risks,” (with Scott Joslin and Marcel Priebisch), *Journal of Finance*, 69, 2014, 1197-1233.

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

### **Sneider, Daniel C.**

**Research Fellow**

**Name (Title):** Daniel C. Sneider (Associate Director for Research)

**Department (Tenure Status):** Shorenstein APARC (Yes)

**Education:** M.A., Harvard University, JFK School of Government (1985); B.A., Columbia University (1973)

**Academic Experience:** No

**Overseas Experience:** Resident in India, 1979-1982; Japan, 1985-1990; Russia, 1990-1994; Extensive travel from 1997-present to Russia, South Asia, Southeast Asia, Japan, Korea, China, Taiwan, on at least annual basis.

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

**Speaking:** Japanese 2

**Reading:** Russian 4

**Writing:** Russian 3

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

**Area Courses Taught:** US Foreign Policy in Northeast Asia (IPS 244); Directed Reading on Sino-Japanese relations; Directed reading on Contemporary Japanese nationalism and wartime memory; Directed reading on Japanese foreign policy.

**Research/Teaching Specializations:** Formation of wartime historical memory in Asia; Regionalism in East Asia; Japanese Foreign Policy; Japanese domestic politics; Korean foreign policy; North Korea; Inter-Korean relations; U.S. security and foreign policy in Northeast and East Asia; Subnational regional integration in Northeast Asia; Sino-Japanese relations and Japan-Korea relations; Russian foreign policy in Asia.

**Distinctions:** National Asia Research Fellow by the Woodrow Wilson International Center for Scholars and the National Bureau of Asian Research in 2010; grantee US-Japan Foundation, Northeast Asia History Foundation, Taiwan Foundation for Democracy, Sasakawa Peace Foundation.

**Recent Publications:** Daniel Sneider & Gi-Wook Shin, *Divergent Memories: Opinion Leaders and the Asia-Pacific War* Stanford University Press, 2016; *Confronting Memories of World War II: European and Asian Legacies*, co-editor, University of Washington Press, 2014; "Textbooks and Patriotic Education: Wartime Memory Formation in China and Japan," *Asia-Pacific Review*, May, 2013; *History Textbooks and the Wars in Asia: Divided Memories*, co-editor, Routledge, 2011. *Cross Currents: Regionalism and Nationalism in Northeast Asia*, co-editor, Shorenstein APARC, distributed by Brookings Institution Press, 2007; *First Drafts of Korea: The U.S. Media and Perceptions of the Last Cold War Frontier*, co-editor, 2009; *Does South Asia Exist?: Prospects for Regional Integration*, co-editor, 2010. "State Under Stress: Prospects for

Transformation in North Korea," in *Troubled Transition*, Shorenstein APARC, 2013; *The New Asianism: Japanese Foreign Policy under the Democratic Party of Japan in the July 2011 issue of Asia Policy and in Japan Under the DPJ*, Shorenstein APARC, 2013; *Strategic Abandonment: Alliance Relations in Northeast Asia in the Post-Iraq Era in Towards Sustainable Economic and Security Relations in East Asia: U.S. and ROK Policy Options*, Korea Economic Institute, 2008.  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

Sommer, Matthew	Faculty
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**Name (Title):** Matthew Sommer (Professor)

**Department (Tenured?):** History (Yes)

**Education:** Ph.D., UCLA (1994); M.A., University of Washington (1987); B.A., Swarthmore College (1983)

**Academic Experience:** University of Pennsylvania 1994-2002; Swarthmore College 2001

**Overseas Experience:** Taiwan 1983-85; China 1991-92, Also multiple summer visits during 1996-2008; Japan 1988-89, Short visit in 2003

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

**Speaking:** Chinese-4

**Reading:** Chinese-4

**Writing:** Chinese-3

**Teaching/Research Time Devoted to East Asian Studies:** 95%

**Area Courses Taught:** HIST 93/193: Late Imperial China; HIST 392B: Law & Society in Late Imperial China; CHINA 495A: Qing Legal Documents; FEMGEN 3B: Trans History: The Long View; HISTORY 393B: Queer History in Comparative Perspective

**Research/Teaching Specializations:** The traffic in women in late imperial China; Female deficit in contemporary China; History of homosexuality in China, especially 18th Century; Traditional means of abortion in China

**Distinctions:** 2009-11 Grant from the Andrew M. Mellon Foundation; 2007-10 Presidential Fund for Innovation in International Studies (Stanford University); 2008 Gordon and Dailey Pattee Faculty Fellowship to recognize outstanding faculty in the humanities and social sciences (Stanford University); 2006-08 Japanese Government Fellowship for Scientific Research; 2007 Young Faculty Career Development Award, School of Humanities and Sciences;

**Recent Publications:** Matthew Sommer, "The Gendered Body in the Qing Courtroom", *Journal of the History of Sexuality* 22 (2): pp. 281-311 (2013); Matthew Sommer, Zhang H., ed., "The Field of Qing Legal History: A Scholarly Review of Chinese Studies in North America", *Association for Asian Studies* pp. 113-132 (2013); Matthew Sommer, Schonebaum, A., Lu T. eds., "Scandal in the Garden: The Story of the Stone as a 'Licentious Novel' Approaches to Teaching The Story of the Stone (Dream of the Red Chamber)", *Modern Language Association of America*, pp. 186-207 (2012); Matthew Sommer, "The Gendered Body in the Qing Courtroom," *Journal of the History of Sexuality*, 22: 2, pp. 281-311, 2013.; Matthew Sommer, "The Field of Qing Legal History," in Zhang Haihui et al., eds., *A Scholarly Review of Chinese Studies in North America*, Association for Asian Studies, pp. 113-132, 2013.; Matthew Sommer, "Scandal in the Garden: The Story of the Stone as a 'Licentious Novel'," in Andrew Schonebaum and Tina Lu, eds., *Approaches to Teaching The Story of the Stone (Dream of the Red Chamber)*, Modern Language Association of America, pp. 186-207, 2012.; Matthew Sommer, "堕胎在明清时期的中国: 日常避孕抑或应急性措施?" (Abortion in Late Imperial China: Routine Birth Control or Crisis Intervention? trans. by Zhang Yu 张宇), *中国乡村研究*

(*Rural China: An International Journal of History and Social Science*), 9, pp. 1-52, 2011.  
 Matthew Sommer, "Abortion in Late Imperial China: Routine Birth Control or Crisis Intervention?" *Late Imperial China*, 31: 2, pp. 97-165, 2010.

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

### **Stoeckicht, Amanda**

**Staff**

**Name (Title):** Amanda Stoeckicht (Administrative Associate, Japan Program)

**Department (Tenured?):** Walter H. Shorenstein Asia-Pacific Research Center, Freeman-Spogli Institute for International Studies (N/A)

**Education:** B.A., University of British Columbia

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Japanese-2

**Reading:** Japanese-2

**Writing:** Japanese-2

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

### **Sun, Chao Fen**

**Faculty**

**Name (Title):** Chao Fen Sun (Professor)

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

**Education:** Ph.D., Cornell University (1988); M.A., University of Oregon (1984); B.A., East China Normal University (1974)

**Academic Experience:** University of Wisconsin in Madison (1991-92), City University of Hong Kong (1988-90), East China Normal University (1974-76, 1978-81)

**Overseas Experience:** Teaching: Shanghai, China 1974-76 and 1978-81. Hong Kong 1988-1990. Research: 1988-present (one to two months annually)

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

**Speaking:** Chinese-5

**Reading:** Chinese-5, French-3

**Writing:** Chinese-5

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

**Area Courses Taught:** Chinese Language, Culture and Society; Classical Chinese; History of Chinese; Structure of Chinese; Seminar on Chinese Syntax.

**Research/Teaching Specializations:** Historical emergence of the Chinese resultative verb compounds over the last two millennia.

**Distinctions:** Yangtze Scholar from the Chinese Ministry of Education, Beijing Language and Culture University, 2009-2012. Adjunct Professor and researcher, Shaanxi Normal University, Xi'an, China, 2007-present. Advisory Professor, East China Normal University, Shanghai, December, 2004-present. Bing Undergraduate Initiative Award, 1996 and 1992. William H. and Frances Green Faculty Fellow, 1996-97.

**Recent Publications:** Sun, C. Wang, W.S. eds, *The Oxford Handbook on Chinese Linguistics*, Oxford University Press. 2015; Sun, C., “The Uses of De 的 as a noun phrase marker”, *Oxford Handbook on Chinese Linguistics*, Oxford University Press. 2015: pp. 326–78; Sun, C. Wang, W.S., “Introduction” *Oxford Handbook on Chinese Linguistics* 2015: pp. 19–33; “The Grammaticalization of the BA construction: Cause and Effect in a Case of Specialization”, *Oxford Handbook on Chinese Linguistics* 2015, pp. 429-44; Sun, C., “The pragmatics of the Chinese marker DE: WO de BABA versus WO BABA”, *Chinese Language and Discourse*, 5 (1): pp. 7-24, 2014 Sun, C., “Grammar for Chinese as a Second Language”, *Journal of International Chinese Teaching and Research*, pp. 43-47, 2014; Chao Fen Sun, Elizabeth Closs Traugott, "Grammaticalization and word order Change", In Heine and Harrog, eds., *Oxford Handbook of Grammaticalization*, pp. 378-388, 2011.

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

### **Takahashi Brown, Waka**

**Staff**

**Name (Title):** Waka Brown (Curriculum Specialist)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Takeuchi, Kayoko**

**Lecturer**

**Name (Title):** Kayoko Takeuchi (Professor)

**Department (Tenure Status):** Stanford Language Center (No)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Japanese - 5

**Reading:** Japanese - 5

**Writing:** Japanese- 5

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** No data

**Recent Publications:** N/A

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

**Takeuchi, Melinda** **Faculty****Name (Title):** Melinda Takeuchi (Professor)**Department (Tenure Status):** East Asian Languages & Cultures (Yes)**Education:** Ph.D., U. Michigan (1979); M.A., U C Santa Barbara (1972); B.A., U C Santa Barbara (1966)**Academic Experience:** University of Denver 1978-79; Amherst College 1979-80**Overseas Experience:** Waseda, 1975-76; Japan, more than 10 trips**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese - 3**Reading:** Japanese - 4**Writing:** Japanese- 1**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** The Japanese Tea Ceremony: The History, Aesthetics, and Politics Behind a National Pastime (JAPAN 288)**Research/Teaching Specializations:** Early Modern Japanese painting; Warrior culture; Ukiyoe (especially actors and shini-e); Horses in Japanese art.**Distinctions:** Fulbright, Japan Foundation, SSRC Grants. Book Taiga's True views won the AAS Northeast Asia Council book prize**Recent Publications:** “Japanese Screens for the West,” (pp.134-135) and “Skeletons in Japanese Art” (pp. 184-185) in The Japanese Aesthetic (South Kensington: Christie’s, May 2013); “Asobi,” (p.2), “A Chawan” (p.22-23), “Fine Eight Panel Fusuma [Sliding doors]” (pp. 30-31), “A Six-Fold Screen [Garden Nocturne]” (p. 33), “A Documentary Pair of Six-Fold Screens Depicting the Blomhoff Family” (pp. 52-53, “A Rare Kakiemon Tile” (pp. 60-61), “To Hell and Back” (pp. 68-71) in Asobi: Ingenious Creativity (South Kensington: Christie’s, October 2013); “Birds of a Feather: Jakuchû, Natural Science, and the Artistic Imagination” Orientations vol. 43, no. 3 (April 2012): 52-61; “Ephemera for Insiders,” Impressions (The Journal of the Japanese Art Society of America) 29 (2007-2008): 165-74**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Tanaka, Kozo** **Library Staff****Name (Title):** Kozo Tanaka (Circulation/Stacks Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:****Recent Publications:****Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Tang, Le** **Lecturer****Name (Title):** Le Tang (Lecturer)**Department (Tenure Status):** Stanford Language Center (No)**Education:** No data**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-5**Reading:** Chinese-5**Writing:** Chinese-5**Teaching/Research Time Devoted to East Asian Studies:****Area Courses Taught:** Third-Year Chinese, Third-Year Chinese for Bilingual Students, Second-Year Chinese for Bilingual Students, Second-Year Chinese**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Templeman, Kharis** **Staff****Name (Title):** Kharis Templeman (Program Manager)**Department (Tenured?):** Freeman Spogli Institute for International Studies--Taiwan Democracy Program (N/A)**Education:** M.A., (0); B.A., University of Rochester (2002)**Academic Experience:** No**Overseas Experience:** Taiwan: 2002-03, 2007-08, all other years for short (<2 weeks) visits**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 3**Reading:** Chinese - 3**Writing:** Chinese - 3**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** None**Research/Teaching Specializations:** Democratization, Taiwan Studies, Politics of East Asia, Chinese Studies, Parties and Elections**Distinctions:** No data**Recent Publications:** 2012, "The Myth of Consociationalism?: Conflict Reduction in Divided Societies," Comparative Political Studies 45(12): 1545-1571**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Thomas-Winston, Tamara** **Project Personnel/Staff****Name (Title):** Tamara Thomas-Winston (Inclusion Grant Coordinator)**Department (Tenured?):** School of Humanities and Sciences, Stanford Global Studies (N/A)**Education:** M.S., Notre Dame de Namur University (2014); B.A., San Jose State University (2011)**Academic Experience:** Financial Analyst/Finance Manager, Stanford University (2000-2018)**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)

**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** N/A**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Tomiyama, Yoshiko****Language Lecturer****Name (Title):** Yoshiko Tomiyama (Lecturer)**Department (Tenure Status):** Stanford Language Center (No)**Education:** Ph.D., UCLA (2009); M.A., UCLA (2000); B.A., Osaka University (1992)**Academic Experience:** Osaka University (1995-1998), Kyoto University of Foreign Studies (1995-1998), Osaka Prefecture University (1996-1998), UCLA (1999-2003)**Overseas Experience:** Japan 1995-1998 Summer program at Kyoto University of Foreign Studied 1999-2003**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Japanese-5**Reading:** Japanese-5**Writing:** Japanese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Third-year Japanese 117, 118, 119 (old 127, 128, 129) First-year Japanese 7,8,9 Second-year Japanese 17A and summer program; Research/Teaching Specializations: Second language acquisition of Japanese. Working on a textbook for Intermediate-Advanced Japanese learners, which is scheduled for publication in February 2011 from The Japan Times.**Research/Teaching Specializations:** N/A**Distinctions:** CEAS Faculty Grants, summer 2005. The Sasakawa Fellowship, UCLA Center for Japanese Studies, 2003.**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Tran, Ai****Staff****Name (Title):** Ai Tran (Student Services Officer)**Department (Tenured?):** Department of East Asian Languages and Cultures (N/A)**Education:** B.A., Williams College**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** N/A**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Tse, Edison**

**Faculty**

**Name (Title):** Edison Tse (Associate Professor)

**Department (Tenure Status):** Management Science and Engineering (Yes)

**Education:** Ph.D., MIT (1970); M.S., MIT (No data), B.A., MIT

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Development of computer integrated systems to support fishery management policy decisions, management and control of the manufacturing enterprise, and industrial competitive analysis and product development. Research on building core competence within an enterprise to gain competitive advantage. Extending the theory to analyzing the dynamic competition in network economy, regional technology center development, and applying the theory of dynamic strategies to the wireless, airport, real estate, and financial industries in China.

**Distinctions:** 1973 Donald P. Eckman Award for outstanding achievement in the field of automatic control

**Recent Publications:** Edison Tse, Kim, K., “Inferior search engine's optimal choice: Knowledge-sharing service versus search quality,” *Electronic Commerce Research and Applications*, 13 (6), pp. 387-401, 2014; Edison Tse, Kim, K., “Dynamic search engine competition with a knowledge-sharing service”, *Decision Support Systems*, 52 (2), pp. 427-437, 2012.; Edison Tse, Kim, K., “Dynamic Competition Strategy for Online Knowledge-Sharing Platforms”, *International Journal of Electronic Commerce*, 16 (1), pp. 41-76, 2011.; Edison Tse, Zhao, W., “Competition in Search Engine Market”, *Journal of Business Strategies*, 2011.; Edison Tse, Gu, M., “Building innovative organizations in China: The ‘execution plus’ organization”, *Asia Pacific Journal of Management*, 27 (1), pp. 25-53, 2011.

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

### **Uchida, Jun**

**Project Director/Faculty**

**Name (Title):** Jun Uchida (Associate Professor)

**Department (Tenure Status):** History (No)

**Education:** Ph.D., Harvard University (2005); M.A., University of California at Berkeley (1997); B.A., Cornell University (1995)

**Academic Experience:** Harvard University (1998-2006), UC Berkeley (1995-1998); Cornell University (1991-1995)

**Overseas Experience:** Japan and S. Korea: 2001-2003; Japan: every summer until present for conferences and research

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** HIST 195C: Modern Japanese History (lecture); HIST 282D/392D: Japan in Asia, Asia in Japan (undergraduate/graduate colloquium); HIST 396D: Modern Japan (graduate core seminar); HIST 498C/D: Japanese Colonial Archives (graduate research seminar); Hist 204: What is History?

**Research/Teaching Specializations:** The history of Japanese settlers in colonial Korea, one of the largest colonial communities in the twentieth century. By examining the lives of ordinary settlers and their interactions with Koreans, interest is in the informal conduits of power and complex dynamics of cross-cultural encounter that drove the local operation of empire.

**Distinctions:** John K. Fairbank Prize, American Historical Association (2012); Nomination for Robert F. Heizer Award, Journal for Asian Studies (2012); Pacific Coast Branch Book Award, American Historical Association (2012); Korea Institute & Reischauer Institute for Japanese Studies Joint Postdoctoral Fellowship, Harvard University, 2008-9; Harold K. Gross Dissertation Prize, Harvard University, 2006; Academy Scholar at the Harvard Academy for International and Area Studies, Harvard, 2004-6; Social Science Research Council International Dissertation Field Research Fellowship, 2002-3

**Recent Publications:** Jun Uchida, "From Island Nation to Oceanic Empire: A Vision of Japanese Expansion from the Periphery," *Journal of Japanese Studies*, vol. 42, no. 1, pp. 57-90, 2016; Jun Uchida, "Between Collaboration and Conflict: State and Society in Wartime Korea" in Masato Kimura, Tosh Minohara, eds, *Tumultuous Decade: Japan's Challenge to the International System, 1931-41*, Toronto: Toronto University Press, 2013.; Jun Uchida, "The Public Sphere in Colonial Life: Residents' Movements in Korea under Japanese Rule", *Past & Present*, no. 220, pp. 217-48, 2013.; Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*, Harvard University Asia Center; Harvard UP, 2011.; Jun Uchida, "A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea," *Journal of Asian Studies*, vol. 70, no. 3, pp. 706-729, 2011.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 2/2/0

### Ueda, Kaoru

Library Staff

**Name (Title):** Kaoru Ueda (Curator, Japanese Diaspora Collection)

**Department (Tenure Status):** Hoover Institution (N/A)

**Education:** Ph.D., Boston University; MBA, University of Chicago; B.A., Kawansei Gakuin University

**Academic Experience:** No info

**Overseas Experience:** Worked in Tokyo, Hong Kong, U.K.

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

**Speaking:** Japanese-5

**Reading:** Japanese-5

**Writing:** Japanese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** Japanese diaspora

**Distinctions:** No data

**Recent Publications:** No data

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

### **Uyechi, Linda**

**Lecturer**

**Name (Title):** Linda Uyechi (Lecturer)

**Department (Tenure Status):** Music (No)

**Education:** Ph.D., Stanford (1995); M.A., Stanford (1981); B.A., Stanford (1979)

**Academic Experience:** No info

**Overseas Experience:** Netherlands: 1993

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

**Speaking:** German - 2

**Reading:** German - 2

**Writing:** German - 1

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

**Area Courses Taught:** Perspectives in North American Taiko

**Research/Teaching Specializations:** Taiko in North America, language in the Asian American community, signed languages

**Distinctions:** No data

**Recent Publications:** N/A

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

### **Vinograd, Richard**

**Faculty**

**Name (Title):** Richard Vinograd (Christensen Professor in Asian Art)

**Department (Tenure Status):** Art & Art History (Yes)

**Education:** Ph.D., UC Berkeley (1979); M.A., UC Berkeley (1972); B.A., UCLA (1970)

**Academic Experience:** USC, 1983-89 Columbia University 1979-82

**Overseas Experience:** Taiwan, 1972-74; 1977; Summer, 1992 every few years for conferences, exhibitions, research Japan - 1976-78; Fall 1986; every few years for conferences, exhibitions, research (most recent in Summer, 2009) PR China, fall 1982; once or twice every year or two

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

**Speaking:** Chinese - 3

**Reading:** Chinese - 4

**Writing:** Chinese - 1

**Teaching/Research Time Devoted to East Asian Studies:** 95%

**Area Courses Taught:** Arts of China in the Early Modern World, 1550-1800 (ARTHIST 185); Asian Arts and Cultures (ARTHIST 2); Encountering Contemporary Chinese Painting: Media and Themes (ARTHIST 268); The World of Chen Hongshou (1598-1652) (ARTHIST 280B)

**Research/Teaching Specializations:** Modern Chinese ink painting and historiography; the court and the art world in late Ming dynasty China.

**Distinctions:** Shimada Prize Lecturer in Asian Art, 1994 ACLS Fellowship, 1986-87 NEH Fellowship 1982-83

**Recent Publications:** Richard Vinograd, "Making Natural Languages in Contemporary Chinese Art," in Roger Ames and Hsingyuan Tsao, eds., *Xu Bing and Contemporary Chinese Art: Cultural and Philosophical Reflections*, Albany: SUNY Press, pp. 95-115, 2011.; Richard Vinograd, "Facing the Modern: Wu Changshuo and the Spaces of Portraiture", essay for the

*Tracing the Past, Initiating the Future exhibition catalogue*, Stanford University: Cantor Center for Visual Arts, Stanford University, pp. 55-58, 2010.; Richard Vinograd, “Modern Passages: Chinese Ink Painting in an Era of Transformation”, essay for the *Tracing the Past, Initiating the Future exhibition catalogue* (Stanford: Cantor Center for Visual Arts, pp. 39-51, 2010.

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

**Voss, Barbara**

**Faculty**

**Name (Title):** Barbara Voss (Associate Professor)

**Department (Tenure Status):** Anthropology (Yes)

**Education:** M.A., University of California Berkeley (2002); B.A., Stanford University (1988)

**Academic Experience:** N/A

**Overseas Experience:** Peru 1985; Turkey 1988; Spain 2006; England 2008

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

**Speaking:** Spanish

**Reading:** Spanish

**Writing:** Spanish

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

**Area Courses Taught:** Archaeology of Violence (ANTHRO 381); Archaeology of the Modern World (ANTHRO 109A)

**Research/Teaching Specializations:** The dynamics and outcomes of transnational cultural encounters in the Americas; Archaeology of overseas Chinese communities in the 19th and early 20th centuries.

**Distinctions:** 2010-2013 Richard E. Guggenheimer Faculty Scholar; 2008, Ruth Benedict Prize, *The Archaeology of Ethnogenesis* (University of California Press, 2008); 2008, Gordon R. Willey prize for paper (2005); 2007-2008, Hellman Faculty Scholar, Stanford University Program on Urban Studies; 2002, Robert Heizer Prize for Excellence in the Study of California Archaeology; 2000, Ruth Benedict Prize, *Archaeologies of Sexuality* (Routledge, 2000); 1996 – 2001, National Science Foundation Graduate Fellow; 1996 – 1999, William and Flora Hewlett Foundation Fellowship; 1996 – 1997, American Association of University Women Career Development

**Recent Publications:** Monographs: Voss, B. L. 2008. *The Archaeology of Ethnogenesis: Race and Sexuality in Colonial San Francisco*. University of California Press, Berkeley; Edited Volumes: Voss, B. L. and E. C. Casella (editors). 2012. *The Archaeology of Colonialism: Intimate Encounters and Sexual Effects*. Cambridge University Press, Cambridge; Contributed chapters: Chapter 1. Casella, E. C. and B. L. Voss. 2012. *Intimate encounters: an archaeology of sexualities within colonial worlds*. Pp. 1-10; Chapter 2. Voss, B. L. 2012. *Sexual effects: postcolonial and queer perspectives on the archaeology of sexuality and empire*. Pp. 11-30; Chapter 11. Voss, B. L. 2012. *The scale of the intimate: imperial policies and sexual practices in San Francisco*. Pp. 173-193; Voss, B. L. and B. Williams (editors). 2008. *The Archaeology of Chinese Immigrant and Chinese American Communities*. Thematic issue of *Historical Archaeology* 42(3). Contributed articles listed in following section; Peer-Reviewed Journal Articles: Cummings, L. S., B. L. Voss, B. L., C. Y. Yu, P. Kováčik, K. Puseman, C. Yost, R. Kennedy, and M.S. Kane. 2014 [in press]. *Fan and Tsai: Intra-community variation in plant-based food consumption at the Market Street Chinatown, San Jose, California*. *Historical Archaeology* in press; Voss, B. L., A. W. Kwock, C. Y. Yu, L. Gong-Guy, A. Bray, M. S. Kane, and R. Allen. 2013 [in press]. *Market Street Chinatown Archaeology Project: Ten years of*

community-based, collaborative research on San Jose's historic Chinese community. *Chinese America: History & Perspectives* "The Journal of the Chinese Historical Society of America in press.; Voss, B. L. 2012. Curation as research: a case study in orphaned and underreported archaeological collections. *Archaeological Dialogues* 19(2) 145-169; Voss, B. L. and M. S. Kane. 2012. Re-establishing context for orphaned collections: a case study from the Market Street Chinatown, San Jose, California. *Collections: A Journal for Museum and Archives Professionals* 8(2):87-112; Voss, B. L. 2012. Status and ceramics in Spanish colonial archaeology. *Historical Archaeology* 46(2):39-54; Voss, B. L. 2010. Matter out of time: the paradox of the 'contemporary past'. *Archaeologies: Journal of the World Archaeological Congress* 6(1):181-192. Voss, B. L. and R. Allen. 2010. Guide to ceramic MNV calculation quantitative and qualitative analysis. *Technical Briefs in Historical Archaeology* 5:1-9; Voss, B. L. 2008. Gender, race, and labor in the archaeology of the Spanish colonial Americas. *Current Anthropology* 49(5):861-897; Voss, B. L. 2008. Poor people in silk shirts: dress and ethnogenesis in Spanish-colonial San Francisco. *Journal of Social Archaeology* 8(3):404-432; Voss, B. L. 2008. Sexuality studies in archaeology. *Annual Review of Anthropology* 37(1):317-336; Williams, B. and B. L. Voss. 2008. The archaeology of Chinese immigrant and Chinese American communities. *Historical Archaeology* 42(3):1-4; Voss, B. L. and R. Allen. 2008. Overseas Chinese archaeology: historical foundations, current reflections, and new directions. *Historical Archaeology* 42(3):5-28; Voss, B. L. 2008. Between the household and the world-system: social collectivity and community agency in Overseas Chinese archaeology. *Historical Archaeology* 42(3):37-52.

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

**Walder, Andrew****Faculty****Name (Title):** Andrew Walder (Denise O'Leary & Kent Thiry Professor)**Department (Tenure Status):** Sociology (Yes)**Education:** Ph.D., University of Michigan (1981); B.A., Johns Hopkins (1975)**Academic Experience:** Columbia University 1982-1987; Harvard University 1987-1995; Hong Kong University of Science and Technology 1995-97**Overseas Experience:** China 1986 (6 mos.), 1988 (2 mos), 2004 (1 mo.), 2006 (3 mos), 2008 (3 mos). Average of 2 trips per year of 2 weeks each from 1982 to 2009 Hong Kong 1979-80 (1 year), 1984 (3 mos), 1985 (2 mos), 1988 (2 mos), 1995-98 (3 years); average of 3 trips per year; Sweden 1995; Paris 1998.**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-4**Reading:** Chinese-4**Writing:** Chinese-2**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Workshop: China Social Science (SOC 368W); Chinese Politics and Society (SOC 317B); The Political Economy of China (STRAMGT 579)**Research/Teaching Specializations:** Political conflict in China, 1966-69; Chinese corporate economy.**Distinctions:** Distinguished Scholarly Publication Award, American Sociological Association, 1987; Joseph Levenson Book Prize, Association for Asian Studies, 1988; European Group on Organization Studies Book Award, Section on Organizations and Occupations, American Sociological Association, 1988; National Science Foundation Grant; 1987-89. Ford Foundation, 1995-97. Research Grants Council, Hong Kong, 2004-07. Distinguished Contribution Award,

International Association for Chinese Management Research, 2008; Honorary Fellow, Hong Kong University of Science and Technology, 2009; Barrington Moore Award, American Sociological Association, 2010 (for Fractured Rebellion); Elected Fellow, American Academy of Arts and Sciences, 2012; Founder's Prize, Social Science History Association, for best article in Social Science History, 2014.

**Recent Publications:** Andrew Walder, Dong Guoqiang, "Local Politics in the Chinese Cultural Revolution: Nanjing Under Military Control", *Journal of Asian Studies*, 70: 3, pp. 1-23, 2011.; Andrew Walder, "From Control to Ownership: China's Managerial Revolution." *Management and Organization Review*, 7: 1, pp. 19-38, 2011.; Andrew Walder, Dong Guoqiang, "Factions in a Bureaucratic Setting: The Origins of Cultural Revolution Conflict in Nanjing." *China Journal* 65, pp. 1-25, 2011.; Andrew Walder, Dong Guoqiang, "Nanjing's Failed 'January Revolution' of 1967: The Inner Politics of a Provincial Power Seizure", *China Quarterly* 203, pp. 675-692, 2010.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 5/7/10

### **Wang, Ban** **Faculty**

**Name (Title):** Ban Wang (William Haas Professor in Chinese Studies and Professor of Comparative Literature)

**Department (Tenure Status):** East Asian Languages & Cultures (Yes)

**Education:** Ph.D., UCLA (1993); M.A., Beijing Foreign Studies University (1985); B.A., Beijing Foreign Studies University (1982)

**Academic Experience:** SUNY-Stony Brook (1993-2000); Harvard (2002-2003); Rutgers University (2000-2007)

**Overseas Experience:** China: 1985-1988

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** Aesthetics, Politics, and Modernity: Critical Theory and China (CHINA 371)

**Research/Teaching Specializations:** Tianxia as a point of departure to investigate thought and practice in China's changing positions and self-understanding with a view to the world of humanity. Focusing on China's visions of world-making and world-ordering, tracing variations of Chinese global consciousness and offering historically conditioned analysis into the meanings of social, political, and aesthetic practices in a geopolitical context.

**Distinctions:** NEH Summer Grant 1997; NEH Fellowship 2000; Fellowship of Institute for Advanced Study, Princeton, 2007; Presidential Fund for Innovation in the Humanities, Stanford, 2009; NEH Summer Institute 2010.

**Recent Publications:** N/A

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/12/12

### **Wang, Huazhi** **Language Lecturer**

**Name (Title):** Huazhi Wang (Lecturer)

**Department (Tenure Status):** Stanford Language Center (No)

**Education:** Ph.D., Cornell (1999); M.A., Cornell (1992); B.A., Beijing University (1988)

**Academic Experience:** N/A  
**Overseas Experience:** N/A  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese-5  
**Reading:** Chinese-5  
**Writing:** Chinese-5  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** Chinese language courses (Third-year Modern Chinese and Business Chinese)  
**Research/Teaching Specializations:** Technology and foreign language acquisition; Internet-related Chinese pop culture  
**Distinctions:** N/A  
**Recent Publications:** N/A  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Wang, Sixiang** **Postdoc/Fellow**

**Name (Title):** Sixiang Wang (2016-2017 Mellon Fellow)  
**Department (Tenure Status):** Department of East Asian Languages and Cultures (N/A)  
**Education:** Ph.D., Columbia University (2015)  
**Academic Experience:** No data  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese; Korean  
**Reading:** Chinese; Korean  
**Writing:** Chinese; Korean  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** “Korean History and Culture before 1900”, “History and Historiography of "Premodern" Korea”  
**Research/Teaching Specializations:** Cultural, literary, intellectual, and political history of Chosŏn period Korea  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Wang, Xiaowen** **Library Staff**

**Name (Title):** Xiaowen Wang (Administrative Associate, East Asia Library)  
**Department (Tenured?):** Stanford University Library (N/A)  
**Education:** No data  
**Academic Experience:** N/A  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese-5  
**Reading:** Chinese-5  
**Writing:** Chinese-5  
**Teaching/Research Time Devoted to East Asian Studies:** 50%  
**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Warren, Debbie**

**Staff**

**Name (Title):** Debbie Warren (Event Coordinator)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

**Wee, Johanna**

**Staff**

**Name (Title):** Johanna Wee (Sales and Marketing Manager)

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

**Education:** MA, San Francisco State University (2011); BA, Santa Clara University (1998)

**Academic Experience:** N/A

**Overseas Experience:** Japan: 2000-2001

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

**Speaking:** Japanese-2

**Reading:** Japanese-2

**Writing:** Japanese-1

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Weitzman, Lauren**

**Staff**

**Name (Title):** Lauren Weitzman (Program Manager, Governance Project and LAD, Center on Democracy, Development, and the Rule of Law)

**Department (Tenured?):** Freeman Spogli Institute for International Studies (N/A)

**Education:** M.A., Stanford University (2011); B.A., Washington University in St. Louis (2005)

**Academic Experience:** English teacher and Associate Coordinator, Center for Teaching and Learning in China; Office Manager and Registrar, Valley International Academy

**Overseas Experience:** China 2007-2009

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

**Speaking:** Japanese-2

**Reading:** Japanese-2

**Writing:** Japanese-1

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** popular nationalism in East Asia, conflict resolution and government efficacy

**Distinctions:** No data

**Recent Publications:** N/A

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

### Wigen, Kären

Faculty

**Name (Title):** Kären Wigen (Frances and Charles Field Professor in History)

**Department (Tenure Status):** History (Yes)

**Education:** Ph.D., University of California, Berkeley (1990); M.A., University of California, Berkeley (1985); B.A., University of Michigan, Ann Arbor (1980)

**Academic Experience:** Duke University (1990-2002)

**Overseas Experience:** Japan: Spring 2008 (teaching); 15 research trips since 1985.

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

**Speaking:** Japanese-4

**Reading:** Japanese-4

**Writing:** Japanese-3

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

**Area Courses Taught:** Approaches to History (HISTORY 304); Japan in the Age of the Samurai (HISTORY 194B); Maps in the Modern World (HISTORY 95N)

**Research/Teaching Specializations:** Maps and gazetteers as sources for cultural history in East Asia; cartography and empire; the regional concept in area studies; scale as an analytical category; historical geography of Japan; world history pedagogy.

**Distinctions:** 2006 ACLS Fellowship (American Council of Learned Societies) 2006 Stanford Humanities Center Faculty Fellowship 2006 NEH Award for Advanced Research 2005, 2003 Northeast Asia Council of the Association for Asian Studies, for Summer Workshop on Japanese Documents. 2003-'07 Japan Fund Grants for Summer Workshop, IIS, Stanford University. Ford Foundation Grant for Revitalizing Area Studies, for Oceans Connect: Phase II, Duke University (co-PI with Martin Lewis), 1999-2002 National Humanities Center Research Fellowship, 1999 John K. Fairbank Prize, Association of American Historians, 1995 SSRC Dissertation Fellowship, 1988 Fulbright-Hays Doctoral Dissertation Research Award, 1987 Japan Foundation Research Award, 1996 Japan Society Translation Award, 1980

**Recent Publications:** Kären Wigen, *A Malleable Map: Geographies of Restoration in Central Japan, 1600-1912*, 2012.; Kären Wigen, "The Past and Future of the Gaihozu (Japanese Imperial Maps): Guest Editor's Introduction." *Cross-Currents: East Asian History and Culture Review*, 1:1, pp. 132-136, 2012.; Kären Wigen, "Maps as metaphors: Charting approaches to inter-area history", In *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*, edited by David Palumbo-Liu, Bruce Robbins, and Nirvana Tanoukhi, Durham, NC: Duke University Press, pp. 138-154, 2011.

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

**Wolfe, Mikael D. Faculty****Name (Title):** Mikael D. Wolfe (Assistant Professor)**Department (Tenured?):** History (No)**Education:** Ph.D., The University of Chicago; M.A., The University of Chicago; B.A., Columbia University**Academic Experience:** Mellon Visiting Assistant Professor of Environmental History, University of California, Los Angeles (2010 - 2012); Visiting Fellow, Center for US-Mexican Studies, University of California-San Diego (2009 - 2010); Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame (2009 – 2009)**Overseas Experience:** N/A**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Spanish-4, French-5, Japanese-3, Korean-2**Reading:** Spanish-4, French-5, Japanese-3, Korean-2**Writing:** Spanish-4, French-5, Japanese-3, Korean-2**Teaching/Research Time Devoted to East Asian Studies:** 20%**Area Courses Taught:** N/A**Research/Teaching Specializations:** Modern Mexican and Latin American history, Environmental history, especially the socioeconomic and cultural dimensions of water management, engineering and technology, and climate change, Comparative and World History, especially between Latin America and the U.S. and Latin America and East Asia**Distinctions:** Graduate Student Teaching Award for Excellence in Course Design, University of Chicago (2009); Quinn Family Foundation Dissertation-Year Fellowship, University of Chicago Department of History (2006 - 2007); Fulbright-Garda Robles Fellowship, Fulbright-Garda Robles Mexico (2005 - 2006)**Recent Publications:** Mikael D. Wolfe, “The Sociolegal Redesignation of Ejido Land Use, 1856-1912,” in Matthew Butler and Antonio Escobar-Ohlmstede, ed. *Mexico in Transition: New perspectives on Mexican Agrarian History, Nineteenth and Twentieth Centuries/ México y sus transiciones: reconsideraciones sobre la historia agraria mexicana, siglos XIX y XX*, University of Texas-Austin and Centro de Investigaciones y Estudios Superiores en Antropología Social-Guadalajara, 2013.; Mikael D. Wolfe, “Considering the Alternatives: Multidisciplinary Perspectives on Agriculture, Water and Migration in Mexico under State Developmentalism and Neoliberalism,” *Mexican Studies/Estudios Mexicanos*, vol. 29, no. 1, 2013.; Mikael D. Wolfe, “The Historical Dynamics of Mexico’s Groundwater Crisis in La Laguna: Knowledge, Power and Profit, 1920s to 1960s,” *Mexican Studies/Estudios Mexicanos*, vol. 29, no 1, 2013.; Mikael D. Wolfe, “Bringing the Revolution to the Dam Site: How Technology, Labor and Nature Converged in the Microcosm of a Company Town in 1930s and 40s Mexico,” *Journal of the Southwest*, vol. 53, no. 1, 2011.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Wotipka, Christine Min Faculty****Name (Title):** Christine Min Wotipka (Associate Professor)**Department (Tenure Status):** School of Education (No)**Education:** Ph.D., Stanford University (2001); M.A., Stanford University (1999); B.A., University of Minnesota, Twin Cities (1993)

**Academic Experience:** Director, Masters Programs in International Comparative Education and International Educational Administration and Policy Analysis, School of Education, Stanford University (2007-present)

**Overseas Experience:** Morocco 1992; Thailand 1993-95 and 2008; Rep. of Korea 1995-96; Rep. of Georgia 2007.

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

**Speaking:** Thai-2, French 2

**Reading:** French-2

**Writing:** French-2

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

**Area Courses Taught:** Gender and Education in Global and Comparative Perspectives (FEMGEN 297, SOC 134)

**Research/Teaching Specializations:** Worldwide Expansion of Early Childhood Education Programs; Cross-National Analysis of Female Faculty; Cross-national representation of girls and women in social science textbooks, 1970-present.

**Distinctions:** 2010-12 Spencer Foundation Grant, Globalization, Citizenship, and Education: A Cross-National Study of Curricula, 1955-2005. (with F. Ramirez and J. Meyer). \$263,350; 2008-09 Non-Residential Faculty Research Fellowship, Clayman Institute for Gender Research, Stanford University; 2008 Clayman Institute Collaboration Fund Award, Clayman Institute for Gender Research, Stanford University; 2000-01 American Dissertation Fellowship, American Association of University Women; 1999-2000 MacArthur Consortium Fellowship, Center for International Security and Cooperation, Stanford University; 1999-2000 Graduate Dissertation Fellowship, Institute for Research on Women and Gender, Stanford University; 1994 John E. Turner Award for Outstanding Honors Thesis in 1993, Second Place, College of Liberal Arts, University of Minnesota; 1992 Phi Beta Kappa, University of Minnesota.

**Recent Publications:** Muller, Carol B., Stacy Blake-Beard, Sylvia Barsion, and Christine Min Wotipka, "Learning from the Experiences of Women of Color in MentorNet's One-on-One Program." *Journal of Women and Minorities in Science and Engineering* 18, 4, pp. 317-338, 2012.; Schrader, Corbin Elizabeth and Christine Min Wotipka, "History Transformed? Gender in the World War II Narratives in U.S. History Textbooks, 1956-2007", *Feminist Formations* 23, 3, pp. 68-88, 2012.

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

### **Xia, Qing**

**Library Staff**

**Name (Title):** Qing Xia (Chinese Cataloging/Acquisitions Specialist)

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

**Education:** No data

**Academic Experience:** N/A

**Overseas Experience:** No data

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** N/A

**Distinctions:** No data

**Recent Publications:** No data

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

### **Xie, Xiaoze**

**Faculty**

**Name (Title):** Xiaoze Xie (Paul L. and Phyllis Wattis Professor in Art)

**Department (Tenure Status):** Art & Art History (Yes)

**Education:** Ph.D., Master of Fine Arts; University of North Texas, Denton (1996); M.A., Central Academy of Arts and Design, Beijing (1992); B.A., Tsinghua University (1988)

**Academic Experience:** No data

**Overseas Experience:** Beijing, 2012

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

**Speaking:** Chinese 5

**Reading:** Chinese 5

**Writing:** Chinese 5

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** Painting

**Distinctions:** Pollock-Krasner Foundation Grant (2003); artist awards from Phoenix Art Museum (1999) and Dallas Museum of Art (1996)

**Recent Publications:** Morse, Trent, “Xiaoze Xie at Chambers Fine Art”, *ARTnews*, pp. 109, 2011.; Baker, Kenneth. “Library Still Lives Exude Elegiac Air”, *San Francisco Chronicle*, p. E3, January 9 2010.; Kelley, Jeff. “The Archivist” Catalogue essay, *Layers: Recent Works by Xiaoze Xie*, Chambers Fine Art, Beijing, China, 2010.; Bowie, Chas, “Quite a Group at Leach”, *The Oregonian*, February 26, 2010.

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

### **Xue, Li-Tai**

**Research Fellow**

**Name (Title):** Li-Tai Xue (Research Associate)

**Department (Tenure Status):** CISAC, Freeman Spogli Institute for International Studies (No)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** No data

**Distinctions:** No data

**Recent Publications:** John W. Lewis, Xue Litai, “Making China's Nuclear War Plan”, *Bulletin of the Atomic Scientists*, vol. 68, 5, 2012.

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

### **Xue, Zhaohui**

**Library Staff**

**Name (Title):** Zhaohui Xue (Chinese Studies Librarian)  
**Department (Tenured?):** East Asia Library (N/A)  
**Education:** No data  
**Academic Experience:** N/A  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** No data  
**Reading:** No data  
**Writing:** No data  
**Teaching/Research Time Devoted to East Asian Studies:** 100%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** N/A  
**Distinctions:** No data  
**Recent Publications:** No data  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A

**Yanagisako, Sylvia J. Faculty**

**Name (Title):** Sylvia J. Yanagisako (Edward Clark Crossett Professor of Humanistic Studies)  
**Department (Tenure Status):** Anthropology (Yes)  
**Education:** Ph.D., University of Washington (1975); M.A., University of Washington (1969); B.A., University of Washington (1967)  
**Academic Experience:** University of Washington, 1976-77  
**Overseas Experience:** No data  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** No data  
**Reading:** No data  
**Writing:** No data  
**Teaching/Research Time Devoted to East Asian Studies:** 10%  
**Area Courses Taught:** ANTHRO 349: Anthropology of Capitalism  
**Research/Teaching Specializations:** Kinship, gender, capitalism, and work in Italy and the U.S  
**Distinctions:** Awarded a distinguished scholar Senior Fellowship, Trustees of the National Humanities Center, Research Triangle Park (2001); Fellow, Center for Advanced Study in the Behavioral Sciences (1991-1992); Urban Studies Fellow Award, Program on Urban Studies, Stanford University (1982); Mellon Junior Faculty Leave Award, Stanford University (1978); Research Fellowship. Special Award to ten outstanding women graduate students., University of Washington (1974); National Science Foundation Traineeship, National Science Foundation (1972-1973); Dean's Award for Distinguished Teaching, School of Humanities and Sciences, Stanford University (1993)  
**Recent Publications:** Sylvia J. Yanagisako, "Transnational Family Capitalism: Producing 'Made in Italy' in China", In *Vital Relations: Modernity and the Persistent Life of Kinship*, edited by Susan McKinnon and Fenella Cannell, Santa Fe: SAR Press, pp. 63-84, 2013.; Sylvia J. Yanagisako, "Immaterial and Industrial Labor: on false binaries in Hardt and Negri's Trilogy", *Focaal: Journal of Global and Historical Anthropology*, volume 64, pp. 16-23, 2012.  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data

**Yang, Ai-Lin** **Library Staff****Name (Title):** Ai-Lin Yang (Technical Services Head/Chinese Technical Services Librarian)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Yang, Jidong** **Library Staff****Name (Title):** Jidong Yang (Head, East Asia Library)**Department (Tenured?):** Stanford University Library (N/A)**Education:** Ph.D., University of Pennsylvania; M.A., Rutgers University; B.A., Peking University**Academic Experience:** Head, Asia Library, University of Michigan (2008-2013); Chinese Studies Librarian, University of Pennsylvania (2000-2008)**Overseas Experience:** China**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese-5**Reading:** Chinese-5**Writing:** Chinese-5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** N/A**Research/Teaching Specializations:** Premodern China**Distinctions:** No data**Recent Publications:** "Transportation, Boarding, Lodging, and Trade along the Early Silk Road: A Preliminary Study of the Xuanquan Manuscripts," *Journal of the American Oriental Society*, 135.3 (2015), 421-432. "The McCartee Library and the East Asian Collection of the University of Pennsylvania," in Peter X. Zhou, ed., *Collecting Asia: East Asian Libraries in North America, 1868-2008* (Ann Arbor: Association for Asian Studies, 2009), pp. 54-65. "The Making, Writing, and Testing of Decisions in the Tang Government: A Study of the Role of the *Pan* in the 'Literary Bureaucracy' of Medieval China," *Chinese Literature: Essays, Articles, Reviews*, 29 (2007), 129-167.**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Yang, Yonghong Grace** **Library Staff****Name (Title):** Yonghong Yang (Access/Information Services Specialist)**Department (Tenured?):** East Asia Library (N/A)

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

Ye, Yinyu	Faculty
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**Name (Title):** Yinyu Ye (Kwoh-Ting Li Professor in the School of Engineering and Professor, by courtesy, of Electrical Engineering)  
**Department (Tenure Status):** Management Science and Engineering (Yes)  
**Education:** Ph.D., Stanford University (1988); M.A., Stanford University (1983); B.A., Huazhong University of Science and Technology (1982)  
**Academic Experience:** Hong Kong Polytechnic University; Tsinghua University; University of Iowa; Chinese University of Hong Kong; UC Berkeley; Cornell University  
**Overseas Experience:** China: 2000-01; 2006  
**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)  
**Speaking:** Chinese 5  
**Reading:** Chinese 5  
**Writing:** Chinese 5  
**Teaching/Research Time Devoted to East Asian Studies:** 20%  
**Area Courses Taught:** N/A  
**Research/Teaching Specializations:** Continuous and Discrete Optimization; Mathematical Programming; Algorithm Design and Analysis; Computational Game/Market Equilibrium; Metric Distance Geometry; Graph Realization; Dynamic Resource Allocation; Stochastic and Robust Decision Making  
**Distinctions:** John von Neumann Theory Prize, 2009; IBM Faculty Award, 2009  
**Recent Publications:** “On Doubly Positive Semidefinite Programming Relaxations,” (Fu, Ge and Ye), Journal of Computational Mathematics, Vol.36, No.3, 391–403 (2018); “A computation study on an integrated alternating direction method of multipliers for large scale optimization,” (Masoud Zarepisheh, Lei Xing, Yinyu Ye), Optimization Letters, 12(1), 3-15 (2018); “Extended ADMM and BCD for nonseparable convex minimization models with quadratic coupling terms: convergence analysis and insights,” (C Chen, M Li, X Liu, Y Ye), Math. Program. (2017). “Assessing the System Value of Optimal Load Shifting,” (James Merrick, Yinyu Ye, and Robert Entriken), IEEE Transactions on Smart Grid (Volume: PP, Issue: 99), Page(s): 1 – , 30 April 2017; “Folded Concave Penalized Sparse Linear Regression: Sparsity, Statistical Performance, and Algorithmic Theory for Local Solutions,” (Hongcheng Liu, Tao Yao, Runze Li, Ye), Mathematical programming 166 (1-2), 207-240, 2017  
**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data

**Yearley, Lee H. Faculty**

**Name (Title):** Lee H. Yearley (Walter Y. Evans-Wentz Professor of Oriental Philosophy, Religions and Ethics)

**Department (Tenured?):** Religious Studies (Yes)

**Education:** Ph.D., University of Chicago (1969), M.A., University of Chicago (1966), B.A., Haverford College (1962)

**Academic Experience:** 1987 – 1988, Amherst & The Five Colleges; 1991-1992, University of Chicago

**Overseas Experience:** N/A

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

**Speaking:** N/A

**Reading:** N/A

**Writing:** N/A

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

**Area Courses Taught:** Chuang Tzu (RELIGST 212); Perspectives on the Good Life (RELIGST 12N)

**Research/Teaching Specializations:** Comparative religious ethics, virtue theory, selected Christian thinkers, classical Chinese thought

**Distinctions:** Dinkelspiel Award for Distinctive Contributions to Undergraduate Education, 2015; Peter S. Bing Teaching Award for Excellence in Undergraduate Education, Stanford University, 1992

**Recent Publications:** “William James as Virtue Ethicist: The Heroic Virtue of Voluntary Poverty.” William James, *Moral Philosophy, and the Ethical Life*. Jacob L. Goodson, ed., Lanham, Maryland: Lexington Books, Rowman and Littlefield. 2018. pp. 251-284; “Conflict, Order, Harmony: The Modern Meaning of the Confucian Tradition”, *Frontiers of History in China*. 12.2 (2017), 155-180; “The Role and Pursuit of the Virtue of Equanimity in Ancient China and Greece.” in *The Good life and Conceptions of Life in Early China and Greco-Roman Antiquity*. R. King, ed., Berlin: De Gruyter Verlag. 2015. pp. 363-386; Lee H. Yearley, *Mengzi yu Akuina: meide lilun yu yonggan gainian*, trans. S. Zhonglian, Beijing: Zhongguo shehui kexue chubanshe, 2011

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

**Yeomans, Belinda A. Staff**

**Name (Title):** Belinda A. Yeomans (Associate Director, U.S.-Asia Security Initiative, Walter H. Shorenstein Asia-Pacific Research Center)

**Department (Tenure Status):** Freeman Spogli Institute for International Studies (N/A)

**Education:** Ph.D., Stanford University; M.A., University of California, Berkeley; B.A., Harvard University

**Academic Experience:** Presidio of Monterey’s Defense Language Institute Foreign Language Center; Johns Hopkins University’s School of Advanced International Studies; Monterey (now Middlebury) Institute of International Studies

**Overseas Experience:** No data

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

**Speaking:** No data

**Reading:** No data

**Writing:** No data

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

**Area Courses Taught:** N/A

**Research/Teaching Specializations:** U.S. security policy in the Indo-Asia-Pacific region

**Distinctions:** No data

**Recent Publications:** “ASEAN @ 50, Southeast Asia @ Risk: What Should Be Done?”, “Japan's Evolving Defense Policy and U.S.-Japan Security Cooperation: Expectations versus Reality”

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

### **Yoon, Hannah**

**Lecturer**

**Name (Title):** Hannah Yoon (Lecturer)

**Department (Tenure Status):** Stanford Language Center (No)

**Education:** No data

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Korean - 5

**Reading:** Korean - 5

**Writing:** Korean - 5

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

**Area Courses Taught:** First Year Korean, Second Year Korean, Third Year Korean

**Research/Teaching Specializations:** Korean language

**Distinctions:** No data

**Recent Publications:** No data

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

### **You, Hui (Daisy)**

**Lecturer**

**Name (Title):** Hui (Daisy) You (Lecturer)

**Department (Tenure Status):** Music (No)

**Education:** B.A., Shanghai Conservatory of Music (1987)

**Academic Experience:** No data

**Overseas Experience:** No data

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

**Speaking:** Chinese - 5

**Reading:** Chinese - 5

**Writing:** Chinese - 5

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

**Area Courses Taught:** Introduction to Gu-Zheng (Music 72GZ)

**Research/Teaching Specializations:** Gu-Zheng

**Distinctions:** Co-chair of the United States International Music Competition; Board of Directors of the Chinese Music Teacher's Association in Northern California; First place in Shanghai Spring Music Festival in 1986; Awards of Excellence in the Chinese Instruments Contest held in Beijing and the Zheng contest sponsored by Chinese Central TV Station in 1989.

**Recent Publications:** N/A

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

**You, Hui (Daisy) Lecturer****Name (Title):** Hui (Daisy) You (Lecturer)**Department (Tenure Status):** Music (No)**Education:** B.A., Shanghai Conservatory of Music (1987)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 5**Reading:** Chinese - 5**Writing:** Chinese - 5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Introduction to Gu-Zheng (Music 72GZ)**Research/Teaching Specializations:** Gu-Zheng**Distinctions:** Co-chair of the United States International Music Competition; Board of Directors of the Chinese Music Teacher's Association in Northern California; First place in Shanghai Spring Music Festival in 1986; Awards of Excellence in the Chinese Instruments Contest held in Beijing and the Zheng contest sponsored by Chinese Central TV Station in 1989.**Recent Publications:** N/A**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** No data**Yun, Hyunjeong Library Staff****Name (Title):** Hyunjeong Yun (Korean Acquisitions Specialist)**Department (Tenured?):** East Asia Library (N/A)**Education:** No data**Academic Experience:** N/A**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** No data**Reading:** No data**Writing:** No data**Teaching/Research Time Devoted to East Asian Studies:** 50%**Area Courses Taught:** N/A**Research/Teaching Specializations:** N/A**Distinctions:****Recent Publications:****Number of Theses Supervised in Last Five Years (BA/MA/PHD):** N/A**Zeng, Hong Language Lecturer****Name (Title):** Hong Zeng (Lecturer)**Department (Tenure Status):** Stanford Language Center (No)**Education:** M.A., UCLA (1995); B.A., Zhejiang University (1982)**Academic Experience:** No data**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese -5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** First-year Modern Chinese

**Research/Teaching Specializations:** None

**Distinctions:** Dean's Award as an Outstanding Teacher, 2001-2002

**Recent Publications:** N/A

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

### **Zhang, Dong**

**Postdoc/Fellow**

**Name (Title):** Dong Zheng (2016-2017 Shorenstein Postdoctoral Fellow in Contemporary Asia)

**Department (Tenure Status):** Freeman Spogli Institute for International Studies (N/A)

**Education:** Ph.D., Northwestern University; M.A., Peking University; B.A., Peking University

**Academic Experience:** No data

**Overseas Experience:** China

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** No data

**Research/Teaching Specializations:** political economy of development, with focus on the economic and political consequences of elite politics, and on the historical origins of long-run economic development

**Distinctions:** No data

**Recent Publications:** No data

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

### **Zhang, Youping**

**Language Lecturer**

**Name (Title):** Youping Zhang (Lecturer)

**Department (Tenure Status):** Stanford Language Center (No)

**Education:** Ph.D., Rutgers University (2009); M.A., Xiamen University, China (1994); B.A., Beijing Language and Culture University (1991)

**Academic Experience:** Rutgers University 1998-2009; University of New Hampshire 2003-2004

**Overseas Experience:** N/A

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

**Speaking:** Chinese-5

**Reading:** Chinese-5

**Writing:** Chinese-5

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

**Area Courses Taught:** First-Year Modern Chinese; Intermediate Chinese Conversation

**Research/Teaching Specializations:** Chinese as Foreign Language writing

**Distinctions:** N/A

**Recent Publications:** N/A

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

**Zhou, Xiaofang** **Lecturer****Name (Title):** Xiaofang Zhou (Lecturer)**Department (Tenure Status):** Stanford Language Center (No)**Education:** M.A., Beijing Language & Culture University, 2008**Academic Experience:** Chinese Lecturer, Stanford University (2010 – present); Residence Director & Lead Teacher, China Institute (2010-2012); Chinese Instructor, NYU (2009-2010); Chinese Lecturer, Princeton University (2008); Chinese Lecturer, Columbia University (2006-7).**Overseas Experience:** No data**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese - 5**Reading:** Chinese - 5**Writing:** Chinese - 5**Teaching/Research Time Devoted to East Asian Studies:** 100%**Area Courses Taught:** Advanced Chinese Conversation, First Quarter (CHINLANG 121); Advanced Chinese Conversation, Second Quarter (CHINLANG 122); Advanced Chinese Conversation, Third Quarter (CHINLANG 123); Fourth- Year Modern Chinese for Bilingual Students, First Quarter (CHINLANG 211B); Fourth-Year Modern Chinese for Bilingual Students, Second Quarter (CHINLANG 212B); Fourth-Year Modern Chinese for Bilingual Students, Third Quarter (CHINLANG 213B); Fourth-Year Modern Chinese, First Quarter (CHINLANG 211); Fourth-Year Modern Chinese, Second Quarter (CHINLANG 212); Fourth-Year Modern Chinese, Third Quarter (CHINLANG 213).**Distinctions:** No data**Recent Publications:** No data**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/0/0**Zhou, Xueguang** **Faculty****Name (Title):** Xueguang Zhou (Kwoh-Ting Li Professor in Economic Development and Senior Fellow at the Freeman Spogli Institute for International Studies)**Department (Tenure Status):** Sociology (Yes)**Education:** Ph.D., Stanford (1991); M.A., Stanford (1985); B.A., Fudan University (1982)**Academic Experience:** Duke University; Cornell University**Overseas Experience:** China, 1993-2009**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native)**Speaking:** Chinese 5**Reading:** Chinese 5**Writing:** Chinese 5**Teaching/Research Time Devoted to East Asian Studies:** 75%**Area Courses Taught:** Workshop: China Social Science (SOC 368W)**Research/Teaching Specializations:** Institutional change in contemporary Chinese society; government behaviors in China**Distinctions:** Fellow, Center for Advanced Studies in Behavioral Sciences; Guest professorship, Departments of Sociology, Tsinghua University, Beijing University, & the People's University of China; Research grants from National Science Foundation, Citicorp Social Science Research Council, Chiang King-Kao Foundation, and ASA/NSF Fund for the Advancement of the Discipline; Spencer Fellowship, 1993-94.

**Recent Publications:** Xueguang Zhou, Hong Lian, Leonard Ortolano and Yinyu Ye, “A Behavioral Model of ‘Muddling Through’ in the Chinese Bureaucracy”, *The China Journal*, 2013.; Xueguang Zhou, Shiding Liu, and Xiaoye Zhe, eds., *State Building and Government Behavior* (in Chinese, 国家建设与政府行为). Beijing: Chinese Social Science Press, 2012.; Xueguang Zhou, “Mobilizational State: Further Exploration in the Institutional Logic of State Governance in China”, (in Chinese, “运动型治理机制: 中国国家治理的制度逻辑再思考”) *Open Times* (开放时代) 9, pp. 100-120, 2012.; Xueguang Zhou, “The Road to Collective Debt in Rural China: Government Bureaucracies and Public Goods Provision,” *Modern China* 38 (3), pp. 271-307, (Also appeared in Chinese translation, “通往集体债务之路: 政府组织、社会制度与乡村中国的公共产品供给”公共行政评论 2012 年第 1 期,, pp. 46-77, 2012.; Xueguang Zhou, Yun Ai, and Hong Lian. “The Limit of Bureaucratic Power in Organizations: the Case of the Chinese Bureaucracy”, *Research in the Sociology of Organizations* 34, pp. 81-111, 2012.; Wei Zhao and Xueguang Zhou, “Status Inconsistency and Product Valuation in the California Wine Market”, *Organization Science* 22 (6), pp. 1435-48, 2011.; Xueguang Zhou, “The Autumn Harvest: Peasants and Markets in Post-Collective Rural China”, *China Quarterly* 208, pp. 911-929, 2011.; Xueguang Zhou and Lulu Li, “Rethinking Property Rights as a Relational Concept: Access to Financial Resources among Midsized and Small Firms in China”, *Chinese Sociological Review* 44(1), pp. 26-70, 2011.; Xueguang Zhou, “Authoritarian State and Effective Governance: the Institutional Logic of State Governance in Contemporary China”, (in Chinese) [权威体制与有效治理: 当代中国国家治理的制度逻辑] *Open Times* [开放时代]10, pp. 67-85, 2011.; Xueguang Zhou and Hong Lian, “Bargaining in the Chinese Bureaucracy”, (in Chinese) [政府内部上下级部门间谈判的一个分析模型] *Social Science in China* [中国社会科学] 5, pp. 80-96, 2011.; Xueguang Zhou and Yun Ai, “Multiple Logics of Institutional Change: Toward an Analytical Framework,” (in Chinese) [多重逻辑下的制度变迁: 一个分析框架] *Social Science in China* [中国社会科学] August(4), pp. 132-150, 2010.; Xueguang Zhou, “The Institutional Logic of Collusion among Local Governments in China”, *Modern China* 36 (1), pp. 47-78, 2010.; Xueguang Zhou, “Can a falling leaf tell the coming of the autumn? Making sense of village elections in a township, ..., and in China”, in *Growing Pain*, edited by J. Oi, S. Rozelle, and X. Zhou, Brookings Institution Press, (Also appeared in Chinese translation, “一叶知秋: 从一个乡镇的村庄选举看中国社会的制度变迁”, 社会 2009(3)), 2010.; Jean Oi, Scott Rozelle, Xueguang Zhou, eds., *Growing Pain: Tensions and Opportunities in China’s Transformation*, Stanford: APARC, 2010.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/2/1

### **Zhou, Yiqun**

**Faculty**

**Name (Title):** Yiqun Zhou (Associate Professor)

**Department (Tenure Status):** East Asian Languages & Cultures (Yes)

**Education:** Ph.D., University of Chicago (2004); B.A., Peking University (1990)

**Academic Experience:** Valparaiso University (2004-2006)

**Overseas Experience:** No data

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

**Speaking:** Chinese- 5

**Reading:** Chinese- 5

**Writing:** Chinese- 5

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

**Area Courses Taught:** Beginning Classical Chinese, Third Quarter (CHINA 107); Late Imperial Chinese Fiction (CHINA 369); Lives of Confucius (CHINA 178); The Chinese Family (CHINA 168).

**Research/Teaching Specializations:** Chinese and comparative family and women's history; Chinese religion and ritual; late imperial Chinese literature; China-Greece comparative studies

**Distinctions:** Whiting Dissertation Fellowship, 1999

**Recent Publications:** Yiqun Zhou, “Honglou Meng and Agrarian Values” Late Imperial China, 2013; 34 (1): 28-66; “The Status of Mothers in the Early Chinese Mourning System” *Toung Pao*, 2013; 99 (1-3): 1-52; Yiqun Zhou, *Festivals, Feasts, and Gender Relations in Ancient China and Greece*, New York: Cambridge University Press, 2010.; Yiqun Zhou, Chunsong Gan, eds., “Confucianism as Religion”, *Contemporary Chinese Thought*, M. E. Sharpe, 44.2, 2012-2013.; Yiqun Zhou, “Spatial Metaphors and Women’s Religious Activities in Ancient China and Greece”, In Shubha Pathak, ed., *Figuring Religions: Comparing Ideas, Images, and Activities*, Albany: State University of New York Press, pp.199-228, 2013.

**Number of Theses Supervised in Last Five Years (BA/MA/PHD):** 0/0/2

Zur, Dafna	Faculty
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**Name (Title):** Dafna Zur (Assistant Professor)

**Department (Tenured?):** East Asian Languages and Cultures (No)

**Education:** Ph.D., University of British Columbia, 2011; M.A., University of British Columbia, 2002; B.A., Hebrew University of Jerusalem, 1998

**Academic Experience:** Faculty Fellow, Stanford Ethics (2013 - 2014); Assistant Professor (Tenure Track), Department of East Asian Languages and Cultures, Stanford University (2012 - Present); Lecturer, Department of Korean Literature, Keimyung University (2011 - 2012); Language fellowship, Korea Foundation (1998 - 1999)

**Overseas Experience:** No data

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

**Speaking:** Korean – 4

**Reading:** Korean – 4

**Writing:** Korean – 4

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

**Area Courses Taught:** Humanities Core: Everybody Eats: The Language, Culture, and Ethics of Food in East Asia (HUMCORE 22, JAPAN 118, KOREA 118); Kangnam Style: Korean Soft Power in the Global Economy (KOREA 101N); More Real than Fiction: Perspectives of History and Theory in Modern Korean Literature (KOREA 350).

**Research/Teaching Specializations:** Korean literature, films and fiction. East Asian culture and literary theory.

**Distinctions:** Graduate Studies Fellowship, Korea Foundation (2009 - 2010); Outstanding Paper, Worldwide Consortium for Korean Studies, Hawai’i (2009); Graduate studies scholarship, Korea Foundation (2006 - 2007); Florence Tan Moesen Fellow, Library of Congress (2006); Graduate studies scholarship, Korea Foundation (2005 - 2006); 35th Korea Times Translation Award, First Place, Korea Times (2004); New Translator Award, First Prize, Korean Literature Translation Institute (KLTI) (2004); Translation Fellowship, ICF (2002 - 2004); University Graduate Fellowship, UBC (2002 - 2004); Graduate studies scholarship, Korea Foundation (2001 - 2002); Language scholarship, KLI, Yonsei University (1994)

**Recent Publications:** Modern Korean Literature and Cultural Identity in a Pre- and Post-Colonial Digital Age Routledge Handbook of Korean Culture and Society; Zur, D. Routledge. 2016: 193–205; Landscape of the heart in Homeless Angels and Hometown of the Heart Journal of Japanese and Korean Cinema, Zur, D., 2015; 7 (1): 10-27; More Let's Go to the Moon: Science Fiction in the North Korean Children's Magazine Adong Munhak, 1956-1965 JOURNAL OF ASIAN STUDIES, Zur, D. 2014; 73 (2): 327-351; More “They are still eating well, and living well”: The Grimms’ Tales in Early Colonial Korea Grimms' Tales around the Globe: The Dynamics of Their International Reception Zur, D. Michigan: Wayne State UP. 2014; “Children’s Literature in Late Colonial Korea” (2012) In: Azaleas: Journal of Korean Literature and Culture (Vol. 5). David McCann, ed. Harvard University Press, 347-353; “The Korean War in Children’s Picturebooks of the DPRK” (2011) In: Exploring North Korean Arts. Nuremberg: Verlag für moderne Kunst, 276-298; “Representations of the Korean War in North and South Korean Children’s Literature” Korea 2010: Politics, Economy, Society (Vol. 4) : 271-300; “Whose War Were We Fighting? Constructing Memory and Managing Trauma in South Korean Children’s Fiction” International Research in Children’s Literature, 2.2 (December 2009): 192-209.

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

**Position Description—VISITING FACULTY  
(Budget item 1Bi)**

*Note: Not all unique aspects of the job are covered by this job description*

**JOB PURPOSE:**

Working under the general direction of the Project Director and other NRC personnel, develop and implement one new course with 100% areas studies content.

**CORE DUTIES\*:**

- Teach one new course related to an NRC region.
- Be in residence at Stanford (unless offering online course) for one quarter.
- Serve as adviser and mentor for undergraduate and graduate students enrolled in the course and/or within the broader NRC program.

\* - Other duties may also be assigned

**MINIMUM REQUIREMENTS:**

**Education & Experience:**

Doctoral degree or combination of education and relevant experience commensurate with instruction in the subject area.

**Knowledge, Skills and Abilities:**

- Ability to develop curricula.
- Excellent oral, written, and analytical skills, exhibiting fluency in area of specialization.
- Ability to advise students.

**Certifications and Licenses:**

- For teaching jobs, advanced degree or certification may be required for some programs.

**COMPENSATION:**

\$15,000 per course

**Position Description—STUDENT CONTENT COORDINATOR  
(Budget item 8Dii)**

*Note: Not all unique aspects of the job are covered by this job description*

**JOB PURPOSE:**

Working under the supervision of area studies faculty and collaboratively with an instructional coach from the Stanford Graduate School of Education's Center to Support Excellence in Teaching (CSET), the Student Content Coordinator will assist in conceptualizing a professional development workshop on global topics for K-12 instructors: identifying major themes, potential guest faculty speakers, and campus archives, events, and activities related to the theme.

**CORE DUTIES\*:**

- Provide disciplinary and area knowledge for creation of a K-12 pedagogy workshop.
- Act on behalf of the supervisor, department manager, or chair in regards to establishing priorities and identifying and resolving problems.
- Oversee and/or perform duties associated with scheduling, organizing, and operating complex conferences, seminars, and events.
- Compose and draft documents and correspondence for presentations, course handouts, grants, conferences, seminars, and reports; perform substantial editing and fact checking. Create, maintain, modify, and/or ensure accuracy of content in various unit documents, displays, reports, brochures, social media, and/or websites.
- Plan and schedule calendar(s) with limited consultation, resolve calendaring conflicts, and arrange travel in compliance with unit, university, and sponsor policies.

\* - *Other duties may also be assigned*

**MINIMUM REQUIREMENTS:**

**Education & Experience:**

Bachelor's degree, and currently enrolled in an advanced degree program.

**Knowledge, Skills and Abilities:**

- Advanced computer skills and demonstrated experience with office software and email applications.
- Demonstrated success in following through and completing projects.
- Excellent organizational skills and attention to detail.
- Strong verbal and written communication skills.
- Excellent customer service and interpersonal skills.
- Ability to prioritize, multi-task, and assign work to others.
- Ability to take initiative and ownership of projects.
- Ability to routinely and independently exercise sound judgment in making decisions.

**Certifications and Licenses:**

None

**COMPENSATION:**

Graduate student: \$25/hour

**Position Description—STUDENT RESEARCHERS  
(Budget items 8Ai, 8Ji, 8Ki)**

*Note: Not all unique aspects of the job are covered by this job description*

**JOB PURPOSE:**

Provide research support for archivists, faculty, librarians, or others on specialized topics, utilizing area or international studies knowledge, specific tools or techniques. Carry out semi-independent projects in the related field for public dissemination.

**CORE DUTIES\*:**

- Research online and physical archives, digitize and organize course materials, and secure copyright releases.
- Assist with designing curricula materials and producing course aids.
- Work with scholars external to Stanford on outreach projects.
- Disseminate routine communications such as memos, notices, emails, and letters.
- Perform office duties including, but not limited to, entering data into basic tables, reports, or spreadsheets, and making copies.
- Arrange meetings and assist with routine conferences.
- Create and maintain files and filing systems.
- Graduate student researchers may be assigned additional responsibilities as necessary.

\* - *Other duties may also be assigned*

**MINIMUM REQUIREMENTS:**

**Education & Experience:**

Graduate Researchers: Bachelor's degree or equivalent; concurrent enrollment in Stanford degree program.

Undergraduate Researchers: High school diploma or equivalent; concurrent enrollment in Stanford degree program.

**Knowledge, Skills and Abilities:**

- Basic computer skills and demonstrated experience with office software and email applications.
- Ability to follow through and complete assigned tasks.
- Strong organizational skills and attention to detail.
- Strong verbal and written communication skills.
- Excellent customer service and interpersonal skills.

**Certifications and Licenses:**

None

**COMPENSATION:**

Graduate student: \$25/hour

Undergraduate student: \$18/hour

											100% E.A. content—Non-language				
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
<b>Anesthesia</b>															
SPR	ANES	207	01	2	2	MEDICAL ACUPUNCTURE	Golianu, B	100%	Chinese medicine		1	2	3	Y	Y
Total Anesthesia: 1															
<b>Anthropology</b>															
AUT	ANTHRO	282	01	4	4	MEDICAL ANTHROPOLOGY	Garcia, A	25%	Chinese medicine	ANTHRO 82, HUMBIO 176A	3	5	8	Y	Y
AUT	ANTHRO	320A	01	3	4	RACE, ETHNICITY & LANGUAGE (FORMATIONS)	Rosa, J	25%	Asian diaspora issues	EUC 389A, LINGUIST 253, CS	1	3	4	Y	Y
WIN	ANTHRO	398B	01	3	4	RACE, ETHNICITY & LANGUAGE (ETHNOGRAPHY)	Rosa, J	25%	Asian diaspora issues	EDUC 389B, LINGUIST 254	0	6	6	Y	
Total Anthropology: 3															
<b>Archaeology</b>															
SPR	ARCHLGY	135	01	3	5	E ASIAN ARCHAEOLOGY	Liu, L; Wang, J	100%		CHINA 175, CHINA 275, ARC	6	3	9	Y	
Total Archaeology: 1															
<b>Art History</b>															
AUT	ARTHIST	186B	01	4	4	ASIAN AMERICAN ART	Kwon, M	100%		ASNAMST 186B	23	1	24	Y	Y
AUT	ARTHIST	486A	01	5	5	CHINESE CALLIGRAPHY & PAINTING	Vinograd, R	100%			0	3	3	Y	
WIN	ARTHIST	188B	01	4	4	MODERN CHINESE ART	Vinograd, R	100%		ARTHIST 388B	5	4	9	Y	
WIN	ARTHIST	486A	01	5	5	CHINESE CALLIGRAPHY & PAINTING	Vinograd, R	100%			0	3	3	Y	
SPR	ARTHIST	287A	01	5	5	JAPANESE TEA CEREMONY	Harrison, L	100%		JAPAN 288	3	0	3		
Total Art History: 5															
<b>Asian American Studies</b>															
WIN	ASNAMST	193F	01	1	1	ASIAN AMERICAN PERSPECTIVES	Lin, O	100%		EDUC 193F	11	0	11	Y	Y
Total Asian American Studies: 1															
<b>Athletics</b>															
AUT	ATHLETIC	141C	01	1	1	TAE KWON DO	Cornell, S; Ghormley, T	100%			4	0	4	Y	Y
AUT	ATHLETIC	178M	01	1	1	WING CHUN KUNG FU	Ghormley, T	100%			1	0	1	Y	Y
AUT	ATHLETIC	181M	01	1	1	WUSHU	Ghormley, T	100%			3	1	4	Y	Y
AUT	ATHLETIC	3M	01	1	1	AIKIDO	Ghormley, T	100%			5	1	6	Y	Y
AUT	ATHLETIC	73M	01	1	1	SHOTOKAN KARATE	Ghormley, T	100%			0	2	2	Y	Y
AUT	ATHLETIC	75M	01	1	1	JUJITSU	Ghormley, T	100%			4	0	4	Y	Y
AUT	ATHLETIC	76M	01	1	1	KENDO	Ghormley, T	100%			3	0	3	Y	Y

											100% E.A. content—Non-language				
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
AUT	ATHLETIC	78M	01	1	1	KENPO KARATE	Ghormley, T	100%		ATHLETIC 38M	5	0	5	Y	Y
AUT	ATHLETIC	81M	01	1	1	MUAY THAI	Ghormley, T	100%			11	2	13	Y	Y
Total Athletics: 9															
<b>Civil &amp; Environmental Engineering</b>															
AUT	CEE	126	01	4	5	SUSTAINABLE URBAN DEVELOPMENT	Chan, D; Hsu, K	100%		EARTHSYS 138, IPS 274, URE	4	0	4		Y
WIN	CEE	64	01	3	3	AIR POLLUTION & GLOBAL WARMING	Jacobson, M; Cai	25%	China Environment Iss	CEE 263D	46	0	46	Y	Y
Total Civil & Environmental Engineering: 2															
<b>East Asian Languages &amp; Cultures</b>															
AUT	CHINA	105	01	2	5	BEGINNING CLASSICAL CHINESE	Sun, C	100%		CHINA 205	10	7	17	Y	Y
AUT	CHINA	111	01	4	5	LITERATURE IN 20TH CENTURY CHINA	Wang, B	100%		CHINA 211	6	4	10	Y	Y
AUT	CHINA	160	01	4	4	CLASSICAL POETRY	Egan, R	100%		CHINA 260	3	9	12	Y	
AUT	CHINA	176	01	3	4	EMERGENCE OF CHINESE CIVILIZATION	Liu, L; Wang, J	100%		ARCHLGY 111, CHINA 276	1	4	5	Y	Y
AUT	CHINA	200	03	1	12	DIRECTED READING IN CHINESE	Sun, C	100%			1	0	1	Y	Y
AUT	CHINA	200	07	1	12	DIRECTED READING IN CHINESE	Liu, L	100%			0	1	1	Y	Y
AUT	CHINA	340	01	2	5	CHINESE JUSTICE	Lee, H	100%			0	11	11		
AUT	CHINA	371	01	2	5	CRITICAL THEORY & CHINA	Wang, B	100%		COMPLIT 371	4	13	17	Y	Y
AUT	CHINA	801	02	0	0	TGR PROJECT	Sun, C	100%			0	1	1	Y	Y
AUT	CHINA	802	02	0	0	TGR DISSERTATION	Egan, R	100%			0	1	1	Y	Y
AUT	CHINA	802	04	0	0	TGR DISSERTATION	Liu, L	100%			0	1	1	Y	Y
AUT	CHINA	802	06	0	0	TGR DISSERTATION	Wang, B	100%			0	5	5	Y	Y
AUT	CHINA	151A	01	1	2	CHINESE MUSIC PERFORMANCE	Cai, J	100%			5	5	10		
AUT	CHINA	198C	01	1	1	SENIOR RESEARCH (CAPSTONE)	Sun, C	100%			1	0	1	Y	Y
AUT	CHINA	198H	03	2	5	SENIOR RESEARCH (THESIS)	Walder, A	100%			1	0	1	Y	Y
AUT	CHINA	392B	01	4	5	LAW & SOCIETY IN CHINA	Sommer, M	100%		HISTORY 392B	0	6	6	Y	
WIN	CHINA	106	01	2	5	BEGINNING CLASSICAL CHINESE	Sun, C	100%		CHINA 206	3	4	7	Y	Y
WIN	CHINA	110	01	3	4	HOW TO BE MODERN IN CHINA	Lee, H	100%			15	0	15	Y	
WIN	CHINA	153	01	3	5	CHINESE BODIES, CHINESE SELVES	Festa, P	100%		CHINA 253	6	5	11	Y	
WIN	CHINA	156	01	3	5	SINO-KOREAN RELATIONS	Wang, S	100%		KOREA 156, KOREA 256, CHI	6	5	11		
WIN	CHINA	191	01	2	4	THE STRUCTURE OF MODERN CHINESE	Sun, C	100%		CHINA 291	1	5	6	Y	Y
WIN	CHINA	199	04	1	4	INDIVIDUAL READING IN CHINESE	Egan, R	100%			0	2	2	Y	Y
WIN	CHINA	200	03	1	12	DIRECTED READING IN CHINESE	Wang, B	100%			0	1	1	Y	Y
WIN	CHINA	200	09	1	12	DIRECTED READING IN CHINESE	Lee, H	100%			0	1	1	Y	Y

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WIN	CHINA	201	01	3	5	RESEARCH METHODS IN CHINESE	Wang, B	100%			0	7	7	Y	Y
WIN	CHINA	209	01	2	5	ADVANCED CLASSICAL CHINESE	Bartlett, T	100%			0	6	6	Y	Y
WIN	CHINA	274	01	3	4	STUDY OF POETRY & LITERATI	Egan, R	100%		CHINA 174	0	8	8		
WIN	CHINA	390	02	1	1	PRACTICUM INTERNSHIP	Egan, R	100%			0	1	1	Y	Y
WIN	CHINA	801	04	0	0	TGR PROJECT	Liu, L	100%			0	1	1	Y	Y
WIN	CHINA	801	05	0	0	TGR PROJECT	Sun, C	100%			0	1	1	Y	Y
WIN	CHINA	802	02	0	0	TGR DISSERTATION	Wang, B	100%			0	5	5	Y	Y
WIN	CHINA	802	04	0	0	TGR DISSERTATION	Egan, R	100%			0	1	1	Y	Y
WIN	CHINA	802	05	0	0	TGR DISSERTATION	Lee, H	100%			0	1	1	Y	Y
WIN	CHINA	802	06	0	0	TGR DISSERTATION	Liu, L	100%			0	1	1	Y	Y
WIN	CHINA	151A	01	1	2	CHINESE MUSIC PERFORMANCE	Cai, J	100%			8	4	12		
WIN	CHINA	198C	05	1	1	SENIOR RESEARCH (CAPSTONE)	Sun, C	100%			1	0	1	Y	Y
WIN	CHINA	70N	01	3	4	ANIMAL PLANET & SPECIES	Lee, H	100%		COMPLIT 70N	14	0	14	Y	Y
SPR	CHINA	93	01	3	3	LATE IMPERIAL CHINA	Sommer, M	100%		HISTORY 193, FEMGEN 193,	12	3	15	Y	Y
SPR	CHINA	115	01	3	5	SEX, GENDER & POWER IN CHINA	Lee, H; Xu, H; Li	100%		CHINA 215, FEMGEN 150, FE	14	4	18	Y	Y
SPR	CHINA	151	01	3	4	CULTURE & CAPITALISM IN CHINA	Festa, P	100%		CHINA 251	6	2	8	Y	Y
SPR	CHINA	163	01	3	5	CHINESE BIOGRAPHIES OF WOMEN	Zhou, Y	100%		CHINA 263	1	6	7	Y	Y
SPR	CHINA	199	02	1	4	INDIVIDUAL READING IN CHINESE	Egan, R	100%			0	1	1	Y	Y
SPR	CHINA	199	06	1	4	INDIVIDUAL READING IN CHINESE	Wang, B	100%			1	0	1	Y	Y
SPR	CHINA	200	03	1	12	DIRECTED READING IN CHINESE	Wang, B	100%			0	2	2	Y	Y
SPR	CHINA	200	10	1	12	DIRECTED READING IN CHINESE	Egan, R	100%			0	3	3	Y	Y
SPR	CHINA	207	01	2	5	BEGINNING CLASSICAL CHINESE	Bartlett, T	100%		CHINA 107	2	4	6	Y	Y
SPR	CHINA	299	03	1	5	MA THESIS OR TRANSLATION	Sun, C	100%			0	1	1	Y	Y
SPR	CHINA	299	08	1	5	MA THESIS OR TRANSLATION	Egan, R	100%			0	3	3	Y	Y
SPR	CHINA	299	09	1	5	MA THESIS OR TRANSLATION	Festa, P	100%			0	1	1	Y	Y
SPR	CHINA	390	02	1	1	PRACTICUM INTERNSHIP	Egan, R	100%			0	1	1	Y	Y
SPR	CHINA	391	01	4	4	SEMINAR IN CHINESE SYNTAX	Sun, C	100%			0	3	3		
SPR	CHINA	801	05	0	0	TGR PROJECT	Sun, C	100%			0	2	2	Y	Y
SPR	CHINA	801	06	0	0	TGR PROJECT	Liu, L	100%			0	1	1	Y	Y
SPR	CHINA	802	02	0	0	TGR DISSERTATION	Egan, R	100%			0	1	1	Y	Y
SPR	CHINA	802	03	0	0	TGR DISSERTATION	Wang, B	100%			0	5	5	Y	Y
SPR	CHINA	802	04	0	0	TGR DISSERTATION	Lee, H	100%			0	1	1	Y	Y
SPR	CHINA	151A	01	1	2	CHINESE MUSIC PERFORMANCE	Cai, J	100%			5	6	11		
SPR	CHINA	495B	01	4	5	QING LEGAL DOCUMENTS	Sommer, M	100%		HISTORY 495B	0	3	3	Y	Y

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											U GRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
SPR	CHINA	92S	01	5	5	SHANGHAI: HOME OF SOJOURNERS	Hirata, K	100%		HISTORY 92S	2	1	3		
SUM	CHINA	10SC	01	2	2	LIFE IN AMERICA & CHINA	Lee, H	100%		COMPLIT 10SC	9	0	9		
SUM	CHINA	390	01	1	1	PRACTICUM INTERNSHIP	Egan, R	100%			0	1	1	Y	Y
SUM	CHINA	802	02	0	0	TGR DISSERTATION	Egan, R	100%			0	1	1	Y	Y
SUM	CHINA	802	04	0	0	TGR DISSERTATION	Wang, B	100%		FILMSTUD 235	0	1	1	Y	Y
SUM	CHINA	157S	01	3	5	EAST ASIA'S POLITICAL CULTURE	Wang, S	100%		KOREA 157S, JAPAN 157S	1	0	1		
WIN	CHINGEN	390	01	1	1	PRACTICUM INTERNSHIP	Egan, R	100%			0	1	1	Y	Y
AUT	CHINLIT	802	02	0	0	TGR DISSERTATION	Wang, B	100%			0	1	1	Y	Y
AUT	EALC	200	08	1	12	DIRECTED READINGS IN ASN LANG	Egan, R	100%			0	1	1	Y	Y
WIN	EALC	198	01	3	3	COLLOQUIUM IN CHINESE STUDIES	Zhou, Y	100%			6	0	6	Y	Y
WIN	EALC	200	06	1	12	DIRECTED READING IN ASN LANG	Liu, L	100%			0	1	1	Y	Y
SPR	EALC	36	01	1	1	DANGEROUS IDEAS	Satz, D	20%	Citizenship/freedom of	PHIL 36, HISTORY 3D, MUSI	##	0	##	Y	Y
SPR	EALC	402T	01	1	1	ENTREPRENEURSHIP IN ASIA	Dasher, R	100%		EE 402T	11	20	31	Y	Y
AUT	JAPAN	110	01	3	4	ROMANCE IN MODERN JAPANESE LIT	Reichert, J	100%		FEMGEN 110J, JAPAN 210, FE	34	8	42	Y	
AUT	JAPAN	164	01	3	5	INTRO TO PREMODERN JAPANESE	Harrison, L	100%		JAPAN 264	1	2	3		
AUT	JAPAN	197	01	2	4	POINTS IN JAPANESE GRAMMAR	Matsumoto, Y	100%		JAPAN 297	4	3	7		
AUT	JAPAN	200	02	1	12	DIRECTED READING IN JAPANESE	Reichert, J	100%			0	1	1	Y	Y
AUT	JAPAN	200	05	1	12	DIRECTED READING IN JAPANESE	Levy, I	100%			0	3	3	Y	Y
AUT	JAPAN	201	01	2	5	INTRO TO GRAD STUDY IN JAPANESE	Levy, I	100%			0	8	8		Y
AUT	JAPAN	299	05	1	5	MA THESIS OR TRANSLATION	Levy, I	100%			0	1	1	Y	Y
AUT	JAPAN	801	02	0	0	TGR PROJECT	Reichert, J	100%			0	2	2	Y	Y
AUT	JAPAN	802	02	0	0	TGR DISSERTATION	Carter, S	100%			0	2	2	Y	Y
AUT	JAPAN	802	03	0	0	TGR DISSERTATION	Reichert, J	100%			0	2	2	Y	Y
AUT	JAPAN	802	04	0	0	TGR DISSERTATION	Matsumoto, Y	100%			0	2	2	Y	Y
WIN	JAPAN	121	01	3	4	TRANSLATING JAPAN	Levy, I; Young,	100%		JAPAN 221, COMPLIT 142B	24	6	30		
WIN	JAPAN	151	01	3	5	JAPANESE BUSINESS CULTURE	Dasher, R	100%		JAPAN 251	4	8	12	Y	Y
WIN	JAPAN	155	01	3	4	THE VAMPIRE IN ANIME	Harrison, L	100%		JAPAN 255	2	0	2		
WIN	JAPAN	200	02	1	12	DIRECTED READING IN JAPANESE	Reichert, J	100%			0	2	2	Y	Y
WIN	JAPAN	235	01	2	4	READINGS IN JAPANESE I	Matsumoto, Y	100%			0	4	4	Y	Y
WIN	JAPAN	258	01	2	5	PREMODERN IN MODERN JAP LIT	Harrison, L	100%		JAPAN 158	0	2	2		
WIN	JAPAN	279	01	2	5	RESEARCH IN JAP LINGUISTICS	Matsumoto, Y	100%			2	1	3	Y	Y
WIN	JAPAN	350	01	1	5	JAPANESE HISTORICAL FICTION	Reichert, J	100%			0	7	7		
WIN	JAPAN	801	03	0	0	TGR PROJECT	Reichert, J	100%			0	2	2	Y	Y
WIN	JAPAN	802	02	0	0	TGR DISSERTATION	Reichert, J	100%			0	1	1	Y	Y

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											UGRAD	GRAD	TOTAL		
WIN	JAPAN	802	04	0	0	TGR DISSERTATION	Matsumoto, Y	100%			0	3	3	Y	Y
WIN	JAPAN	95A	02	1	1	JAPANESE ALT SPRING BREAK	Mukai, E	100%			8	0	8		
SPR	JAPAN	138	01	3	4	INTRO TO MODERN JAP LIT	Reichert, J	100%		JAPAN 238, COMPLIT 138A	18	3	21	Y	Y
SPR	JAPAN	200	02	1	12	DIRECTED READING IN JAPANESE	Reichert, J	100%			0	2	2	Y	Y
SPR	JAPAN	200	05	1	12	DIRECTED READING IN JAPANESE	Levy, J	100%			0	2	2	Y	Y
SPR	JAPAN	265	01	2	5	READINGS IN PREMODERN JAPANESE	Reichert, J	100%			0	5	5	Y	
SPR	JAPAN	801	02	0	0	TGR PROJECT	Reichert, J	100%			0	2	2	Y	Y
SPR	JAPAN	802	02	0	0	TGR DISSERTATION	Reichert, J	100%			0	1	1	Y	Y
SPR	JAPAN	802	03	0	0	TGR DISSERTATION	Carter, S	100%			0	2	2	Y	Y
SPR	JAPAN	802	04	0	0	TGR DISSERTATION	Matsumoto, Y	100%			0	3	3	Y	Y
SPR	JAPAN	252A	01	2	5	SPECIAL TOPICS IN JAPAN LIT	Levy, I; Toeda, H	100%			0	6	6		
SUM	JAPAN	200	02	1	12	DIRECTED READING IN JAPANESE	Reichert, J	100%			0	1	1	Y	Y
SUM	JAPAN	802	04	0	0	TGR DISSERTATION	Matsumoto, Y	100%			0	1	1	Y	Y
Total East Asian Languages & Cultures: 104															
Comparative Literature															
WIN	COMPLIT	195	01	5	5	INTRO TO COMP. STUDIES IN RACE	Jimenez, T; Palu	20%	Race & Ethnicity issue	PSYCH 155, CSRE 196C, ENG	74	0	74	Y	Y
Total Comparative Literature: 1															
Communication															
AUT	COMM	157	01	5	5	INFO IN AUTHORITARIAN REGIMES	Pan, J	50%	Autocracy & Censorsh	COMM 257, COMM 357	1	13	14	Y	Y
Total Communication: 1															
Earth Systems															
SPR	EARTHSYS	15	01	1	1	GENDER, RIGHTS & CLIMATE	Polk, E; Noonan,	20%	Asia case studies		8	1	9	Y	Y
SPR	EARTHSYS	106	01	5	5	WORLD FOOD ECONOMY	Burke, M; Naylo	25%	China/SE Asia case stu	ESS 106, EARTHSYS 206, ESS	37	18	55		
SPR	EARTHSYS	123	01	3	5	ASIAN AMERICANS & ENVIRON	Huang, V	100%		ASNAMST 123	1	1	2		
Total Earth Systems: 3															
East Asian Studies															
AUT	EASTASN	94	01	3	5	THE RISE OF CHINA	Miller, L	100%		EASTASN 294	5	20	25	Y	Y
AUT	EASTASN	300	04	1	7	GRADUATE DIRECTED READING	Miller, L	100%			0	1	1	Y	Y
AUT	EASTASN	300	14	1	7	GRADUATE DIRECTED READING	Dasher, R	100%			0	1	1	Y	Y
AUT	EASTASN	300	22	1	7	GRADUATE DIRECTED READING	Zhou, X	100%			0	1	1	Y	Y

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AUT	EASTASN	330	01	1	1	ISSUES & APPROACHES IN EAST ASIAN STUDIES	Miller, L	100%			0	23	23	Y	Y
AUT	EASTASN	390	02	1	1	PRACTICUM INTERNSHIP	Uchida, J	100%			0	2	2	Y	Y
AUT	EASTASN	801	06	0	0	TGR PROJECT	Dasher, R	100%			0	1	1	Y	Y
AUT	EASTASN	801	07	0	0	TGR PROJECT	Oi, J	100%			0	1	1	Y	Y
AUT	EASTASN	801	13	0	0	TGR PROJECT	Kohrman, M	100%			0	1	1	Y	Y
AUT	EASTASN	801	16	0	0	TGR PROJECT	Shin, G	100%			0	1	1	Y	Y
AUT	EASTASN	801	20	0	0	TGR PROJECT	Fingar, T	100%			0	2	2	Y	Y
AUT	EASTASN	801	23	0	0	TGR PROJECT	Armacost, M	100%			0	1	1	Y	Y
AUT	EASTASN	801	28	0	0	TGR PROJECT	Takeuchi, M	100%			0	1	1	Y	Y
WIN	EASTASN	97	01	3	5	INTL REL OF E ASIA SINCE WWII	Miller, L	100%		EASTASN 297	8	13	21	Y	Y
WIN	EASTASN	217	01	3	5	HEALTH IN EAST ASIA	Eggleston, K	100%		EASTASN 117	1	2	3	Y	Y
WIN	EASTASN	300	03	1	7	GRADUATE DIRECTED READING	Miller, L	100%			0	1	1	Y	Y
WIN	EASTASN	300	04	1	7	GRADUATE DIRECTED READING	Sneider, D	100%			0	1	1	Y	Y
WIN	EASTASN	300	06	1	7	GRADUATE DIRECTED READING	Fukuyama, Y	100%			0	1	1	Y	Y
WIN	EASTASN	300	11	1	7	GRADUATE DIRECTED READING	Hoshi, T	100%			0	1	1	Y	Y
WIN	EASTASN	300	15	1	7	GRADUATE DIRECTED READING	Egan, R	100%			0	1	1	Y	Y
WIN	EASTASN	300	21	1	7	GRADUATE DIRECTED READING	Stephens, D	100%			0	1	1	Y	Y
WIN	EASTASN	300	22	1	7	GRADUATE DIRECTED READING	Fingar, T	100%			0	1	1	Y	Y
WIN	EASTASN	300	23	1	7	GRADUATE DIRECTED READING	Reichert, J	100%			0	1	1	Y	Y
WIN	EASTASN	300	24	1	7	GRADUATE DIRECTED READING	Eggleston, K	100%			0	1	1	Y	Y
WIN	EASTASN	390	02	1	1	PRACTICUM INTERNSHIP	Uchida, J	100%			0	1	1	Y	Y
WIN	EASTASN	801	06	0	0	TGR PROJECT	Walder, A	100%			0	2	2	Y	Y
WIN	EASTASN	801	08	0	0	TGR PROJECT	Shin, G	100%			0	1	1	Y	Y
WIN	EASTASN	801	11	0	0	TGR PROJECT	Kohrman, M	100%			0	2	2	Y	Y
WIN	EASTASN	801	15	0	0	TGR PROJECT	Fingar, T	100%			0	1	1	Y	Y
WIN	EASTASN	801	26	0	0	TGR PROJECT	Levy, I	100%			0	1	1	Y	Y
WIN	EASTASN	801	27	0	0	TGR PROJECT	Sneider, D	100%			0	1	1	Y	Y
WIN	EASTASN	801	28	0	0	TGR PROJECT	Moon, Y	100%			0	1	1	Y	Y
WIN	EASTASN	801	29	0	0	TGR PROJECT	Takeuchi, M	100%			0	1	1	Y	Y
WIN	EASTASN	801	30	0	0	TGR PROJECT	Tse, E	100%			0	1	1	Y	Y
WIN	EASTASN	189K	01	3	3	EDUCATION & DEV. IN KOREA	Moon, R	100%		EASTASN 289K	4	2	6	Y	Y
SPR	EASTASN	105	01	3	5	DIGITAL CHINA	Chang, C	100%		EASTASN 205	1	3	4	Y	Y
SPR	EASTASN	143	01	3	5	TAIWAN'S DEMOCRATIC EVOLUTION	Templeman, K	100%		EASTASN 243	1	0	1		
SPR	EASTASN	153	01	3	5	JAPAN & THE WORLD: ECON & SECURITY	Hoshi, T; Lipsy	100%		EASTASN 153, ECON 120, PO	20	4	24	Y	Y

										100% E.A. content—Non-language							
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19		
											UGRAD	GRAD	TOTAL				
SPR	EASTASN	262	01	3	5	EVOLUTION OF MODERN CHINA	Miller, L	100%		EASTASN 162	0	2	2	Y	Y		
SPR	EASTASN	265	01	3	3	POL & DEV IN SOUTHEAST ASIA	Timberman, D	100%		EASTASN 165	3	0	3				
SPR	EASTASN	285	01	2	2	US, CHINA & GLOBAL SECURITY	Eikenberry, K	100%			2	18	20	Y	Y		
SPR	EASTASN	300	03	1	7	GRADUATE DIRECTED READING	Diamond, L	100%			0	1	1	Y	Y		
SPR	EASTASN	300	12	1	7	GRADUATE DIRECTED READING	Shin, G	100%			0	1	1	Y	Y		
SPR	EASTASN	300	15	1	7	GRADUATE DIRECTED READING	Dasher, R	100%			0	1	1	Y	Y		
SPR	EASTASN	390	03	1	1	PRACTICUM INTERNSHIP	Uchida, J	100%			0	2	2	Y	Y		
SPR	EASTASN	801	03	0	0	TGR PROJECT	Uchida, J	100%			0	2	2	Y	Y		
SPR	EASTASN	801	05	0	0	TGR PROJECT	Walder, A	100%			0	1	1	Y	Y		
SPR	EASTASN	801	08	0	0	TGR PROJECT	Wang, B	100%			0	1	1	Y	Y		
SPR	EASTASN	801	10	0	0	TGR PROJECT	Zhou, X	100%			0	1	1	Y	Y		
SPR	EASTASN	801	13	0	0	TGR PROJECT	Sneider, D	100%			0	1	1	Y	Y		
SPR	EASTASN	801	14	0	0	TGR PROJECT	Shin, G	100%			0	2	2	Y	Y		
SPR	EASTASN	801	17	0	0	TGR PROJECT	Kohrman, M	100%			0	1	1	Y	Y		
SPR	EASTASN	801	19	0	0	TGR PROJECT	Hope, N	100%			0	1	1	Y	Y		
SPR	EASTASN	801	23	0	0	TGR PROJECT	Fingar, T	100%			0	1	1	Y	Y		
SPR	EASTASN	801	24	0	0	TGR PROJECT	Diamond, L	100%			0	1	1	Y	Y		
SPR	EASTASN	801	32	0	0	TGR PROJECT	Levy, I	100%			0	1	1	Y	Y		
SPR	EASTASN	801	35	0	0	TGR PROJECT	McFaul, M	100%			0	1	1	Y	Y		
SPR	EASTASN	801	36	0	0	TGR PROJECT	Takeuchi, M	100%			0	1	1	Y	Y		
SPR	EASTASN	801	37	0	0	TGR PROJECT	Markus, H	100%			0	1	1	Y	Y		
SPR	EASTASN	801	38	0	0	TGR PROJECT	Pan, J	100%			0	1	1	Y	Y		
SUM	EASTASN	300	07	1	7	GRADUATE DIRECTED READING	Sneider, D	100%			0	1	1	Y	Y		
SUM	EASTASN	801	03	0	0	TGR PROJECT	Wang, B	100%			0	1	1	Y	Y		
SUM	EASTASN	801	09	0	0	TGR PROJECT	Miller, L	100%			0	1	1	Y	Y		
SUM	EASTASN	801	10	0	0	TGR PROJECT	Shin, G	100%			0	1	1	Y	Y		
SUM	EASTASN	801	15	0	0	TGR PROJECT	Walder, A	100%			0	2	2	Y	Y		
SUM	EASTASN	801	20	0	0	TGR PROJECT	Hoshi, T	100%			0	2	2	Y	Y		
SUM	EASTASN	801	21	0	0	TGR PROJECT	Dasher, R	100%			0	1	1	Y	Y		
SUM	EASTASN	801	22	0	0	TGR PROJECT	Reichert, J	100%			0	1	1	Y	Y		
SUM	EASTASN	801	23	0	0	TGR PROJECT	Diamond, L	100%			0	1	1	Y	Y		
SUM	EASTASN	801	24	0	0	TGR PROJECT	Takeuchi, M	100%			0	1	1	Y	Y		
Total East Asian Studies: 70																	

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											UGRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
<b>Economics</b>															
AUT	ECON	111	01	5	5	MONEY AND BANKING	Gould, A	25%	Asia economic case studies		28	1	29		
SPR	ECON	124	01	3	5	ECONOM DEVELOP. IN EAST ASIA	Lee, Y	100%	IPS 224		6	4	10	Y	Y
SUM	ECON	111	01	5	5	MONEY AND BANKING	Leeson, R	25%	Asia economic case studies		15	4	19	Y	Y
Total Economics: 3															
<b>Education</b>															
AUT	EDUC	149	01	3	5	STUDY OF BILINGUALISM	Valdes, G	25%	Linguistic case studies	EDUC 249	7	0	7	Y	Y
AUT	EDUC	202	01	4	4	INTRO TO COMP & INTL EDUC	Bromley, P	25%	Asia educational case studies		0	27	27	Y	Y
AUT	EDUC	387	01	1	5	STUDIES OF EDUC & POL SYSTEMS	Ramirez, F; Mey	25%	Asia educational case studies	SOC 311A	0	1	1		
AUT	EDUC	100A	01	1	1	SEMINAR: DEBATES IN EDUC	Antonio, A	15%	Visiting speakers talking about Asia		27	4	31	Y	Y
WIN	EDUC	335	01	3	4	DESIGNING INTERVENTIONS FOR GLOBAL HEALTH	Sorcar, P; Patel,	25%	Asian case studies related to	EDUC 135, AFRICAST 135, A	0	1	1		
WIN	EDUC	387	01	1	5	STUDIES OF EDUC & POL SYSTEMS	Ramirez, F; Mey	25%	Asia educational case studies	SOC 311A	0	4	4	Y	Y
WIN	EDUC	100B	01	1	1	SEMINAR: DEBATES IN EDUC	Antonio, A	15%	Visiting speakers talking about Asia		16	5	21	Y	Y
WIN	EDUC	306D	01	4	5	SOCIETAL & EDUC. CHANGE	Ramirez, F	25%	Discussions on Asian societies	EDUC 136, SOC 231	1	12	13	Y	Y
SPR	EDUC	181	01	4	4	MULTICULT ISSUES IN HIGHER EDUC	Antonio, A	15%	Asian-pacific ethnic issues	EDUC 381	1	1	2		
SPR	EDUC	387	01	1	5	STUDIES OF EDUC & POL SYSTEMS	Ramirez, F; Mey	25%	Asia educational case studies	SOC 311A	0	4	4	Y	Y
SPR	EDUC	100C	01	1	2	SEMINAR: RACE & HIGHER EDUC	Antonio, A	15%	Visiting speakers talking about Asia		8	3	11	Y	Y
SPR	EDUC	103B	01	3	5	RACE & LANG IN CLASSROOMS	Ball, A; Pena, C;	15%	Case studies on Asian languages	EDUC 337, AFRICAAM 106, C	15	1	16	Y	Y
SPR	EDUC	306B	01	3	5	GLOBAL EDUC POLICY & ORGANIZATION	Bromley, P	25%	Comparative approach to education	PUBLPOL 316	0	22	22	Y	Y
SPR	EDUC	389C	01	3	4	RACE, ETHNICITY & LANGUAGE	Martinez, R	15%	Issues with race and ethnicity	CSRE 385	3	3	6		
Total Education: 14															
<b>Engineering</b>															
SPR	ENGR	159Q	01	3	3	JAPANESE COMPANIES & SOCIETY	Sinclair, R	100%		MATSCI 159Q	16	1	17	Y	Y
Total Engineering: 1															
<b>Education as Self Fashioning</b>															
AUT	ESF	9	01	7	7	CHINESE TRADITIONS OF SELF	Egan, R	100%			15	0	15		Y
AUT	ESF	9A	01	7	7	CHINESE TRADITIONS OF SELF	Egan, R	100%			15	0	15		Y
Total Education as Self Fashioning: 2															
<b>Family &amp; Community Medicine</b>															
AUT	FAMMED	213	01	1	1	MEDICAL TAI CHI	Kane, B	100%			2	1	3	Y	Y

											100% E.A. content—Non-language				
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
WIN	FAMMED	213	01	1	1	MEDICAL TAI CHI	Kane, B	100%			0	1	1	Y	Y
SPR	FAMMED	213	01	1	1	MEDICAL TAI CHI	Kane, B	100%			2	1	3	Y	Y
Total Family Medicine & Community Health: 3															
<b>Film Studies</b>															
SPR	FILMSTUD	129	01	4	4	ANIMATION & ANIMATED FILM	Bukatman, S	25%	Asian anime and influ	FILMSTUD 329, AMSTUD 129	10	0	10	Y	Y
Total Film Studies: 1															
<b>Finance</b>															
AUT	FINANCE	377	01	3	3	CHINA'S FINANCIAL SYSTEM	Duffie, D	100%			1	22	23	Y	Y
Total Finance: 1															
<b>Global Studies</b>															
WIN	GLOBAL	101	01	3	3	GLOBAL STUDIES GATEWAY	Rakove, R	20%	Intro to area studies		8	0	8	Y	Y
WIN	GLOBAL	190	01	3	3	ILLCIT TRADE IN ART & ANTIQ.	De La Barre de N	20%	Asia case studies	GLOBAL 390	3	2	5		
SPR	GLOBAL	220	01	5	5	AMERICAN FOREIGN POLICY	McFaul, M	35%	Significant focus on pe	IPS 242, POLISCI 217A	1	0	1		Y
Total Global Studies: 3															
<b>Graduate Business School</b>															
WIN	GSBGEN	598	01	2	2	STANFORD-TSINGHUA EXCHANGE	Huang, S	100%			0	25	25	Y	Y
Total Graduate Business School: 1															
<b>History</b>															
AUT	HISTORY	290	01	5	5	NORTH KOREA, HISTORICAL	Moon, Y	100%		HISTORY 390	10	9	19	Y	Y
AUT	HISTORY	191B	01	5	5	THE CITY IN IMPERIAL CHINA	Lewis, M	100%		HISTORY 391B, HISTORY 91	3	6	9		Y
AUT	HISTORY	195C	01	5	5	MODERN JAPANESE HISTORY	Uchida, J	100%		HISTORY 95C	33	5	38	Y	Y
AUT	HISTORY	395B	01	4	5	EARLY MODERN JAPAN	Wigen, K	100%			0	6	6	Y	Y
WIN	HISTORY	97	01	3	3	SOUTHEAST ASIA: TO MODERN	Lewis, M	100%		HISTORY 197	10	3	13	Y	
WIN	HISTORY	98	01	3	3	THE HISTORY OF MODERN CHINA	Mullaney, T	100%		HISTORY 198	12	2	14	Y	Y
WIN	HISTORY	102	01	5	5	HISTORY OF THE INTL SYSTEM	Rakove, R	40%	Rise of communism ar	INTNLREL 102	30	0	30		
WIN	HISTORY	492	01	4	5	ANCIENT & MEDIEVAL CHINA	Lewis, M	100%			0	2	2	Y	Y
WIN	HISTORY	105C	01	5	5	HUMAN TRAFFICKING	Jolluck, K; Van S	20%	Asian case studies	HUMBIO 178T, CSRE 5C, EM	44	0	44	Y	Y
WIN	HISTORY	194B	01	5	5	JAPAN IN AGE OF THE SAMURAI	Wigen, K	100%		HISTORY 94B	9	0	9	Y	Y
WIN	HISTORY	292J	01	3	5	SINO-KOREAN RELATIONS	Wang, S	100%			1	0	1		

											100% E.A. content—Non-language					
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19	
											UGRAD	GRAD	TOTAL			
WIN	HISTORY	396D	01	4	5	HISTORIOGRAPHY OF MOD JAPAN	Uchida, J	100%				0	5	5	Y	
WIN	HISTORY	495A	01	4	5	QING LEGAL DOCUMENTS	Sommer, M	100%		CHINA 495A		0	4	4	Y	
WIN	HISTORY	97S	01	5	5	POLLUTION IN EAST ASIA	Seeley, J	100%				9	0	9		
SPR	HISTORY	95	01	3	3	MODERN KOREAN HISTORY	Moon, Y	100%		HISTORY 195, HISTORY 395		15	0	15	Y	Y
SPR	HISTORY	298	01	5	5	MODERN CHINA: INTEL. HIST	Mullaney, T	100%		HISTORY 398		2	3	5		Y
SPR	HISTORY	106A	01	5	5	GLOBAL HUMAN GEOGRAPHY	Lewis, M; Nasse	50%	Significant focus on Asian geography			20	2	22	Y	Y
SPR	HISTORY	390E	01	4	5	MOVIES AND EMPIRE IN E ASIA	Moon, Y	100%		HISTORY 290E		0	4	4	Y	Y
SPR	HISTORY	391E	01	4	5	MAPS & CONFLICT IN E ASIA	Wigen, K	100%		HISTORY 291E		0	4	4		
SPR	HISTORY	495B	01	4	5	QING LEGAL DOCUMENTS	Sommer, M	100%		CHINA 495B		0	2	2	Y	
Total History: 20																
<b>Health Research &amp; Policy</b>																
SPR	HRP	212	01	3	3	CROSS CULTURAL MEDICINE	Corso, I	20%	Asian case studies			1	2	3	Y	Y
Total Health Research & Policy: 1																
<b>Human Biology</b>																
WIN	HUMBIO	129S	01	4	4	GLOBAL PUBLIC HEALTH	Wise, P; Darmsta	25%	Chinese health issues			41	1	42	Y	Y
SPR	HUMBIO	27	01	1	1	TRADITIONAL CHINESE MEDICINE	Golianu, B	100%				26	1	27	Y	Y
SPR	HUMBIO	182	01	3	5	PATTERNS OF LAND USE	Ready, E	25%	Asian historical exam	ANTHRO 18, ARCHLGY 12, E		5	0	5		
Total Human Biology: 3																
<b>International Relations</b>																
AUT	INTNLREL	141A	01	5	5	HUMAN RIGHTS DOCUMENTARIES	Bojic, J	25%	Korea/China documentaries			16	0	16	Y	Y
SPR	INTNLREL	143	01	4	4	STATE & SOCIETY IN KOREA	Shin, G	100%		SOC 111, SOC 211		4	3	7	Y	Y
Total International Relations: 2																
<b>International Policy Studies</b>																
WIN	IPS	264	01	3	5	INTRO TO US FOREIGN POLICY IN SOUTH & EAST	Manuel, A	25%	China's impact in S. Asia			0	7	7	Y	Y
SPR	IPS	207	01	3	5	GOVERNANCE, CORRUPTION, DEVT	Aturupane, C	25%	Asia case studies			6	8	14	Y	Y
SPR	IPS	244	01	5	5	US POLICY TOWARD NE ASIA	Armacost, M; Fi	100%				7	12	19	Y	Y
SPR	IPS	246	01	4	4	CHINA ON WORLD STAGE	Fingar, T	100%				5	2	7	Y	Y
Total International Policy Studies: 4																
<b>Law</b>																

							100% E.A. content—Non-language								
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											UGRAD	GRAD	TOTAL		
AUT	LAW	5007	01	3	3	INTL BUSINESS NEGOTIATION	Finkelstein, J	20%	Asia case studies		0	21	21	Y	Y
AUT	LAW	5012	01	3	3	INTL CRIMINAL JUSTICE	Martinez, J; Van	20%	Cambodia case study		0	12	12		
AUT	LAW	5018	01	3	3	LEGAL INSTITUT. & GLOBAL ECO	Krishnamurthy, I	20%	Asian case studies		0	17	17		
AUT	LAW	5018	02	3	3	LEGAL INSTITUT. & GLOBAL ECO	Krishnamurthy, I	20%	Asian case studies		0	8	8		
AUT	LAW	5216	01	9	14	FOREIGN LEGAL STUDY: WASEDA	Weiner, A	100%			0	3	3	Y	Y
WIN	LAW	5008	01	1	1	INTL COMMERCIAL ARBITRATION	Born, G	25%	Asia case studies		0	21	21	Y	Y
WIN	LAW	5009	01	2	2	INTL CONFLICT RESOLUTION	Weiner, A	25%	Asia case studies	IPS 250, PSYCH 383	0	6	6	Y	Y
WIN	LAW	5010	01	3	3	INTERNATIONAL HUMAN RIGHTS	Van Schaack, E	25%	Asian human rights tribunals		0	6	6	Y	Y
WIN	LAW	5010	02	3	3	INTERNATIONAL HUMAN RIGHTS	Van Schaack, E	25%	Asian human rights tribunals		2	16	18	Y	Y
WIN	LAW	5011	01	3	3	INTL INVESTMENT LAW	Greenberg, J; Syl	20%	Asia case studies		0	12	12	Y	Y
WIN	LAW	5011	02	3	3	INTL INVESTMENT LAW	Greenberg, J; Syl	20%	Asia case studies		0	3	3	Y	Y
WIN	LAW	5014	01	3	3	INTL TRADE LAW	Sykes, A	25%	China trade		0	13	13	Y	Y
SPR	LAW	5001	01	3	3	CHINA LAW & BUSINESS	Gechlik, M	100%			0	9	9	Y	
SPR	LAW	5006	01	3	3	ADVISING CLIENTS: GLOBAL	Daines, R; Marti	25%	China case studies		0	9	9	Y	Y
SPR	LAW	5013	01	4	4	INTERNATIONAL LAW	Weiner, A	20%	Asia case studies		0	31	31	Y	Y
SPR	LAW	5016	01	3	3	JAPANESE LAW, SOC & ECONOMY	Milhaupt, C	100%			0	7	7		
Total Law: 16															
<b>Medicine</b>															
AUT	MED	232	01	2	2	DISCUSSIONS IN GLOBAL HEALTH	Barry, M; Hyde,	20%	Asia disaster case studies		5	10	15	Y	Y
AUT	MED	233	01	4	4	DISEASES & GLOBAL ORGANIZ.	Renault, C; Kach	20%	Diseases in Asia		0	1	1	Y	Y
WIN	MED	234	01	3	5	LITERATURE & GLOBAL HEALTH	Ikoku, A; Di Dio	15%	Asian medical authors	COMPLIT 229, FRENCH 229,	0	29	29	Y	Y
SPR	MED	236	01	3	3	ECON. OF INFECTIOUS DISEASES	Alsan, M	20%	Asia case studies	HUMBIO 124E	8	10	18		
Total Medicine: 4															
<b>Managerial Economics (Economic Analysis &amp; Policy)</b>															
SPR	MGTECON	300	01	3	3	GROWTH & STABIL. IN ECONOMY	Jones, C	20%	Asia studies of economic policy		0	61	61	Y	Y
SPR	MGTECON	300	02	3	3	GROWTH & STABIL. IN ECONOMY	Jones, C	20%	Asia studies of economic policy		0	44	44	Y	Y
SPR	MGTECON	300	03	3	3	GROWTH & STABIL. IN ECONOMY	Tonetti, C; Di Te	20%	Asia studies of economic policy		0	48	48	Y	Y
SPR	MGTECON	300	04	3	3	GROWTH & STABIL. IN ECONOMY	Tonetti, C; Di Te	20%	Asia studies of economic policy		0	56	56	Y	Y
SPR	MGTECON	300	05	3	3	GROWTH & STABIL. IN ECONOMY	Di Tella, S; Tone	20%	Asia studies of economic policy		0	48	48	Y	Y
SPR	MGTECON	300	06	3	3	GROWTH & STABIL. IN ECONOMY	Di Tella, S; Tone	20%	Asia studies of economic policy		0	7	7	Y	Y
Total Managerial Economics: 5															

											100% E.A. content—Non-language				
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
<b>Management Science &amp; Engineering</b>															
WIN	MS&E	185	01	4	4	GLOBAL WORK	Siino, R; Duarte,	20%	Challenges & issues in Asia		11	0	11	Y	Y
WIN	MS&E	271	01	3	4	GLOBAL ENTREPREN. MARKETING	Kosnik, T; Smith	15%	Asia's involvement in entrepreneurship		14	48	62	Y	Y
WIN	MS&E	92Q	01	3	3	INTL ENVIRONMENT POLICY	Weyant, J	20%	Asia case studies		9	1	10	Y	Y
SPR	MS&E	185	01	4	4	GLOBAL WORK	Hinds, P; Kaynal	20%	Challenges & issues in Asia		13	2	15	Y	Y
SPR	MS&E	93Q	01	3	3	NUCLEAR WEAPONS & TERROR	Hecker, S	25%	China & North Korea case studies		12	0	12	Y	Y
Total Management Science & Engineering: 5															
<b>Music</b>															
AUT	MUSIC	169	01	1	1	STANFORD TAIKO	Uyechi, L; Sano,	100%	Asian culture study		11	0	11	Y	Y
AUT	MUSIC	172G	01	1	3	GU-ZHENG	You, H	100%		0	2	2	Y	Y	
AUT	MUSIC	72G	01	1	1	GU-ZHENG CLASS	You, H	100%		6	3	9	Y	Y	
AUT	MUSIC	72GZ	01	0	0	INTRO TO GU-ZHENG	You, H	100%		1	4	5	Y	Y	
AUT	MUSIC	7B	01	3	3	MUSICAL CULTURES OF WORLD	Schultz, A	25%		55	0	55	Y	Y	
WIN	MUSIC	169	01	1	1	STANFORD TAIKO	Uyechi, L; Sano,	100%		15	1	16	Y	Y	
WIN	MUSIC	169Z	01	0	0	STANFORD TAIKO	Sano, S; Uyechi,	100%		0	1	1	Y	Y	
WIN	MUSIC	172G	01	1	3	GU-ZHENG	You, H	100%		0	2	2	Y	Y	
WIN	MUSIC	26N	01	4	4	JAPANESE ARTS: EXPLORATION	Kapuscinski, J	100%		9	0	9			
WIN	MUSIC	4SI	01	1	1	INTRO TO N AMERICAN TAIKO	Sano, S	100%		1	0	1	Y	Y	
WIN	MUSIC	72G	01	1	1	GU-ZHENG CLASS	You, H	100%		11	4	15	Y	Y	
WIN	MUSIC	72GZ	01	0	0	INTRO TO GU-ZHENG	You, H	100%		1	3	4	Y	Y	
SPR	MUSIC	169	01	1	1	STANFORD TAIKO	Uyechi, L; Sano,	100%		13	0	13	Y	Y	
SPR	MUSIC	272G	01	1	3	ADVANCED GU-ZHENG	You, H	100%		1	0	1	Y	Y	
SPR	MUSIC	72G	01	1	1	GU-ZHENG CLASS	You, H	100%		15	6	21	Y	Y	
SPR	MUSIC	72GZ	01	0	0	INTRO TO GU-ZHENG	You, H	100%		2	4	6	Y	Y	
Total Music: 16															
<b>Overseas Study Program: Beijing</b>															
AUT	OSPBEIJ	18	01	2	2	BEIJING EXTERNSHIP	Shi, M	100%			2	0	2	Y	Y
AUT	OSPBEIJ	20	01	4	4	COMM, CULTURE & SOC: CHINA	Gong, W	100%			2	0	2	Y	Y
AUT	OSPBEIJ	23	01	4	4	CHINA & GLOBAL CHALLENGES	Zha, D	100%			2	0	2	Y	Y
AUT	OSPBEIJ	58	01	5	5	CHINA IN THE WORLD ECONOMY	Hawke, F	100%			5	0	5	Y	Y
AUT	OSPBEIJ	61	01	3	5	CLASSICAL CHINESE RITUALS	Zhou, Y	100%			3	0	3	Y	Y
AUT	OSPBEIJ	62	01	3	5	THE CHINESE FAMILY	Zhou, Y	100%			4	0	4	Y	Y

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											UGRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
100% E.A. content—Non-language															
AUT	OSPBEIJ	82	01	4	4	GLOBALIZATION & CHINESE CITY	Shi, M	100%			4	0	4	Y	Y
AUT	OSPBEIJ	101C	01	5	5	THIRD YEAR MODERN CHINESE	Xu, J	100%			1	0	1	Y	Y
AUT	OSPBEIJ	199A	02	1	4	DIRECTED READING	Shi, M	100%			1	0	1	Y	Y
AUT	OSPBEIJ	1C	01	5	5	FIRST YEAR MODERN CHINESE	Wang, Y	100%			2	0	2	Y	Y
AUT	OSPBEIJ	211C	01	5	5	FOURTH YEAR MODERN CHINESE	Chen, L	100%			1	0	1	Y	Y
AUT	OSPBEIJ	21C	01	5	5	SECOND YEAR MODERN CHINESE	Chen, L	100%			3	0	3	Y	Y
AUT	OSPBEIJ	6C	01	2	2	BEGINNING CONVERS. CHINESE	Wang, Y	100%			2	0	2	Y	Y
SPR	OSPBEIJ	18	01	2	2	BEIJING EXTERNSHIP	Shi, M	100%			3	0	3	Y	Y
SPR	OSPBEIJ	20	01	4	4	COMM, CULTURE & SOC: CHINA	Gong, W	100%			7	0	7	Y	Y
SPR	OSPBEIJ	23	01	4	4	CHINA'S FOREIGN POLICY	Zha, D	100%			2	0	2	Y	Y
SPR	OSPBEIJ	24	01	5	5	CHINA'S ECONOMIC DEVELOP	Rozelle, S	100%			8	0	8	Y	Y
SPR	OSPBEIJ	25	01	4	4	CHINA & MEDIA MATTERS	FlorCruz, J	100%			3	0	3	Y	Y
SPR	OSPBEIJ	27	02	2	4	TOPICS IN CHINA'S DEVELOP	Rozelle, S	100%			1	0	1	Y	Y
SPR	OSPBEIJ	35	01	4	4	CHINA'S ENVIRONMENT CHALL	Zhang, S	100%			2	0	2	Y	Y
SPR	OSPBEIJ	58	01	5	5	CHINA IN THE WORLD ECONOMY	Hawke, F	100%			4	0	4	Y	Y
SPR	OSPBEIJ	82	01	4	4	GLOBALIZATION & CHINESE CITY	Shi, M	100%			8	0	8	Y	Y
SPR	OSPBEIJ	103C	01	5	5	THIRD YEAR MODERN CHINESE	?	100%			3	0	3	Y	Y
SPR	OSPBEIJ	23C	01	5	5	SECOND YEAR MODERN CHINESE	?	100%			8	0	8	Y	Y
SPR	OSPBEIJ	3C	01	5	5	FIRST YEAR MODERN CHINESE	?	100%			2	0	2	Y	Y
SUM	OSPGEN	136	01	2	2	CHINA TECH & ENGINEERING	Poon, A	100%			13	2	15		
Total Overseas Study Program Beijing: 26															
Overseas Study Program: Kyoto															
SPR	OSPKYOTC	13	01	4	4	RELIGION IN JAPAN'S CAPITAL	Ludvik, C	100%			14	0	14	Y	Y
SPR	OSPKYOTC	27	01	4	4	JAPANESE POPULAR CULTURE	Bradley, W	100%			17	0	17	Y	Y
SPR	OSPKYOTC	29	01	2	2	CULINARY ARTS OF JAPAN	Woodruff, D	100%			10	0	10	Y	Y
SPR	OSPKYOTC	34	01	3	3	GENDER & WORK IN US & JAPAN	Correll, S	100%			17	1	18	Y	Y
SPR	OSPKYOTC	36	02	1	3	SOCIOLOGY OF WORK IN JAPAN	Correll, S	100%			2	0	2	Y	Y
SPR	OSPKYOTC	38	01	4	4	CONTEMP. JAPANESE DESIGN	Cassim, J	100%			12	0	12	Y	Y
SPR	OSPKYOTC	73	01	4	4	ART OF INNOVATION: JAPAN	Sugai, P	100%			3	0	3	Y	Y
SPR	OSPKYOTC	103K	01	5	5	THIRD YEAR JAPANESE	Numaguchi, Y; S	100%			1	0	1	Y	Y
SPR	OSPKYOTC	21K	01	5	5	SECOND YEAR JAPANESE	Tanaka, K; Tsuji	100%			6	0	6	Y	Y
SPR	OSPKYOTC	23K	01	5	5	SECOND YEAR JAPANESE	staff	100%			11	0	11	Y	Y
SPR	OSPKYOTC	3K	01	5	5	FIRST YEAR JAPANESE	Tanaka, K; Tsuji	100%			14	0	14	Y	Y

											100% E.A. content—Non-language					
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19	
											UGRAD	GRAD	TOTAL			
SPR	OSPKYOTC	40M	01	5	5	WHAT IS ELECTRICAL ENGINEER	Dalmady, C	100%				9	0	9	Y	Y
Total Overseas Study Program Kyoto: 12																
<b>PE (Physical Education)</b>																
WIN	PE	140	01	1	1	TAIJI QUAN (TAI CHI)	Chen, G	100%				8	7	15	Y	Y
SPR	PE	140	01	1	1	TAIJI QUAN (TAI CHI)	Chen, G	100%				7	4	11	Y	Y
Total PE (Physical Education): 2																
<b>Pediatrics</b>																
WIN	PEDS	223	01	3	3	HUMAN RIGHTS, GLOBAL HEALTH	Patenaude, B	20%	Asia case studies			2	2	4	Y	Y
Total Pediatrics: 1																
<b>Political Economics</b>																
WIN	POLECON	351	01	3	3	GLOBAL BUSINESS	McLennan, W	25%	Asia case studies			0	18	18	Y	Y
WIN	POLECON	584	01	1	1	MANAGING POLITICAL RISK	Rice, C; Zegart, J	25%	Asia case studies			0	30	30	Y	Y
Total Political Economics: 2																
<b>Political Science</b>																
AUT	POLISCI	344U	01	3	5	POLITICAL ECONOMY	Foukas, V; Laitin, D	20%	Asia case studies	POLISCI 244U		0	4	4	Y	Y
AUT	POLISCI	411A	01	1	1	WORKSHOP IN INTL RELATIONS	Schultz, K	25%	Asia case studies			0	13	13	Y	Y
AUT	POLISCI	440A	01	3	5	THEORIES IN COMPAR. POLITICS	Laitin, D	25%	Asia case studies			0	10	10	Y	Y
AUT	POLISCI	440D	01	1	2	WORKSHOP IN COMPAR POLITICS	Foukas, V	50%	Asia case studies			0	20	20	Y	Y
WIN	POLISCI	110C	01	5	5	AMERICA & THE WORLD ECON.	Goldstein, J	25%	Foreign policy on Asia	POLISCI 110X		37	0	37	Y	Y
WIN	POLISCI	110X	01	5	5	AMERICA & THE WORLD ECON.	Goldstein, J	25%	Foreign policy on Asia	POLISCI 110C		15	0	15	Y	Y
WIN	POLISCI	136R	01	4	4	INTRO TO GLOBAL JUSTICE	Datta, P	20%	Asia readings and case studies	INTNLREL 136R, POLISCI 336R		20	1	21	Y	Y
WIN	POLISCI	226T	01	3	5	THE POLITICS OF EDUCATION	Moe, T	20%	Asia comparisons	POLISCI 326T		15	2	17	Y	Y
WIN	POLISCI	411B	01	1	2	WORKSHOP IN INTL RELATIONS	Schultz, K	25%	Asia case studies			0	10	10	Y	Y
WIN	POLISCI	440B	01	3	5	COMPAR. POLITICAL ECONOMY	Haber, S	25%	Asia case studies			0	9	9	Y	Y
WIN	POLISCI	440D	01	1	2	WORKSHOP IN COMPAR POLITICS	Foukas, V	50%	Asia case studies			0	20	20	Y	Y
SPR	POLISCI	334P	01	3	5	DEMOCRACY AND ITS CRITICS	Siu, A	20%	Asia case studies	AMSTUD 135, COMM 135, CC		0	1	1	Y	Y
SPR	POLISCI	440D	01	1	2	WORKSHOP IN COMPAR POLITICS	Foukas, V	50%	Asia case studies			0	16	16	Y	Y
SPR	POLISCI	443S	01	3	5	POL. ECON. OF REFORM IN CHINA	Oi, J	100%				1	6	7	Y	Y
SPR	POLISCI	448R	01	1	1	WORKSHOP: CHINA SOCIAL SCI	Walder, A; Zhou, X	100%		SOC 368W		0	2	2	Y	Y
Total Political Science: 15																

											100% E.A. content—Non-language				
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
<b>PWR (Program in Writing &amp; Rhetoric)</b>															
AUT	PWR	1LPG	01	4	4	R&W 1: INFRASTRUCTURE	Poggiali, L	20%	Asia case studies		15	0	15		
AUT	PWR	1LPG	02	4	4	R&W 1: INFRASTRUCTURE	Poggiali, L	20%	Asia case studies		14	0	14		
AUT	PWR	2GAW	01	4	4	R&W 2: COMMUNICATION	Watters, A	20%	Asia case studies		15	0	15	Y	Y
WIN	PWR	1LPG	01	4	4	R&W 1: INFRASTRUCTURE	Poggiali, L	20%	Asia case studies		13	0	13		
WIN	PWR	2GAW	01	4	4	R&W 2: COMMUNICATION	Watters, A	20%	Asia case studies		15	0	15	Y	Y
SPR	PWR	1IY	01	4	4	R&W 1: TRAVEL	Yamboliev, I	15%	Asia case studies		15	0	15		
SPR	PWR	1IY	02	4	4	R&W 1: TRAVEL	Yamboliev, I	15%	Asia case studies		15	0	15		
SPR	PWR	1LPG	01	4	4	R&W 1: INFRASTRUCTURE	Poggiali, L	20%	Asia case studies		10	0	10		
SPR	PWR	2GAW	01	4	4	R&W 2: COMMUNICATION	Watters, A	20%	Asia case studies		14	0	14	Y	Y
Total PWR (Program in Writing & Rhetoric): 9															
<b>REES (Russian, East European &amp; Eurasian)</b>															
WIN	REES	325	01	4	5	RUSSIAN EMPIRE: EUROPE & ASIA	Kollmann, N	50%	Asian contextualization	HISTORY 225, HISTORY 325	0	3	3		
SPR	REES	313	01	3	5	TRANSF. OF SOCIALIST SOCIETIES	Young, P	30%	China economy	SOC 213A, SOC 313A	1	10	11	Y	Y
Total REES (Russian, East European & Eurasian): 2															
<b>Religious Studies</b>															
AUT	RELIGST	212	01	5	5	CHUANG TZU	Yearley, L; Ahm	100%			16	0	16	Y	Y
AUT	RELIGST	343	01	4	4	ANTHROPOLOGY OF BUDDHISM	Kaloyanides, A	100%			0	3	3		
AUT	RELIGST	385	23	1	15	RESEARCH IN BUDDHIST STUDIES	Kieschnick, J	100%			0	3	3	Y	Y
WIN	RELIGST	181	01	5	5	HEIDEGGER AND DAOISM	Sheehan, T	100%		PHIL 133S	4	1	5	Y	Y
WIN	RELIGST	385	10	1	15	RESEARCH IN BUDDHIST STUDIES	Harrison, P	100%			0	1	1	Y	Y
WIN	RELIGST	385	23	1	15	RESEARCH IN BUDDHIST STUDIES	Kieschnick, J	100%			0	3	3	Y	Y
WIN	RELIGST	2N	01	4	4	RELIGION IN ANIME AND MANGA	Mross, M	100%			11	0	11	Y	Y
SPR	RELIGST	55	01	4	4	EXPLORING ZEN BUDDHISM	Mross, M; Ding,	100%			17	0	17	Y	Y
SPR	RELIGST	56	01	4	4	EXPLORING CHINESE RELIGIONS	Kieschnick, J; Tu	100%			9	0	9		Y
SPR	RELIGST	347	01	3	5	CHINESE BUDDHIST TEXTS	Kieschnick, J	100%			0	5	5		Y
SPR	RELIGST	385	10	1	15	RESEARCH IN BUDDHIST STUDIES	Harrison, P	100%			0	1	1	Y	Y
SPR	RELIGST	385	23	1	15	RESEARCH IN BUDDHIST STUDIES	Kieschnick, J	100%			0	5	5	Y	Y
Total Religious Studies: 12															
Stanford Language Center															

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											UGRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
AUT	CHINLANG	1	01	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			12	1	13	Y	Y
AUT	CHINLANG	1	02	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			7	1	8	Y	Y
AUT	CHINLANG	1	04	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			7	1	8	Y	Y
AUT	CHINLANG	1	03	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			4	0	4	Y	Y
AUT	CHINLANG	1	05	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			8	1	9	Y	Y
AUT	CHINLANG	2	01	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			8	0	8	Y	Y
AUT	CHINLANG	3	01	5	5	FIRST YEAR CHINESE	Lin, N	100%			5	1	6	Y	Y
AUT	CHINLANG	6	01	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			3	2	5	Y	Y
AUT	CHINLANG	6	02	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			1	2	3	Y	Y
AUT	CHINLANG	6	03	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			2	6	8	Y	Y
AUT	CHINLANG	10	01	2	2	BEGINNING TAIWANESE	Lin, N	100%			5	0	5	Y	Y
AUT	CHINLANG	15	01	2	2	BEGINNING CONVERS. CANTONESE	Dennig, S	100%			8	0	8	Y	Y
AUT	CHINLANG	21	01	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			4	1	5	Y	Y
AUT	CHINLANG	21	02	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			8	0	8	Y	Y
AUT	CHINLANG	21	03	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			10	0	10	Y	Y
AUT	CHINLANG	27	01	2	2	INTERMED. CONVERS. CHINESE	Zhang, Y	100%			5	1	6	Y	Y
AUT	CHINLANG	41	01	2	2	INTERM-ADV CONVERS. CHINESE	Chung, M	100%			6	2	8	Y	Y
AUT	CHINLANG	101	01	5	5	THIRD YEAR CHINESE	Tang, L; Bao, Y	100%			8	1	9	Y	Y
AUT	CHINLANG	101	02	5	5	THIRD YEAR CHINESE	Tang, L; Bao, Y	100%			10	1	11	Y	Y
AUT	CHINLANG	121	01	2	2	ADVANCED CONVERS. CHINESE	Zhou, X	100%			4	2	6	Y	Y
AUT	CHINLANG	125	01	3	3	CHINESE THRU MODERN FICTION	Wang, H	100%		CHINLANG 225	2	1	3	Y	Y
AUT	CHINLANG	131	01	3	4	BUSINESS CHINESE	Wang, H	100%			5	3	8	Y	Y
AUT	CHINLANG	200	02	1	5	DIRECTED READING	Dennig, S	100%			2	0	2	Y	Y
AUT	CHINLANG	211	01	5	5	FOURTH YEAR CHINESE	Zhou, X	100%			6	0	6	Y	Y
AUT	CHINLANG	394	02	1	3	GRAD STUDIES: CHINESE CONVERS.	Dennig, S	100%			0	1	1	Y	Y
AUT	CHINLANG	394	06	1	3	GRAD STUDIES: CHINESE CONVERS.	DiBello, M	100%			0	3	3	Y	Y
AUT	CHINLANG	395	07	1	5	GRAD STUDIES: CHINESE	Zhou, X	100%			0	2	2	Y	Y
AUT	CHINLANG	395	08	1	5	GRAD STUDIES: CHINESE	Zeng, H	100%			0	2	2	Y	Y
AUT	CHINLANG	395	10	5	5	GRAD STUDIES: CHINESE	Zhang, Y	100%			0	1	1	Y	Y
AUT	CHINLANG	101B	01	3	3	THIRD YEAR CHINESE	Wang, H	100%			3	1	4	Y	Y
AUT	CHINLANG	15M	01	2	2	BEGIN CONVERS. CANTONESE FOR MANDARIN SP	Dennig, S	100%			4	1	5	Y	Y
AUT	CHINLANG	1B	01	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			9	3	12	Y	Y
AUT	CHINLANG	1B	02	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			8	0	8	Y	Y
AUT	CHINLANG	20A	01	2	2	CANTONESE THROUGH FILMS	Dennig, S	100%			1	0	1	Y	Y

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											UGRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
AUT	CHINLANG	211B	01	3	3	FOURTH YR CHINESE FOR BILINGUAL	Zhou, X	100%			2	1	3	Y	Y
AUT	CHINLANG	21B	01	3	3	SECOND YR CHINESE FOR BILINGUAL	Tang, L	100%			3	0	3	Y	Y
AUT	CHINLANG	21B	02	3	3	SECOND YEAR CHINESE FOR BILINGUAL	Tang, L	100%			3	2	5	Y	Y
AUT	CHINLANG	231A	01	2	2	FIFTH YR CHINESE: ISSUES	Wang, H	100%			5	3	8	Y	Y
AUT	CHINLANG	231B	01	2	2	FIFTH YR CHINESE: TEXTS	Wang, H	100%			3	4	7	Y	Y
WIN	CHINLANG	1	01	5	5	FIRST YEAR CHINESE	Lin, N	100%			6	3	9	Y	Y
WIN	CHINLANG	2	01	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			8	1	9	Y	Y
WIN	CHINLANG	2	02	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			10	0	10	Y	Y
WIN	CHINLANG	2	04	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			6	0	6	Y	Y
WIN	CHINLANG	2	05	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			5	1	6	Y	Y
WIN	CHINLANG	2	03	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			4	0	4	Y	Y
WIN	CHINLANG	3	01	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			4	0	4	Y	Y
WIN	CHINLANG	7	01	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			2	4	6	Y	Y
WIN	CHINLANG	7	02	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			0	2	2	Y	Y
WIN	CHINLANG	7	03	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			3	4	7	Y	Y
WIN	CHINLANG	11	01	2	2	BEGINNING TAIWANESE	Lin, N	100%			2	0	2	Y	Y
WIN	CHINLANG	16	01	2	2	BEGINNING CONVERS. CANTONESE	Dennig, S	100%			6	2	8	Y	Y
WIN	CHINLANG	19	01	2	2	INTERMED. CONVERS. CANTONESE	Dennig, S	100%			0	1	1	Y	Y
WIN	CHINLANG	22	01	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			4	0	4	Y	Y
WIN	CHINLANG	22	02	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			11	0	11	Y	Y
WIN	CHINLANG	22	03	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			9	0	9	Y	Y
WIN	CHINLANG	28	01	2	2	INTERMED. CONVERS. CHINESE	Zhang, Y	100%			5	2	7	Y	Y
WIN	CHINLANG	42	01	2	2	INTERM-ADV CONVERS. CHINESE	Chung, M	100%			7	1	8	Y	Y
WIN	CHINLANG	102	01	5	5	THIRD YEAR CHINESE	Tang, L; Bao, Y	100%			6	1	7	Y	Y
WIN	CHINLANG	102	02	5	5	THIRD YEAR CHINESE	Tang, L; Bao, Y	100%			8	1	9	Y	Y
WIN	CHINLANG	122	01	2	2	ADVANCED CONVERS. CHINESE	Zhou, X	100%			5	2	7	Y	Y
WIN	CHINLANG	132	01	3	4	BUSINESS CHINESE	Wang, H	100%			4	2	6	Y	Y
WIN	CHINLANG	200	03	1	5	DIRECTED READING	Dennig, S	100%			1	0	1	Y	Y
WIN	CHINLANG	212	01	5	5	FOURTH YEAR CHINESE	Zhou, X	100%			2	0	2	Y	Y
WIN	CHINLANG	394	02	1	3	GRAD STUDIES: CHINESE CONVERS.	Dennig, S	100%			0	1	1	Y	Y
WIN	CHINLANG	394	11	1	3	GRAD STUDIES: CHINESE CONVERS.	DiBello, M	100%			0	2	2	Y	Y
WIN	CHINLANG	395	02	1	5	GRAD STUDIES: CHINESE	Lin, N	100%			0	1	1	Y	Y
WIN	CHINLANG	395	03	1	5	GRAD STUDIES: CHINESE	Wang, H	100%			0	1	1	Y	Y
WIN	CHINLANG	395	05	1	5	GRAD STUDIES: CHINESE	Dennig, S	100%			0	1	1	Y	Y

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											UGRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
WIN	CHINLANG	395	07	1	5	GRAD STUDIES: CHINESE	Zhou, X	100%			0	1	1	Y	Y
WIN	CHINLANG	395	08	1	5	GRAD STUDIES: CHINESE	Tang, L	100%			0	1	1	Y	Y
WIN	CHINLANG	395	09	1	5	GRAD STUDIES: CHINESE	Zeng, H	100%			0	1	1	Y	Y
WIN	CHINLANG	395	10	1	5	GRAD STUDIES: CHINESE	Zhang, Y	100%			0	1	1	Y	Y
WIN	CHINLANG	102B	01	3	3	THIRD YR CHINESE FOR BILINGUAL	Tang, L	100%			2	1	3	Y	Y
WIN	CHINLANG	16M	01	2	2	BEGIN CONVERS. CANTONESE FOR MANDARIN SP	Dennig, S	100%			4	1	5	Y	Y
WIN	CHINLANG	20B	01	2	2	CANTONESE THROUGH FILMS	Dennig, S	100%			2	0	2	Y	Y
WIN	CHINLANG	212B	01	3	3	FOURTH YR CHINESE FOR BILINGUAL	Zhou, X	100%			2	1	3	Y	Y
WIN	CHINLANG	22B	01	3	3	SECOND YR CHINESE FOR BILINGUAL	Tang, L	100%			10	1	11	Y	Y
WIN	CHINLANG	232A	01	2	2	FIFTH YR CHINESE: ISSUES	Wang, H	100%			2	6	8	Y	Y
WIN	CHINLANG	232B	01	2	2	FIFTH YR CHINESE: TEXTS	Wang, H	100%			2	5	7	Y	Y
WIN	CHINLANG	2B	01	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			7	3	10	Y	Y
WIN	CHINLANG	2B	02	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			7	0	7	Y	Y
SPR	CHINLANG	1	01	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			10	0	10	Y	Y
SPR	CHINLANG	2	01	5	5	FIRST YEAR CHINESE	Lin, N	100%			6	2	8	Y	Y
SPR	CHINLANG	3	01	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			6	1	7	Y	Y
SPR	CHINLANG	3	02	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			4	0	4	Y	Y
SPR	CHINLANG	3	03	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			3	0	3	Y	Y
SPR	CHINLANG	3	04	5	5	FIRST YEAR CHINESE	Zeng, H; Hosek,	100%			7	1	8	Y	Y
SPR	CHINLANG	3	05	5	5	FIRST YEAR CHINESE	Zhang, Y	100%			6	0	6	Y	Y
SPR	CHINLANG	8	01	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			1	3	4	Y	Y
SPR	CHINLANG	8	02	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			0	2	2	Y	Y
SPR	CHINLANG	8	03	2	2	BEGINNING CONVERS. CHINESE	DiBello, M	100%			2	4	6	Y	Y
SPR	CHINLANG	12	01	2	2	BEGINNING TAIWANESE	Lin, N	100%			2	0	2	Y	Y
SPR	CHINLANG	17	01	2	2	BEGINNING CONVERS. CANTONESE	Dennig, S	100%			4	1	5	Y	Y
SPR	CHINLANG	20	01	2	2	INTERMED. CONVERS. CANTONESE	Dennig, S	100%			3	0	3	Y	Y
SPR	CHINLANG	23	01	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			6	0	6	Y	Y
SPR	CHINLANG	23	02	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			8	1	9	Y	Y
SPR	CHINLANG	23	03	5	5	SECOND YEAR CHINESE	Chung, M; Huert	100%			5	0	5	Y	Y
SPR	CHINLANG	29	01	2	2	INTERMED. CONVERS. CHINESE	Zhang, Y	100%			4	0	4	Y	Y
SPR	CHINLANG	43	01	2	2	INTERM-ADV CONVERS. CHINESE	Chung, M	100%			3	1	4	Y	Y
SPR	CHINLANG	103	01	5	5	THIRD YEAR CHINESE	Tang, L	100%			4	1	5	Y	Y
SPR	CHINLANG	103	02	5	5	THIRD YEAR CHINESE	Tang, L	100%			6	1	7	Y	Y
SPR	CHINLANG	123	01	2	2	ADVANCED CONVERS. CHINESE	Zhou, X	100%			8	3	11	Y	Y

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	100% E.A. content—Non-language				
											16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
SPR	CHINLANG	133	01	3	4	BUSINESS CHINESE	Wang, H	100%			4	2	6	Y	Y
SPR	CHINLANG	213	01	5	5	FOURTH YEAR CHINESE	Zhou, X	100%			1	0	1	Y	Y
SPR	CHINLANG	394	04	1	2	GRAD STUDIES: CHINESE CONVERS.	Dennig, S	100%			0	1	1	Y	Y
SPR	CHINLANG	394	08	1	2	GRAD STUDIES: CHINESE CONVERS.	Zhang, Y	100%			0	1	1	Y	Y
SPR	CHINLANG	394	09	1	2	GRAD STUDIES: CHINESE CONVERS.	DiBello, M	100%			0	2	2	Y	Y
SPR	CHINLANG	395	02	1	5	GRAD STUDIES: CHINESE	Lin, N	100%			0	1	1	Y	Y
SPR	CHINLANG	395	06	1	5	GRAD STUDIES: CHINESE	Tang, L	100%			0	1	1	Y	Y
SPR	CHINLANG	395	07	1	5	GRAD STUDIES: CHINESE	Zhou, X	100%			0	1	1	Y	Y
SPR	CHINLANG	395	09	1	5	GRAD STUDIES: CHINESE	Zeng, H	100%			0	2	2	Y	Y
SPR	CHINLANG	395	10	1	5	GRAD STUDIES: CHINESE	Zhang, Y	100%			0	1	1	Y	Y
SPR	CHINLANG	103B	01	3	3	THIRD YR CHINESE FOR BILINGUAL	Tang, L	100%			5	1	6	Y	Y
SPR	CHINLANG	17M	01	2	2	BEGIN CONVERS. CANTONESE FOR MANDARIN SP	Dennig, S	100%			2	1	3	Y	Y
SPR	CHINLANG	20C	01	2	2	CANTONESE THROUGH FILMS	Dennig, S	100%			5	1	6	Y	Y
SPR	CHINLANG	213B	01	3	3	FOURTH YR CHINESE FOR BILINGUAL	Zhou, X	100%			1	1	2	Y	Y
SPR	CHINLANG	233A	01	2	2	FIFTH YR CHINESE: ISSUES	Wang, H	100%			2	5	7	Y	Y
SPR	CHINLANG	233B	01	2	2	FIFTH YR CHINESE: TEXTS	Wang, H	100%			1	5	6	Y	Y
SPR	CHINLANG	23B	01	3	3	SECOND YR CHINESE FOR BILINGUAL	Tang, L	100%			8	0	8	Y	Y
SPR	CHINLANG	31E	01	4	4	ACCEL. BEGINNING MANDARIN FOR ENGINEERIN	DiBello, M	100%			3	0	3	Y	Y
SPR	CHINLANG	3B	01	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			2	1	3	Y	Y
SPR	CHINLANG	3B	02	3	3	FIRST YR CHINESE FOR BILINGUAL	Lin, N	100%			10	0	10	Y	Y
AUT	JAPANLNG	1	01	5	5	FIRST YEAR JAPANESE	Mukai, E; Wrigh	100%			11	1	12	Y	Y
AUT	JAPANLNG	1	02	5	5	FIRST YEAR JAPANESE	Mukai, E; Nieha	100%			14	2	16	Y	Y
AUT	JAPANLNG	1	03	5	5	FIRST YEAR JAPANESE	Tomiyama, Y; W	100%			6	1	7	Y	Y
AUT	JAPANLNG	1	04	5	5	FIRST YEAR JAPANESE	Mukai, E; Lowde	100%			13	0	13	Y	Y
AUT	JAPANLNG	1	05	5	5	FIRST YEAR JAPANESE	Mukai, E; Nieha	100%			8	1	9	Y	Y
AUT	JAPANLNG	1	06	5	5	FIRST YEAR JAPANESE	Fu, M; Lowderm	100%			9	1	10	Y	Y
AUT	JAPANLNG	2	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			4	1	5	Y	Y
AUT	JAPANLNG	3	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			7	1	8	Y	Y
AUT	JAPANLNG	21	01	5	5	SECOND YEAR JAPANESE	Muramatsu, C	100%			10	3	13	Y	Y
AUT	JAPANLNG	21	02	5	5	SECOND YEAR JAPANESE	Lowdermilk, M;	100%			8	0	8	Y	Y
AUT	JAPANLNG	21	03	5	5	SECOND YEAR JAPANESE	Muramatsu, C	100%			5	1	6	Y	Y
AUT	JAPANLNG	101	01	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			5	2	7	Y	Y
AUT	JAPANLNG	101	02	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			2	1	3	Y	Y
AUT	JAPANLNG	211	01	3	5	FOURTH YEAR JAPANESE	Lowdermilk, M	100%			0	4	4	Y	Y

										100% E.A. content—Non-language					
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
AUT	JAPANLNG	394	02	1	3	GRAD STUDIES: JAPANESE CONV	Muramatsu, C	100%			0	1	1	Y	Y
AUT	JAPANLNG	394	03	1	3	GRAD STUDIES: JAPANESE CONV	Fu, M	100%			0	2	2	Y	Y
AUT	JAPANLNG	394	04	1	3	GRAD STUDIES: JAPANESE CONV	Mukai, E	100%			0	3	3	Y	Y
AUT	JAPANLNG	395	04	1	5	GRAD STUDIES IN JAPANESE	Lowdermilk, M	100%			0	2	2	Y	Y
AUT	JAPANLNG	395	05	1	5	GRAD STUDIES IN JAPANESE	Mukai, E	100%			0	4	4	Y	Y
AUT	JAPANLNG	395	06	1	5	GRAD STUDIES IN JAPANESE	Tomiyama, Y	100%			0	4	4	Y	Y
AUT	JAPANLNG	395	07	1	5	GRAD STUDIES IN JAPANESE	Yasumoto Magn	100%			0	2	2	Y	Y
AUT	JAPANLNG	395	08	1	5	GRAD STUDIES IN JAPANESE	Fu, M	100%			0	1	1	Y	Y
AUT	JAPANLNG	395	09	1	5	GRAD STUDIES IN JAPANESE	Muramatsu, C	100%			0	3	3	Y	Y
AUT	JAPANLNG	395	11	1	5	GRAD STUDIES IN JAPANESE	Takeuchi, K	100%			0	3	3	Y	Y
AUT	JAPANLNG	111A	01	2	2	ADV JAPANESE CONVERSATION	Mukai, E	100%			2	1	3	Y	Y
AUT	JAPANLNG	113F	01	3	3	JAPANESE THROUGH FILM	Muramatsu, C	100%			3	2	5	Y	Y
AUT	JAPANLNG	11A	01	2	2	INTERMED JAPANESE CONVERS.	Fu, M	100%			6	3	9	Y	Y
AUT	JAPANLNG	14A	01	3	3	SECOND YR JAPANESE ESSENTIALS	Takeuchi, K	100%			1	1	2	Y	Y
AUT	JAPANLNG	31A	01	2	2	INTER-ADV JAPANESE CONVERS.	Fu, M	100%			4	0	4	Y	Y
AUT	JAPANLNG	4A	01	3	3	FIRST YEAR JAPANESE ESSENTIALS	Takeuchi, K	100%			0	3	3	Y	Y
WIN	JAPANLNG	1	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			11	2	13	Y	Y
WIN	JAPANLNG	2	01	5	5	FIRST YEAR JAPANESE	Mukai, E; Wrigh	100%			3	0	3	Y	Y
WIN	JAPANLNG	2	02	5	5	FIRST YEAR JAPANESE	Mukai, E; Nieha	100%			10	1	11	Y	Y
WIN	JAPANLNG	2	05	5	5	FIRST YEAR JAPANESE	Niehaus, K; Muk	100%			11	0	11	Y	Y
WIN	JAPANLNG	2	03	5	5	FIRST YEAR JAPANESE	Tomiyama, Y; W	100%			6	1	7	Y	Y
WIN	JAPANLNG	2	04	5	5	FIRST YEAR JAPANESE	Mukai, E; Lowd	100%			12	0	12	Y	Y
WIN	JAPANLNG	2	06	5	5	FIRST YEAR JAPANESE	Lowdermilk, M;	100%			6	1	7	Y	Y
WIN	JAPANLNG	3	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			4	0	4	Y	Y
WIN	JAPANLNG	22	01	5	5	SECOND YEAR JAPANESE	Muramatsu, C	100%			6	1	7	Y	Y
WIN	JAPANLNG	22	02	5	5	SECOND YEAR JAPANESE	Yasumoto Magn	100%			7	0	7	Y	Y
WIN	JAPANLNG	22	03	5	5	SECOND YEAR JAPANESE	Muramatsu, C	100%			3	2	5	Y	Y
WIN	JAPANLNG	102	01	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			5	0	5	Y	Y
WIN	JAPANLNG	102	02	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			2	1	3	Y	Y
WIN	JAPANLNG	212	01	3	5	FOURTH YEAR JAPANESE	Lowdermilk, M	100%			0	3	3	Y	Y
WIN	JAPANLNG	394	03	1	3	GRAD STUDIES: JAPANESE CONV	Mukai, E	100%			0	2	2	Y	Y
WIN	JAPANLNG	394	04	1	3	GRAD STUDIES: JAPANESE CONV	Fu, M	100%			0	2	2	Y	Y
WIN	JAPANLNG	395	02	1	5	GRAD STUDIES IN JAPANESE	Tomiyama, Y	100%			0	5	5	Y	Y
WIN	JAPANLNG	395	03	1	5	GRAD STUDIES IN JAPANESE	Mukai, E	100%			0	6	6	Y	Y

										100% E.A. content—Non-language					
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
WIN	JAPANLNG	395	04	1	5	GRAD STUDIES IN JAPANESE	Lowdermilk, M	100%			0	4	4	Y	Y
WIN	JAPANLNG	395	05	1	5	GRAD STUDIES IN JAPANESE	Muramatsu, C	100%			0	4	4	Y	Y
WIN	JAPANLNG	395	06	1	5	GRAD STUDIES IN JAPANESE	Yasumoto Magn	100%			0	3	3	Y	Y
WIN	JAPANLNG	395	07	1	5	GRAD STUDIES IN JAPANESE	Miao, X	100%			0	2	2	Y	Y
WIN	JAPANLNG	111B	01	2	2	ADV JAPANESE CONVERSATION	Mukai, E	100%			1	2	3	Y	Y
WIN	JAPANLNG	114F	01	2	4	JAPANESE THROUGH FILM	Muramatsu, C	100%			2	0	2	Y	Y
WIN	JAPANLNG	11B	01	2	2	INTERMED JAPANESE CONVERS.	Fu, M	100%			2	3	5	Y	Y
WIN	JAPANLNG	14B	01	3	3	SECOND YR JAPANESE ESSENTIALS	Ganir, P	100%			0	1	1	Y	Y
WIN	JAPANLNG	31B	01	2	2	INTER-ADV JAPANESE CONVERS.	Fu, M	100%			1	0	1	Y	Y
WIN	JAPANLNG	4B	01	3	3	FIRST YEAR JAPANESE ESSENTIALS	Miao, X	100%			1	2	3	Y	Y
SPR	JAPANLNG	1	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			15	1	16	Y	Y
SPR	JAPANLNG	1	02	5	5	FIRST YEAR JAPANESE	Tomiyama, Y	100%			12	0	12	Y	Y
SPR	JAPANLNG	2	01	5	5	FIRST YEAR JAPANESE	Yasumoto Magn	100%			9	0	9	Y	Y
SPR	JAPANLNG	3	01	5	5	FIRST YEAR JAPANESE	Wright, B; Muka	100%			4	0	4	Y	Y
SPR	JAPANLNG	3	02	5	5	FIRST YEAR JAPANESE	Mukai, E; Nieha	100%			9	2	11	Y	Y
SPR	JAPANLNG	3	03	5	5	FIRST YEAR JAPANESE	Wright, B; Nieha	100%			4	0	4	Y	Y
SPR	JAPANLNG	3	04	5	5	FIRST YEAR JAPANESE	Mukai, E; Wrigh	100%			6	0	6	Y	Y
SPR	JAPANLNG	3	05	5	5	FIRST YEAR JAPANESE	Fu, M; Lowderm	100%			4	1	5	Y	Y
SPR	JAPANLNG	23	01	5	5	SECOND YEAR JAPANESE	Muramatsu, C; L	100%			2	3	5	Y	Y
SPR	JAPANLNG	23	02	5	5	SECOND YEAR JAPANESE	Lowdermilk, M;	100%			4	1	5	Y	Y
SPR	JAPANLNG	100	01	1	1	READING IN JAPANESE	Mukai, E	100%			7	2	9	Y	Y
SPR	JAPANLNG	103	01	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			3	1	4	Y	Y
SPR	JAPANLNG	103	02	5	5	THIRD YEAR JAPANESE	Tomiyama, Y	100%			2	3	5	Y	Y
SPR	JAPANLNG	213	01	3	5	FOURTH YEAR JAPANESE	Lowdermilk, M	100%			0	4	4	Y	Y
SPR	JAPANLNG	394	03	1	3	GRAD STUDIES: JAPANESE CONV	Fu, M	100%			0	2	2	Y	Y
SPR	JAPANLNG	394	04	1	3	GRAD STUDIES: JAPANESE CONV	Lewis, M; Miao,	100%			0	1	1	Y	Y
SPR	JAPANLNG	395	02	1	5	GRAD STUDIES IN JAPANESE	Miao, M	100%			0	2	2	Y	Y
SPR	JAPANLNG	395	03	1	5	GRAD STUDIES IN JAPANESE	Tomiyama, Y	100%			0	1	1	Y	Y
SPR	JAPANLNG	395	04	1	5	GRAD STUDIES IN JAPANESE	Yasumoto Magn	100%			0	1	1	Y	Y
SPR	JAPANLNG	395	05	1	5	GRAD STUDIES IN JAPANESE	Mukai, E	100%			0	6	6	Y	Y
SPR	JAPANLNG	395	06	1	5	GRAD STUDIES IN JAPANESE	Lowdermilk, M	100%			0	4	4	Y	Y
SPR	JAPANLNG	395	07	1	5	GRAD STUDIES IN JAPANESE	Fu, M	100%			0	2	2	Y	Y
SPR	JAPANLNG	395	09	1	5	GRAD STUDIES IN JAPANESE	Muramatsu, C	100%			0	2	2	Y	Y
SPR	JAPANLNG	111C	01	2	2	ADV JAPANESE CONVERSATION	Mukai, E	100%			2	1	3	Y	Y

Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment				
											U GRAD	GRAD	TOTAL	Offered 17-18	Offered 18-19
SPR	JAPANLNG	115F	01	2	4	JAPANESE THROUGH FILM	Muramatsu, C	100%			4	0	4	Y	Y
SPR	JAPANLNG	11C	01	2	2	INTERMED JAPANESE CONVERS.	Miao, X	100%			4	4	8	Y	Y
SPR	JAPANLNG	4C	01	3	3	FIRST YEAR JAPANESE ESSENTIALS	Miao, X	100%			0	1	1	Y	Y
SUM	JAPANLNG	25	01	1	15	INTENSIVE SECOND YR JAPANESE	Lowdermilk, M;	100%			0	2	2	Y	Y
SUM	JAPANLNG	320	01	9	9	INTENSIVE SECOND YR JAPANESE FOR GRAD STU	Muramatsu, C; L	100%			0	1	1	Y	Y
SUM	JAPANLNG	395	04	1	5	GRAD STUDIES IN JAPANESE	Lowdermilk, M	100%			0	1	1	Y	Y
SUM	JAPANLNG	1A	01	5	5	ACCEL. FIRST YR JAPANESE I	Mukai, E	100%			9	0	9	Y	Y
SUM	JAPANLNG	2A	01	5	5	ACCEL. FIRST YR JAPANESE II	Mukai, E	100%			5	2	7	Y	Y
AUT	KORLANG	1	01	5	5	FIRST YEAR KOREAN	Kim, H	100%			10	1	11	Y	Y
AUT	KORLANG	1	02	5	5	FIRST YEAR KOREAN	Kim, H	100%			8	0	8	Y	Y
AUT	KORLANG	21	01	5	5	SECOND YEAR KOREAN	Yoon, H	100%			4	1	5	Y	Y
AUT	KORLANG	101	01	4	5	THIRD YEAR KOREAN	Yoon, H	100%			3	2	5	Y	Y
AUT	KORLANG	211	01	4	4	FOURTH YEAR KOREAN	Yoon, H	100%			1	1	2	Y	Y
AUT	KORLANG	395	02	1	5	GRAD STUDIES IN KOREAN	Yoon, H	100%			0	3	3	Y	Y
AUT	KORLANG	395	03	1	5	GRAD STUDIES IN KOREAN	Kim, H	100%			0	2	2	Y	Y
AUT	KORLANG	1H	01	3	3	BEGINNING KOREAN FOR HERITAGE LEARNERS	Kim, H	100%			4	0	4	Y	Y
WIN	KORLANG	2	01	5	5	FIRST YEAR KOREAN	Kim, H	100%			7	0	7	Y	Y
WIN	KORLANG	2	02	5	5	FIRST YEAR KOREAN	Kim, H	100%			6	0	6	Y	Y
WIN	KORLANG	22	01	5	5	SECOND YEAR KOREAN	Yoon, H	100%			5	0	5	Y	Y
WIN	KORLANG	102	01	4	5	THIRD YEAR KOREAN	Yoon, H	100%			2	2	4	Y	Y
WIN	KORLANG	212	01	4	4	FOURTH YEAR KOREAN	Yoon, H	100%			1	1	2	Y	Y
WIN	KORLANG	395	02	1	5	GRAD STUDIES IN KOREAN	Kim, H	100%			0	2	2	Y	Y
WIN	KORLANG	395	04	1	5	GRAD STUDIES IN KOREAN	Yoon, H	100%			0	5	5	Y	Y
WIN	KORLANG	2H	01	3	3	BEGINNING KOREAN FOR HERITAGE LEARNERS	Kim, H	100%			6	0	6	Y	Y
SPR	KORLANG	3	01	5	5	FIRST YEAR KOREAN	Kim, H	100%			4	0	4	Y	Y
SPR	KORLANG	3	02	5	5	FIRST YEAR KOREAN	Kim, H	100%			9	0	9	Y	Y
SPR	KORLANG	23	01	5	5	SECOND YEAR KOREAN	Yoon, H	100%			5	0	5	Y	Y
SPR	KORLANG	103	01	4	5	THIRD YEAR KOREAN	Yoon, H	100%			2	2	4	Y	Y
SPR	KORLANG	213	01	4	4	FOURTH YEAR KOREAN	Yoon, H	100%			1	1	2	Y	Y
SPR	KORLANG	395	02	1	5	GRAD STUDIES IN KOREAN	Kim, H	100%			0	2	2	Y	Y
SPR	KORLANG	395	06	1	5	GRAD STUDIES IN KOREAN	Yoon, H	100%			0	5	5	Y	Y
SPR	KORLANG	3H	01	3	3	BEGINNING KOREAN FOR HERITAGE LEARNERS	Kim, H	100%			6	0	6	Y	Y
AUT	SPECLANG	144A	01	5	5	FIRST YEAR TAGALOG	Aban, C	100%			5	0	5	Y	Y
AUT	SPECLANG	150A	01	5	5	FIRST YEAR VIETNAMESE	Nguyen, D	100%			9	0	9	Y	Y

										100% E.A. content—Non-language					
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
AUT	SPECLANG	151A	01	4	4	SECOND YEAR VIETNAMESE	Nguyen, D	100%			6	0	6	Y	Y
AUT	SPECLANG	156A	01	5	5	FIRST YEAR INDONESIAN	Isnaini, Y	100%			5	0	5	Y	Y
AUT	SPECLANG	157A	01	4	4	SECOND YEAR INDONESIAN	Isnaini, Y	100%			2	0	2	Y	Y
WIN	SPECLANG	144B	01	5	5	FIRST YEAR TAGALOG	Aban, C	100%			5	0	5	Y	Y
WIN	SPECLANG	150B	01	5	5	FIRST YEAR VIETNAMESE	Nguyen, D	100%			9	0	9	Y	Y
WIN	SPECLANG	151B	01	4	4	SECOND YEAR VIETNAMESE	Nguyen, D	100%			5	0	5	Y	Y
WIN	SPECLANG	156B	01	5	5	FIRST YEAR INDONESIAN	Isnaini, Y	100%			2	0	2	Y	Y
WIN	SPECLANG	157B	01	4	4	SECOND YEAR INDONESIAN	Isnaini, Y	100%			1	0	1	Y	Y
WIN	SPECLANG	224B	01	4	4	THIRD YEAR VIETNAMESE	Nguyen, D	100%			2	0	2	Y	Y
SPR	SPECLANG	144C	01	5	5	FIRST YEAR TAGALOG	Aban, C	100%			4	0	4	Y	Y
SPR	SPECLANG	150C	01	5	5	FIRST YEAR VIETNAMESE	Nguyen, D	100%			11	0	11	Y	Y
SPR	SPECLANG	151C	01	4	4	SECOND YEAR VIETNAMESE	Nguyen, D	100%			3	0	3	Y	Y
SPR	SPECLANG	156C	01	5	5	FIRST YEAR INDONESIAN	Isnaini, Y	100%			2	0	2	Y	Y
SPR	SPECLANG	157C	01	4	4	SECOND YEAR INDONESIAN	Isnaini, Y	100%			1	0	1	Y	Y
SPR	SPECLANG	224C	01	4	4	THIRD YEAR VIETNAMESE	Nguyen, D	100%			2	0	2	Y	Y
AUT	TIBETLNG	1	01	4	4	FIRST YEAR TIBETAN	Clark, R	100%			1	1	2	Y	Y
AUT	TIBETLNG	395	02	1	5	GRADUATE STUDIES IN TIBETAN	Clark, R	100%			0	2	2	Y	Y
WIN	TIBETLNG	2	01	4	4	FIRST YEAR TIBETAN	Clark, R	100%			1	1	2	Y	Y
WIN	TIBETLNG	395	02	1	5	GRADUATE STUDIES IN TIBETAN	Clark, R	100%			0	2	2	Y	Y
SPR	TIBETLNG	3	01	4	4	FIRST YEAR TIBETAN	Clark, R	100%			0	1	1	Y	Y
SPR	TIBETLNG	395	02	1	5	GRADUATE STUDIES IN TIBETAN	Clark, R	100%			0	1	1	Y	Y
Total Stanford Language Center: 260															
<b>Strategic Management</b>															
AUT	STRAMGT	512	01	2	2	FAMILY BUSINESS TRANSITIONS	Francis, P	30%	Japan businesses		0	19	19	Y	Y
WIN	STRAMGT	512	01	2	2	FAMILY BUSINESS TRANSITIONS	Francis, P	30%	Japan businesses		0	20	20	Y	Y
SPR	STRAMGT	512	01	2	2	FAMILY BUSINESS TRANSITIONS	Francis, P	30%	Japan businesses		0	16	16	Y	Y
SPR	STRAMGT	579	01	2	2	POLITICAL ECON. OF CHINA	Walder, A	100%			3	19	22	Y	Y
SPR	STRAMGT	583	01	2	2	CHALLENGES IN/WITH CHINA	De Bettignies, H	100%			0	19	19	Y	Y
Total Strategic Management: 5															
<b>Symbolic Systems</b>															
AUT	SYMSYS	212	01	3	4	CHALLENGES OF LANG. SYSTEMS	Horowitz, D	15%	Language roots		0	4	4		
Total Symbolic Systems: 1															

										100% E.A. content—Non-language						
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19	
											UGRAD	GRAD	TOTAL			
<b>Thinking Matters</b>																
WIN	THINK	55	02	4	4	CHINA THROUGH FILM	Zhou, C	100%			16	0	16	Y	Y	
WIN	THINK	55	03	4	4	CHINA THROUGH FILM	Zhou, C	100%			11	0	11	Y	Y	
WIN	THINK	55	04	4	4	CHINA THROUGH FILM	Xu, H	100%			12	0	12	Y	Y	
SPR	THINK	12	02	4	4	CENTURY OF VIOLENCE	Mohanty, P	25%	China in 1989		10	0	10			
SPR	THINK	12	03	4	4	CENTURY OF VIOLENCE	Mohanty, P	25%	China in 1989		10	0	10			
SPR	THINK	12	05	4	4	CENTURY OF VIOLENCE	Batinic, J	25%	China in 1989		8	0	8			
SPR	THINK	47	02	4	4	GOVERN.: ANCIENT & MODERN	Kania, R	20%	Asia governments		11	0	11	Y	Y	
SPR	THINK	47	03	4	4	GOVERN.: ANCIENT & MODERN	Kania, R	20%	Asia governments		9	0	9	Y	Y	
SPR	THINK	47	04	4	4	GOVERN.: ANCIENT & MODERN	Coyne, B	20%	Asia governments		12	0	12	Y	Y	
SPR	THINK	47	05	4	4	GOVERN.: ANCIENT & MODERN	Coyne, B	20%	Asia governments		8	0	8	Y	Y	
SPR	THINK	48	02	4	4	MEDICINE & CULTURE & SELF	Diener, T	20%	Asia case studies		11	0	11	Y	Y	
SPR	THINK	48	03	4	4	MEDICINE & CULTURE & SELF	Diener, T	20%	Asia case studies		11	0	11	Y	Y	
SPR	THINK	48	04	4	4	MEDICINE & CULTURE & SELF	Johnston, E	20%	Asia case studies		10	0	10	Y	Y	
SPR	THINK	48	05	4	4	MEDICINE & CULTURE & SELF	Johnston, E	20%	Asia case studies		9	0	9	Y	Y	
SPR	THINK	48	06	4	4	MEDICINE & CULTURE & SELF	Cromer, R	20%	Asia case studies		13	0	13	Y	Y	
SPR	THINK	48	07	4	4	MEDICINE & CULTURE & SELF	Cromer, R	20%	Asia case studies		11	0	11	Y	Y	
SPR	THINK	48	08	4	4	MEDICINE & CULTURE & SELF	Spiess, S	20%	Asia case studies		10	0	10	Y	Y	
SPR	THINK	48	09	4	4	MEDICINE & CULTURE & SELF	Spiess, S	20%	Asia case studies		8	0	8	Y	Y	
SPR	THINK	53	02	4	4	THE LANGUAGE OF FOOD	Stickles, E	30%	Asian influences		16	0	16			
SPR	THINK	53	03	4	4	THE LANGUAGE OF FOOD	Stickles, E	30%	Asian influences		12	0	12			
SPR	THINK	53	04	4	4	THE LANGUAGE OF FOOD	Zhou, C	30%	Asian influences		16	0	16			
SPR	THINK	53	05	4	4	THE LANGUAGE OF FOOD	Zhou, C	30%	Asian influences		14	0	14			
SPR	THINK	53	06	4	4	THE LANGUAGE OF FOOD	Tate, B	30%	Asian influences		16	0	16			
SPR	THINK	53	07	4	4	THE LANGUAGE OF FOOD	Tate, B	30%	Asian influences		15	0	15			
SPR	THINK	53	08	4	4	THE LANGUAGE OF FOOD	Rodriguez, G	30%	Asian influences		14	0	14			
SPR	THINK	53	09	4	4	THE LANGUAGE OF FOOD	Rodriguez, G	30%	Asian influences		15	0	15			
SPR	THINK	53	10	4	4	THE LANGUAGE OF FOOD	Perkins, S	30%	Asian influences		15	0	15			
SPR	THINK	53	11	4	4	THE LANGUAGE OF FOOD	Perkins, S	30%	Asian influences		15	0	15			
Total Thinking Matters: 28																
<b>Urban Studies</b>																
AUT	URBANST	174	01	1	2	URBANISM FOR 21ST CENTURY	Law, K; Chan, D	20%	Asian urban cases	CEE 225, CEE 125	10	1	11		Y	

100% E.A. content—Non-language															
Term	Subject	Course #	Section	Units Min	Units Max	Course Title	Instructor(s)	% East Asia Focus	Content Notes	X-listing	16-17 Enrollment			Offered 17-18	Offered 18-19
											UGRAD	GRAD	TOTAL		
WIN	URBANST	100A	01	1	1	HOUSING AS A HUMAN RIGHT	Kahan, M	15%	Asian Human Rights/Housing		12	0	12		
SPR	URBANST	114	01	5	5	URBAN CULTURE IN GLOBAL PERSPECTIVE	Hansen, T; Yapp	25%	Asian case studies	ANTHRO 126	7	0	7		
Total Urban Studies: 3															
<b>TOTAL REGULAR COURSE ENROLLMENTS 2016-17</b>											<b>5,270</b>				

100% Regional content-- Non-language							
Term	Subject	Course #	Course Title	Instructor(s)	% East Asia Focus	Content Notes	TOTAL
<b>2013-14</b>							<b>100</b>
AUT	BUS	202	ENTREPRENEURSHIP AND DOING BUSINESS IN CHINA	Yip, Vincent	100%		13
AUT	CHN	01	BEGINNING CHINESE I	Yu-Hwa, Rozelle	100%		26
WIN	CHN	02	BEGINNING CHINESE II	Yu-Hwa, Rozelle	100%		22
SPR	ART	221	THE ART OF CHINESE BRUSH PAINTING	Lim, Felix	100%		12
SPR	CHN	03	BEGINNING CHINESE III	Zhou, Xiaofang	100%		11
SUM	CHN	01	INTRODUCTORY CHINESE	Lin, Nina	100%		16
Total Courses 2013-14: 6							
<b>2014-15</b>							<b>70</b>
AUT	CHN	01	BEGINNING CHINESE I	Zhou, Xiaofang	100%		23
WIN	CHN	02	BEGINNING CHINESE II	Zhou, Xiaofang	100%		18
SPR	CHN	03	BEGINNING CHINESE III	Zhou, Xiaofang	100%		11
SUM	CHN	01	INTRODUCTORY CHINESE	Lin, Nina	100%		18
Total Courses 2014-15: 4							
<b>2015-16</b>							<b>187</b>
AUT	CHN	01	BEGINNING CHINESE I	Zhou, Xiaofang	100%		25
WIN	CHN	02	BEGINNING CHINESE II	Zhou, Xiaofang	100%		23
WIN	WSP	273	THE ART, HISTORY, AND PRACTICE OF THE JAPANESE	Hamilton, Nancy	100%		24
SPR	ART	221	THE ART OF CHINESE BRUSH PAINTING	Lim, Felix	100%		17
SPR	CHN	03	BEGINNING CHINESE III	Zhou, Xiaofang	100%		14
SPR	CLS	108	CHINA, JAPAN, AND EUROPEAN EXPANSION IN THE 19TH CENTURY	Steidle, Edward	100%		45
SPR	HIS	141	DEMISTIFYING MODERN CHINA	Mullaney, Thomas S.	100%		19
SUM	CHN	01	INTRODUCTORY CHINESE	Lin, Nina	100%		20
Total Courses 2015-16: 8							

100% Regional content-- Non-language							
Term	Subject	Course #	Course Title	Instructor(s)	% East Asia Focus	Content Notes	TOTAL
<b>2016-17</b>							<b>237</b>
AUT	CHN	01	BEGINNING CHINESE I	Zhou, Xiaofang	100%		23
AUT	CHN	04	READING CHINESE	Yu-Hwa, Rozelle	100%		10
AUT	JPN	01	INTRODUCTORY JAPANESE	Mukai, Emi	100%		25
WIN	CHN	02	BEGINNING CHINESE II	Zhou, Xiaofang	100%		20
SPR	ART	228	THE ART OF CHINESE LANDSCAPE PAINTING	Lim, Felix	100%		16
SPR	CHN	03	BEGINNING CHINESE III	Zhou, Xiaofang	100%		14
SPR	CLS	111	CHINA, JAPAN, AND THE GUNPOWDER EMPIRES II	Steidle, Edward	100%		57
SPR	FLM	117	JAPANESE FILM: KUROSAWA, MIZOGUCHI, AND B	Crow, Jonathan	100%		17
SUM	ARC	166	ART AND ARCHAEOLOGY OF CHINA	Hunt, Patrick	100%		31
SUM	CHN	01	BEGINNING CHINESE I	Lin, Nina	100%		24
<b>Total Courses 2016-17: 10</b>							
<b>TOTAL CONTINUING STUDIES COURSE ENROLLMENTS 2013-14 THROUGH 2016-17</b>							<b>594</b>

Project Goal Statement 1: <b>Serve as a hub that supports community college and/or MSI educators in advancing global education at their institutions.</b>										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)					
					BL	T1	T2	T3	T4	
1 Support up to <b>40</b> community college and/or MSI educators throughout California by the end of the grant cycle by developing the <b>Community College Faculty Fellowship</b> , which will provide opportunities for college faculty to create self-designed projects related to global education.	1A Develop and offer one three-day summer intensive workshop at Stanford University annually.	1Ai	Number of workshops held	Annually	University records	0	1	1	1	1
		1Aii	Number of community college and/or MSI attendees	Annually	Attendee enrollment records	0	10	10	10	10
		1Aiii	Number of students impacted through attendee instruction	Annually	Estimates based on attendee enrollment records	0	300	300	300	300
	1B Develop and conduct monthly real-time online seminars where attendees will explore cutting-edge research and develop materials to implement at their home campuses.	1Bi	Number of monthly seminars conducted	Monthly	University records	0	7	7	7	7
		1Bii	Number of community college and/or MSI attendees	Monthly	Attendee enrollment records	0	10	10	10	10
		1Biii	Number of students impacted through attendee instruction	Monthly	Estimates based on attendee enrollment records	0	300	300	300	300
2 Provide resources and collaborative learning opportunities to <b>240</b> community college and/or MSI instructors throughout California by the end of the grant cycle.	2A Provide mechanism for Community College Fellows to share their innovative curricular materials on an online platform.	2Ai	Number of curricular materials developed by Fellows	Annually	Website analytics	0	10	10	10	10
		2Bi	Number of symposia offered	Annually	University records	0	1	1	1	1
		2Bii	Number of attendees at symposia	Annually	Attendee enrollment records	0	60	60	60	60
		2Biii	Number of students impacted by attendee participation at symposia	Annually	Estimates based on attendee enrollment records	0	1800	1800	1800	1800
3 Provide information to community college students and counselors about careers in international and global fields.	3A Develop and implement a career fair held at Stanford.	3Ai	Number of career fairs	Annually (years 2-4)	University records	0	0	1	1	1
		3Aii	Number of career fair attendees	Annually (years 2-4)	Attendee enrollment records	0	0	60	60	60

Project Goal Statement 2: <b>Expand outreach for K-14 area studies teachers in collaboration with the Graduate School of Education's Center to Support Excellence in Teaching (CSET), the Stanford Program on International and Cross-Cultural Education (SPICE), and/or Stanford University Libraries.</b>										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)					
					BL	T1	T2	T3	T4	
1 Enhance K-14 area studies instruction for <b>440</b> teachers by the end of the grant cycle by providing professional development workshops and educative materials in collaboration with the Graduate School of Education's Center to Support Excellence in Teaching (CSET) and the Stanford Program on International and Cross-Cultural Education (SPICE).	1A Develop and offer <b>12 Topics in Global Studies Workshops</b> for California community college instructors in collaboration with SPICE.	1Ai Number of workshops held	3 times/year	University records	0	3	3	3	3	
		1Aii Number of K-14 instructor attendees	3 times/year	Attendee enrollment records	0	60	60	60	60	
		1Aiii Number of students impacted through attendee instruction	3 times/year	Estimates based on attendee enrollment records	0	1800	1800	1800	1800	
	1B Develop and offer <b>16</b> multi-day <b>K-12 Professional Development Institutes</b> for K-12 teachers focused on content and pedagogy, taught by area studies and pedagogy experts in collaboration with CSET.	1Bi Number of institutes held	Quarterly	University records	0	4	4	4	4	
		1Bii Number of K-12 instructor attendees	Quarterly	Attendee enrollment records	0	50	50	50	50	
		1Biii Number of students impacted through attendee instruction	Quarterly	Estimates based on attendee enrollment records	0	1500	1500	1500	1500	
	1C Create <b>16 Global Topics Scholar Videos</b> with accompanying curriculum guides and classroom lesson plans in collaboration with SPICE.	1Ci Number of videos produced	Quarterly	University records	0	4	4	4	4	
		1Cii Number of lessons produced	Quarterly	University records	0	4	4	4	4	

Project Goal Statement 3: <b>Increase access to new teaching, research and research materials for both Stanford students and scholars, and students and scholars from outside the university.</b>										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)					
					BL	T1	T2	T3	T4	
1 Enhance East Asia content instruction and research opportunities for <b>100</b> Stanford students by bringing area specialists to Stanford to teach new courses on East Asia, and providing paid Student Researcher positions within the School of Law and the Cantor Art Center.	1A Invite <b>8</b> new faculty to campus over the life of the grant, to teach unique East Asia courses.	1Ai Number of courses offered	Annually	University records	0	2	2	2	2	
		1Aii Number of students enrolled	Annually	University records	0	20	20	20	20	
	1B Place <b>20</b> students in paid research positions with the Stanford Law School or Cantor Art Center.	1Bi Number of students hired	Annually	University records	0	5	5	5	5	
2 Provide <b>640</b> audience members-- including students, faculty, and the general public--with increased access to new research through public lectures.	2A Invite <b>32</b> area specialist speakers to campus to disseminate new research, analysis, or creative expression.	2Ai Number of speakers invited	Annually	University records	0	8	8	8	8	
		2Aii Number of audience members	Annually	Attendee enrollment records	0	160	160	160	160	
3 Improve access and exchange with <b>80</b> institutions outside of Stanford.	3A Provide <b>80</b> non-Stanford students and scholars with <b>Library Access Travel Grants</b> to allow them to conduct research utilizing Stanford's East Asian collection.	3Ai Number of travel grants awarded	Annually	Attendee enrollment records	0	20	20	20	20	
		3Aii Number of institutions represented	Annually	Attendee enrollment records	0	20	20	20	20	

June 4, 2018

To whom it may concern:

I write on behalf of College of San Mateo (CSM) to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

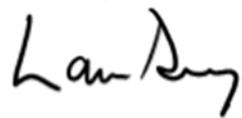
College of San Mateo has actively participated in Stanford's outreach efforts, first under the Stanford Human Rights Education Initiative (SHREI), and more recently in the Education Partnership for Internationalizing the Curriculum (EPIC) Fellowship Program and Symposium. Over the past three years, six EPIC Fellows from CSM have developed and implemented a variety of projects including a thematically-driven World History course, a Global Speaker Series, and internationalization of aspects of the sociology curriculum. The EPIC program introduced CSM faculty to peers at other colleges and strengthened ties between Stanford University and community colleges – the entry point to higher education for a large and diverse student population.

I have had the pleasure of participating in several brainstorming sessions at Stanford designed to explore how best to continue the collaboration between Stanford and community colleges. I shared the success of the California Engineering Liaison Council (ELC), a network of community college engineering faculty and university representatives. The ELC meets twice a year at various colleges across the state to engage in the sharing of best practices, innovative curriculum development, and trends in engineering education. The ELC is a vital resource for community college engineering faculty, connecting them to colleagues across the state and fostering communication across higher education systems to support student success.

In my prior role as Professor of Engineering at College of San Mateo, the ELC was my "go to" network for innovative ideas about engineering education, information on new curricular developments, and collegial conversation. Therefore, I was excited to learn that the structure of the proposed next iteration of the EPIC program is modeled after the ELC. Based on my experience, I think that this structure can provide both immediate support – for example, to promote the implementation of Associate Degrees for Transfer (ADT) in Global Studies at California community colleges – as well as significant long term impact through the development of a statewide community of faculty interested in internationalizing the curriculum.

College of San Mateo is enthusiastic about continued collaboration with Stanford University and my colleagues and I strongly support the current application.

Sincerely,



Laura Demsetz, Ph.D.  
Dean of Creative Arts and Social Science  
College of San Mateo  
[demsetz@smccd.edu](mailto:demsetz@smccd.edu); 650 574-6581





May 31, 2018

To Whom It May Concern:

I am writing on behalf of Las Positas College to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

Las Positas College has actively participated in Stanford's outreach efforts, most recently in the Education Partnership for Internationalizing Curriculum (EPIC) Fellowship Program and Symposium. This past year, seven of our faculty members were EPIC Fellows and worked collaboratively with Stanford colleagues and scholars on a range of projects aimed at internationalizing the curriculum: designing a globally-focused honors program, the internationalization of library curriculum, and *Critical Thinking and Composition: Investigating American Issues Through Global Viewpoints*. One of our EPIC Fellows, Dr. Catherine Eagan, was instrumental in designing and launching the Global Studies Associate Degree for Transfer at Las Positas College. She recently participated as a panelist at the 2018 EPIC Symposium to discuss the ADT process at Las Positas and invited some of our students to attend.

We were most pleased to learn that Stanford's proposed outreach programming includes a Global Careers Fair for community college students. We believe the fair would generate great interest among our students and complement the faculty-centered EPIC programs that have helped strengthen global studies at Las Positas.

We at Las Positas College enthusiastically look forward to continued collaboration with Stanford University and hope for a positive outcome to their application.

Sincerely,

*Stuart McElderry*

Stuart McElderry, PhD  
Interim Dean of Arts and Humanities



June 4, 2018

To Whom It May Concern:

I am writing on behalf of College of Alameda to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

Prior to joining College of Alameda, I was the Dean of Arts, Letters, and Social Sciences at Las Positas College in Livermore, CA. During my time as dean at LPC, our college actively participated in Stanford's outreach efforts to help internationalize curriculum, most recently in the Education Partnership for Internationalizing the Curriculum (EPIC) Fellows Program and Symposium. In fact, the demand for this type of engagement was high – seven faculty members from Las Positas participated as EPIC Fellows and worked collaboratively with Stanford colleagues and scholars on a range of projects this year.

Given the excitement and engagement of the Las Positas faculty, I was pleased to learn that the nature of the outreach programming for this next four-year grant cycle will be changing from a year-long in-residence fellows program to one that invites more participation from community colleges across California. Should this program be renewed, several more of the community colleges in the region and the state would be interested in participating to continue the efforts to globalize our curriculum.

I look forward to the possibility of promoting future engagement between College of Alameda and Stanford University, and hope for a positive outcome to their Title VI application.

Please feel free to contact me if you have further questions at [ddmiller@peralta.edu](mailto:ddmiller@peralta.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Miller', written in a cursive style.

Don Miller, Ph.D.  
Vice President of Instruction  
College of Alameda  
555 Ralph Appezato Memorial Parkway  
Alameda, CA 94501  
(510) 748-2301



# FOOTHILL COLLEGE

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June 12, 2018

To Whom it May Concern:

I am writing on behalf of Foothill College to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

Foothill College has actively participated in Stanford's outreach efforts, first under the Stanford Human Rights Education Initiative (SHREI), and most recently in the Education Partnership for Internationalizing Curriculum (EPIC) Fellowship Program and Symposium. As evidence of our participation, since 2010, seven Foothill faculty members have been SHREI Fellows and 11 Foothill faculty have served as EPIC Fellows. The EPIC Fellows recently worked on projects aimed at internationalizing the curriculum. Some of these projects include creating a Global Speaker Series for students across the college, further strengthening an International Political Economy course, and strengthening global perspectives in the Principles of Business courses.

Given the excitement and engagement on the part of our faculty who have participated in the current EPIC Fellows Program, I was pleased to learn that the nature of the outreach programming for this next four-year grant cycle will be expanded to include participation from more community colleges across California. Should this program be renewed, I am confident that colleagues from Foothill College would enthusiastically participate. This type of program has the potential to provide a much greater impact across the state by providing a forum for faculty interested in internationalizing the curriculum to come together to share experiences, particularly those in the process of creating new Associate Degrees for Transfer (ADT) in Global Studies.

In closing, we at Foothill College enthusiastically look forward to continued collaboration between our institution and Stanford University, and hope for a positive reception to their Title VI proposal application.

Sincerely,

Kurt Hueg,  
Dean, Business and Social Sciences Division  
Foothill College

23 May 2018

To Whom It May Concern:

The Center for Support Excellence in Teaching (CSET) strongly supports Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A. If awarded, this grant will provide a unique opportunity for Stanford's three National Resource Centers (centers for East Asian Studies, Latin American Studies, and Russian, East European, & Eurasian Studies) and the Center for South Asia (submitting a proposal for the first time) to partner with us to strengthen and integrate area studies with pedagogical content instruction for our K-12 and community college professional development workshops.

The mission of CSET is to work in partnership to improve student achievement through research, design, and development activities that improve the quality of K-12 teaching. We design our work to transform teaching at its most fundamental level so we can lead a national effort to invest in teachers and teaching. To achieve our mission we know that we must start with teachers, who are central to improving the quality of instruction. We cannot improve student achievement without focusing on the development of both content knowledge and pedagogical core practices. Our partnership with Stanford's three NRCs offers us the ability to develop professional learning experiences for teachers that build on the content expertise of the affiliated faculty, coupled with pedagogical instruction experts from our center.

CSET is uniquely situated to conduct high-quality professional development because our center is staffed by a mix of people with prior experience in content-specific mentoring, teaching experience in a wide variety of settings, and highly developed educational research expertise. The 30 people who are currently part of the CSET community represent faculty, doctoral students, and staff who are committed to supporting excellence in teaching by developing and researching effective professional development programs. We look forward to expanding our community by partnering with our colleagues in Stanford's NRCs.

I look forward to a positive outcome to this proposal, as well as the collaboration, work, and impact the proposed activities will realize.

Sincerely,



Janet Carlson, Ph.D.  
Associate Professor (Research)  
Faculty Director, CSET  
650-498-5177  
[janet.carlson@stanford.edu](mailto:janet.carlson@stanford.edu)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## BUDGET NARRATIVE

The proposed 2018-2021 budget for Stanford University's East Asia National Resource Center is designed to most effectively utilize seed funding to enhance existing programmatic strengths, while laying the foundation for new areas of growth. All projects will be collaborative with one or more Stanford units, with NRC funds applied to priority projects that are likely to attract future support.

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

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

### **1. Personnel**

In year one the total request for Personnel, including standard Fringe Benefits (2), is \$108,169, or 17.9% of the overall NRC/FLAS budget. Of this, \$38,023 (6.3% of total budget) supports the work of two primary administrators: the CEAS Associate Director (Budget item 1Ai—John Groschwitz, approx. 24% FTE support; responsible for coordinating and planning K-16 outreach and programs, FLAS grant administration and oversight, and grant reporting; and the SGS Finance Manager (Budget item 1Aii—Tamara Winston, approx. 5% FTE support; responsible for coordinates finances between the NRC centers and other Stanford units, assisting with expense tracking and grant reporting, and liaising with Stanford's grants and contracts office, as well as expenditure tracking, funds transfers, budgeting, and payroll. \$38,980 will fund two area instructors (\$15,000 each) to teach two new courses on East Asia (Budget item 1Bi), a goal consistent with the NRC Absolute Priority for teacher training. \$31,176 of the personnel request will fund a SPICE Curriculum Development Specialist (Budget item 1Ci)—Jonas Edman, approx. 16% FTE support; responsible for creating teaching materials and providing teacher training workshops. It will also fund the SGS Outreach and Academic Coordinator (Budget 1Cii)—Denise Geraci, who will manage communication with our various on- and off-campus partners, plan and execute outreach events, and serve as the first point of contact for the

grant activities. As part of Stanford's commitment to building ongoing, sustainable programs, NRC commitment for salaries stays constant over the four years, resulting in a net reduction when adjusted for inflation.

## **2. Fringe Benefits**

The estimated fringe benefit rate for administrative, teaching, and outreach staff in year one of the grant is 29.9%. Together, fringe benefits cost for the two administrative, two teaching, and two outreach staff is \$24,898 or 4.1% of the total budget.

## **3. Travel**

The request for Travel—\$5,000—is only approximately 0.8% of the overall budget request, but will provide partial support for up to three librarians' domestic travel to professional conferences, and one international trip to acquire new materials (Budget items 3Ai; 3Bi).

## **4. Equipment**

There are no expenditures in this category.

## **5. Supplies & Expenses**

We have budgeted \$30,000—approximately 4.9% of the overall NRC/FLAS request—for East Asia Library acquisitions (Budget items 5Ai-ii). Acquiring new materials in Korean e-books, Chinese data sets, Chinese newspapers and archive databases, Japanese woodblock prints and lithographs, digitized historical Japanese texts are a high priority. NRC support for contemporary materials (including databases and new media) helps to leverage further funding from our central administration.

## **6. Contractual**

There are no expenditures in this category.

## **7. Construction**

There are no expenditures in this category.

## **8. Other**

New outreach and teacher training activities include: Community College Faculty Fellowship (8A, \$21,370); Global Studies Educator Network (8B, \$3,560); Topics in Global Studies Workshops (8C, \$4,000); K-12 Professional Development Institutes (8D, \$13,500); Global Topics Scholar Videos (8E, 5,700); Global Careers Fair for Community College Students (8F, \$2,250 beginning year 2); Library Access Travel Grants (8H); Public lectures (8I, \$4,000); Asia Arts Research Projects (8J, \$16,275); and the China Guiding Cases Research Project (8K, \$10,850). Performance Measures Evaluators (8G, \$8,000) are included per grant guidelines.

## **9. Indirect Costs**

Per agreement dated August 2, 2016 between Stanford University and the Office of Naval Research, effective September 1, 2016 the predetermined F&A rate on-campus for fiscal years 2017 and 2018 is 57%. Due to the restrictions on F&A in this program announcement the F&A applied to the costs proposed is 8% on allowable costs.

## **10. Training Stipends**

We are requesting 9 FLAS awards per academic year—8 graduate and 1 undergraduate—and eight FLAS awards each summer. This FLAS budget of \$339,000, or 56.1% of the total budget, is justified by the large number of talented advanced-level students in our program who request language-study funding each year. Stanford is committed to equal access to its programs, and will continue to provide tuition top-offs for all FLAS awardees in the 2014-17 grant cycle.

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

**Stanford University East Asia National Resource Center  
2018-2021 Budget**

‡ = Absolute Priority 1

† = Absolute Priority 2

● = Competitive Priority 1

◆ = Competitive Priority 2

*Narrative  
Page Ref.*

		Year 1 2018-19 Proposed	Year 2 2019-20 Proposed	Year 3 2020-21 Proposed	Year 4 2021-22 Proposed	GRANT TOTAL PROPOSED
<b>1.</b>	<b>Personnel</b>	<b>\$ 83,271</b>	<b>\$ 83,271</b>	<b>\$ 83,271</b>	<b>\$ 83,271</b>	<b>\$ 333,084</b>
	<b>A. Administration</b>	\$ 29,271	\$ 29,271	\$ 29,271	\$ 29,271	\$ 117,084
‡†◆	i. CEAS Associate Director (25% NRC) 23.6% salary YR1	6 \$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
†	ii. SGS Finance Manager (20% NRC) 5% salary YR1	6 \$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 17,084
‡†	<b>B. Area and Other Instruction</b>	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
	i. Visiting faculty, 2 per year	5 \$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
	<b>C. Outreach</b>	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 96,000
‡†◆	i. SPICE Curriculum Devel. Specialist (100% Outreach) 16.6% salary YR1	6 \$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 48,000
‡†◆	ii. SGS Outreach and Academic Coordinator (80% Outreach) 16.6% salary YR1	6 \$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 48,000
<b>2.</b>	<b>Fringe Benefits (multi rates—est. 29.9% in YR1)</b>	<b>\$ 24,898</b>	<b>\$ 24,898</b>	<b>\$ 24,898</b>	<b>\$ 24,898</b>	<b>\$ 99,592</b>
	<b>A. Administrative Staff</b>	\$ 8,752	\$ 8,752	\$ 8,752	\$ 8,752	\$ 35,008
	<b>B. Instructional Staff</b>	\$ 8,970	\$ 8,970	\$ 8,970	\$ 8,970	\$ 35,880
	<b>C. Outreach Staff</b>	\$ 7,176	\$ 7,176	\$ 7,176	\$ 7,176	\$ 28,704
<b>3.</b>	<b>Travel</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 20,000</b>
†	<b>A. Foreign Travel</b>	6 \$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
	i. EAL Librarians—1 trip @ \$2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
†	<b>B. Domestic Travel</b>	6 \$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
	i. EAL Librarians—2 trips @ \$1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
<b>5.</b>	<b>Supplies</b>	<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>\$ 120,000</b>
†	<b>A. East Asia Library acquisitions</b>	6 \$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
	i. books & periodicals	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
	ii. digital resources	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000

**Stanford University East Asia National Resource Center  
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			<b>Year 1 2018-19 Proposed</b>	<b>Year 2 2019-20 Proposed</b>	<b>Year 3 2020-21 Proposed</b>	<b>Year 4 2021-22 Proposed</b>	<b>GRANT TOTAL PROPOSED</b>
<b>8. Other</b>			<b>\$ 102,255</b>	<b>\$ 104,220</b>	<b>\$ 103,895</b>	<b>\$ 103,195</b>	<b>\$ 413,565</b>
‡†●◆ <b>A. Community College Faculty Fellowship</b>	2		\$ 21,370	\$ 21,370	\$ 21,370	\$ 21,370	\$ 85,480
i. Student Researchers			\$ 10,650	\$ 10,650	\$ 10,650	\$ 10,650	\$ 42,600
ii. Fellow travel			\$ 5,620	\$ 5,620	\$ 5,620	\$ 5,620	\$ 22,480
iii. Tech. support & equipment rental			\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 11,000
iv. Professional Services			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
v. Symposium/workshop venue rental			\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
vi. Workshop supplies and materials			\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000
‡†●◆ <b>B. Global Studies Educator Network</b>	2		\$ 3,560	\$ 3,275	\$ 2,950	\$ 2,250	\$ 12,035
i. Fellow stipends			\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750	\$ 7,000
ii. Website setup costs			\$ 85	\$ -	\$ -	\$ -	\$ 85
iii. Symposium/workshop venue rental			\$ 675	\$ 675	\$ 350	\$ -	\$ 1,700
iv. Professional Services			\$ 550	\$ 350	\$ 350	\$ -	\$ 1,250
v. Workshop supplies and materials			\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
‡†●◆ <b>C. Topics in Global Studies Workshops</b>	3		\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
i. Registration subvention			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
ii. Workshop supplies and materials			\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 4,800
iii. Staff travel			\$ 450	\$ 450	\$ 450	\$ 450	\$ 1,800
iv. Professional Services			\$ 350	\$ 350	\$ 350	\$ 350	\$ 1,400
‡†●◆ <b>D. K-12 Professional Development Institutes</b>	3		\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 54,000
i. Registration subvention			\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
ii. Student Content Coordinator			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
iii. Professional Services			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
‡†●◆ <b>E. Global Topics Scholar Videos</b>	4		\$ 5,700	\$ 5,700	\$ 5,700	\$ 5,700	\$ 22,800
i. Production services			\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 16,400
ii. Videotaping/editing			\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 6,400
‡†●◆ <b>F. Global Careers Fair for Community College Students</b>	4		\$ -	\$ 2,250	\$ 2,250	\$ 2,250	\$ 6,750
i. Professional Services			\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 4,500
ii. Symposium/workshop venue rental			\$ -	\$ 750	\$ 750	\$ 750	\$ 2,250

Stanford University East Asia National Resource Center  
2018-2021 Budget

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Narrative  
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		Year 1 2018-19 Proposed	Year 2 2019-20 Proposed	Year 3 2020-21 Proposed	Year 4 2021-22 Proposed	GRANT TOTAL PROPOSED
<b>8. Other (continued)</b>						
<b>G. Performance Measures Evaluators</b>	6	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 32,000
‡† <b>H. Library Access Travel Grants</b> 20 grants @750 each	6	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
‡† <b>I. Public lectures</b>	6	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
i. Professional Services 5 @ \$300		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
ii. Travel & per diem, 5 @ \$500		\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
‡† <b>J. Asia Arts Research Projects</b>	5	\$ 16,275	\$ 16,275	\$ 16,275	\$ 16,275	\$ 65,100
i. Student Researchers		\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
ii. Student fringe benefits		\$ 1,275	\$ 1,275	\$ 1,275	\$ 1,275	\$ 5,100
‡† <b>K. China Guiding Cases Research Project</b>	5	\$ 10,850	\$ 10,850	\$ 10,850	\$ 10,850	\$ 43,400
i. Student Researchers		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
ii. Student fringe benefits		\$ 850	\$ 850	\$ 850	\$ 850	\$ 3,400
<b>9. Direct Costs</b>		\$ 245,424	\$ 247,389	\$ 247,064	\$ 246,364	\$ 986,241
<b>10. Indirect Costs (8%)</b>		\$ 19,634	\$ 19,791	\$ 19,765	\$ 19,709	\$ 78,899
<b>SUBTOTAL NRC COSTS</b>		\$ 265,058	\$ 267,180	\$ 266,829	\$ 266,073	\$ 1,065,140
<b>11. Training Stipends</b>		\$ 339,000	\$ 339,000	\$ 339,000	\$ 339,000	\$ 1,356,000
◆ <b>A. Academic Year Awards</b>		\$ 279,000	\$ 279,000	\$ 279,000	\$ 279,000	\$ 1,116,000
<b>i. Graduate awards</b>	7	\$ 264,000	\$ 264,000	\$ 264,000	\$ 264,000	\$ 1,056,000
8 institutional payments @ \$18,000		\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 576,000
8 subsistence payments @ \$15,000		\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
<b>ii. Undergraduate awards</b>	7	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
1 institutional payment @ \$10,000		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
1 subsistence payments @ \$5,000		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
◆ <b>B. Summer Awards</b>	7	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
8 institutional payments @ \$5,000		\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 160,000
8 subsistence payments @ \$2,500		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
<b>12. TOTAL COSTS</b>		\$ 604,058	\$ 606,180	\$ 605,829	\$ 605,073	\$ 2,421,140