

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 # P015A180114

Grants.gov Tracking#: GRANT12659862

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180114

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text" value="18-PAF08343"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Regents of the University of Michigan"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="38-6006309"/>	* c. Organizational DUNS: <input type="text" value="073133571"/>	
d. Address:		
* Street1:	<input type="text" value="Office of Research and Sponsored Programs"/>	
Street2:	<input type="text" value="3003 S. State St."/>	
* City:	<input type="text" value="Ann Arbor"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="MI: Michigan"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="481091274"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="II: East Asia Nat'l Res. Ctr"/>	Division Name: <input type="text" value="College of LSA"/>	
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="Kellie"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Buss"/>	
Suffix: <input type="text"/>		
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="734-936-1361"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="klbuss@umich.edu"/>		

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84.015A & 84.015B

Title:

National Resource Center and Foreign Language and Area Studies Fellowships

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

Add Attachment

Delete Attachment

View Attachment

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

East Asia National Resource Center and Foreign Language and Area Studies Fellowships 2018-2022

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="2,564,744.00"/>
* 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="2,564,744.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

University of Michigan

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	109,446.00	114,188.00	115,819.00	120,752.00		460,205.00
2. Fringe Benefits	35,561.00	37,035.00	37,546.00	39,079.00		149,221.00
3. Travel	10,860.00	10,860.00	12,360.00	12,360.00		46,440.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	8,642.00	8,421.00	8,607.00	8,200.00		33,870.00
6. Contractual	13,480.00	13,787.00	14,104.00	14,429.00		55,800.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	74,611.00	67,821.00	64,691.00	57,718.00		264,841.00
9. Total Direct Costs (lines 1-8)	252,600.00	252,112.00	253,127.00	252,538.00		1,010,377.00
10. Indirect Costs*	20,208.00	19,988.00	19,122.00	19,049.00		78,367.00
11. Training Stipends	369,000.00	369,000.00	369,000.00	369,000.00		1,476,000.00
12. Total Costs (lines 9-11)	641,808.00	641,100.00	641,249.00	640,587.00		2,564,744.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 54.00%.

(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 # P015A180114

Name of Institution/Organization University of Michigan	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>Craig.Reynolds</p>	<p>TITLE</p> <p>Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Regents of the University of Michigan</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language Area Studies Fellowships Programs"/> CFDA Number, if applicable: <input type="text"/>
--	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

UM_EANRC_GEPA_Section427descirption.pdf

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

Please also refer to sections B.3 and C.3 in the project narrative.

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	
<input style="width: 100%;" type="text" value="Regents of the University of Michigan"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Craig"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Reynolds"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Craig Reynolds"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

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

1. Project Director:

Prefix: Prof.	First Name: Nojin	Middle Name:	Last Name: Kwak	Suffix:
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Address:

Street1:	Suite 400, Weiser Hall
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State:	MI: Michigan
Zip Code:	481091042
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
734-764-1825	734-936-2948

Email Address:
kwak@umich.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

The University of Michigan East Asia National Resource Center

Abstract

The University of Michigan (UM) is a leading institution in researching East Asia (EA) and training teachers and specialists who impact the national knowledge of the region and its languages. The East Asia National Resource Center (EANRC) has been a long-standing institution within UM since the founding of the Center of Japanese Studies (CJS) in 1947 and the Center for Chinese Studies (CCS) in 1961. The Nam Center for Korean Studies (CKS) was upgraded from a program to a center in 2007.

In the EANRC grant application for the 2018-22 cycle, we propose to build and expand on far reaching and lasting collaborations that will promote 1) enhancement of K-14 teacher training in Michigan and beyond by expanding access to workshops and curricular materials with additional resources and the use of technology; 2) expansion of EA languages taught at a local community college by supporting new course offerings; and 3) establishment of a certification program for teachers of Chinese to provide experts to meet the demand for these skills and to increase training opportunities of our own students. We also propose several innovative projects to make the resources EA more widely available, including 4) new grants for community college and eligible MSI faculty; 5) increased access to Uyghur, a least commonly taught language; and 6) a new cross-area and multi-disciplinary conference. In addition, we will continue our active outreach programs, which provide a wide array of lectures, films, panel discussions, exhibitions and conferences for the UM community and the general public; all of these events are free and open to the public. Finally, we plan to conduct extensive evaluation and assessments of our program to continue making refinements and improvements to our programs based on this data.

The impact of our efforts so far can be felt nationwide. Since 1947, the Centers of the EANRC have awarded over 600 master's degrees in Asian Studies (China or Japan focus), and UM's schools and departments have conferred over 1,000 doctoral degrees focusing on East Asia (EA). Our graduates go on to enhance U.S. understanding of EA through their work in the public and private sectors, and through teaching at K-12 institutions and in colleges and universities. These results are possible because of UM's 84 core faculty members in EA plus many others that teach over 500 courses on EA in 65 subject areas; enrolling over 16,000 students per year. Our 21 full-time language lecturers teach Chinese, Japanese, and Korean, enrolling over 1,600 students each year. In addition to this considerable institutional support, these resources are enhanced by the strength of our Asia Library, the fourth largest in the country and the East Asian collections at the University of Michigan Museum of Art.

UM offers a robust variety of academic programs that combine advanced training in EA languages and area studies. In addition to undergraduate degrees in Asian Studies and International Studies, we also offer interdisciplinary master's degree programs with dual-degree options with a range of professional schools, including business and law. EA-focused doctoral degrees are granted in a broad range of humanities and social science disciplines. UM continues to invest in innovative international opportunities for students with a new emphasis on combining classroom study abroad with experiential, hands-on learning. Our academic programs are enhanced by ambitious outreach that has national reach. Experts on EA are further prepared by investments into advanced study by the Title VI program, which has supported over 1,000 academic year (AY) and over 400 summer Foreign Language and Area Studies (FLAS) fellowships for Michigan students.

Project Narrative File(s)

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The East Asia National Resource Center at the University of Michigan

The East Asia National Resource Center (EANRC) at the University of Michigan (UM) consists of three area Centers within the International Institute (II): the Center for Japanese Studies (CJS, established 1947), the Lieberthal-Rogel Center for Chinese Studies (CCS, established 1961), and the Nam Center for Korean Studies (CKS, established 2007). The EANRC promotes teaching and research in East Asian studies throughout UM's schools and departments and extends outreach programs to primary and secondary schools throughout the state of Michigan. We plan to enhance our leadership position in EA studies in the 2018-22 grant period by developing depth and breadth of programs for sustainable teacher training; ensuring sustainability of initiatives with our community college partners; establishing new certification programs in language teaching in collaboration with the UM School of Education (SOE); and continuing our strong and vibrant efforts in public outreach and academic training.

A. Program Planning and Budget

For the 2018-22 funding years, UM's EANRC requests assistance to 1) enhance our teacher training efforts at the K-12 level and postsecondary level [T-Training]; 2) deepen our collaborations with community colleges [CC] and Minority Serving Institutions [MSI]; 3) supporting collaborations with the UM School of Education for teacher training in EA languages [SOE]; 4) improve our language programs, especially through enhancing our curriculum development and assessment capabilities [Language]; 5) expand our outreach capabilities, especially in collaboration with other Title VI Centers at UM and beyond [Outreach]; and 6) augment UM's substantial investments in library acquisitions and EANRC staffing [Capacity]. Associated budget lines and timelines for each project are given below each project description.

A.1.i [T-Training, CC, SOE] World History and Literature Initiative (WHaLI): This collaboration among EANRC, four other UM NRCs, and SOE has become a unique opportunity

to provide secondary teachers in the fields of History, Social Studies, and English Language Arts with multi-disciplinary area studies curriculum content and professional development in a three-day workshop. In 2018-22 we will expand its reach by: 1) coordinating with Grand Valley State University in western Michigan; 2) expanding our partnership with the University of Puerto Rico (UPR, See A.1.vi, p. 4); and 3) increase participation by pre-service and beginning teachers. We will work with members of these groups to organize participation locally. The remote sites will participate in the workshop in real time via video conferencing technology with peers in Ann Arbor. Grand Valley State will pilot this program in 2019, and we will extend it to UPR in 2020. We aim to make our annual workshop impactful for a broader audience.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priorities 1 & 2
Budget: (Years 1-4) Supplies (educational materials and books for participants), p. BN-4; Other (speaker's fee, service fee for external coordinator, student assistant), p. BN-6.

A.1.ii [T-Training, CC] [Midwest Institute for International/Intercultural Education](#)

(MIIE) Collaboration: Established in 1992 with Title VI support, MIIE is a consortium of over 130 two-year colleges that promotes internationalization at community colleges through curriculum and professional development activities. About 50% of the MIIE member institutions are eligible MSIs. We will work with other UM NRCs to continue our relationship with MIIE, support the development of curricular modules on EA in the summer institutes, and send a staff person each year to market the resources proposed in **A.1.iii and A.1.vii** (pp. 2 & 4)

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Travel (domestic travel to institutes), p. BN-4; Other (professional service fee), p. BN-6.

A.1.iii [T-Training, CC, MSI] [Library Travel Grants:](#) We will provide funding to help defray travel expenses for six non-UM researchers and educators to use EA-related resources in our library, in particular, the Asia Library, each year. These grants will be targeted towards MIIE

workshop participants developing teaching modules on EA and teaching faculty from community colleges or MSIs so that the resources of the UM library can support their course development and research.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Other (domestic travel & per diem), p. BN-6.

A.1.iv [T-Training, CC, MSI] EA Language Program at Washtenaw Community College

(WCC): In partnership with WCC, a local eligible MSI, we seek funding to build up their nascent Chinese Language Program. In the past two years, EANRC's support of 1st year Chinese has established WCC's capacity to sustain this course through enrollment (See Table 18, p. 47). We request Title VI support to hire a language lecturer for 2nd year Chinese and stabilize a two year language cycle at WCC. Investment in WCC is important as it plays a unique role in the county since it enrolls high school graduates and also dual-enrolled high school students. This partnership will expand the variety of languages available to these students whose state graduation requirements include foreign language instruction and it can serve as a springboard to accelerated progression to language proficiency at the university level.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Contractual (WCC language instructor, WCC coordinator), pp. BN-5.

A.1.v [T-Training, SOE, Language] EA Language Teacher Certification Program: We propose to continue our collaboration with SOE to establish K-12 teacher certification programs in Mandarin. A Title VI funded feasibility study determined that there is demand for graduates with requisite skills to teach Mandarin as a foreign language. The project will develop two programs during the grant period: 1) UM undergraduates majoring in Chinese will take additional courses at SOE in world language pedagogy and educational psychology as well as advanced language courses at the Dept. of Asian Languages and Cultures (ALC); 2) MA

students in Chinese Studies will be able to receive a certification to teach in secondary schools. The 5 primary areas of program development are: 1) Program evaluation and revision based on approval and comments from State of Michigan Dept. of Education; 2) Evaluation of best practices to support student mastery of Mandarin from diverse proficiency backgrounds; 3) Refinement of a pedagogy course for preservice teachers of Mandarin; 4) Support of student teachers in clinical placements in local schools and assessment of the practicum experience; 5) Establishment of potential partnerships to expand the program.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 2
Budget: (Years 1-4) Personnel (faculty for program development), p. BN-1; Travel (domestic, to meet with potential collaborators), p. BN-4; Other (student assistant) p. BN-6.

A.1.vi [T-Training, SOE, MSI] University of Puerto Rico (UPR) Collaboration: We seek support to continue our collaboration with other UM NRCs with UPR, a Title III and Title V designated MSI, for one K-16 professional and curriculum development workshop per year. Each two-day workshop will be organized around topics that cross multiple disciplines and allow representation from various perspectives on different world regions with experts from UM. In addition to sessions for UPR faculty, students, and pre/in-service K-12 teachers, we plan to expand the impact of these activities by supporting the work of the Center for Education Design, Evaluation, and Research (CEDER) at SOE to create thematic educator toolkits, customizable to different grade levels and curricular standards. These instructional materials will be translated into Spanish and made available on a website for further dissemination.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priorities 1 & 2
Budget: (Years 1-4) Personnel (symposium coordinator), p. BN-1; Travel (domestic travel for 1 presenter and symposium coordinator to UPR), p. BN-4; Other (speaker's fee, UPR consultant fee, CEDER professional service fee), p. BN-6-7.

A.1.vii [T-Training, CC, MSI] EA Conference Travel Grants: The EANRC offers an ambitious calendar of public academic programming to provide expertise on EA through

lectures, conferences and workshops (See Section I.1.c, p. 48). While many of these programs are made accessible beyond UM via livestreaming, podcasting, and video-conferencing, these technologies cannot completely supplant the value of the informal discussion and networking that occurs when the participants have the means to attend a conference in person. We propose to offer travel grants to educators to attend a public conference organized by the EANRC. We plan to offer 36 grants distributed over four years on a first-come-first-serve basis with targeted recruiting of faculty from MSIs and community colleges as well as K-12 teachers.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Other (domestic travel), p. BN-7.

A.1.viii [T-Training] World Music Teacher Training: UM NRCs, including the EANRC, will collaborate with the UM School of Music, Theater & Dance's (SMTD) Music Education Dept. to implement a world music class. After completing this course, K-12 music education students will be able to teach music of the different world regions. We request funds for faculty instruction of this course in Years 2 and 4 of the grant, with the course requiring course students to produce age-appropriate lesson plans intended to be used as soon as the following academic year. The course will be taught by ethnomusicology faculty with specializations in several world areas and training in teaching introductory surveys on world music.

Addresses: Absolute Priorities 1 & 2 ; NRC Competitive Preference Priority 2
Budget: (Years 2 & 4) Personnel (course instructor), p. BN-2.

A.1.ix [T-Training] EA K-12 Professional Development Workshops: The EANRC will expand its successful annual workshop (See Table 18, p. 47) to a two-day professional development opportunity for K-14 teachers that focuses on country-specific topics as well as shared EA topics. The workshops will include experiential components, teacher packets, and web-based modules and will offer participating teachers Michigan State Continuing Education

Clock Hours (to maintain their state certification). To increase and deepen this opportunity for teachers, we also seek support for two enhancements to this project: 1) The workshops will be offered via video-conferencing technology so that teachers from throughout the state will be able to participate. 2) Furthermore, the EANRC will build a teacher network to support and mentor teachers in identifying the most important Asia-related content for various stages of the K-14 curriculum. The network will support teacher efforts to engage with school administrators and curriculum directors to ensure ongoing support of EA content in the curriculum.

Addresses: Absolute Priorities 1 & 2

Budget: (Years 1-4) Supplies (educational materials, photocopying), p BN-5; Other (speaker's fees, professional service fees for teachers, domestic travel, recording fee, photographer, venue, ground transportation), p. BN-7.

A.1.x [T-Training, Language] Language Lecturer Conference Travel Support: As Korean language pedagogy demonstrates increasing maturity, we seek funding to catalyze Korean language lecturers' increased understanding and professionalism by providing support to travel to professional conferences and training opportunities. By providing this travel support, we will encourage lecturers' own research on language instruction by giving preferential consideration to those giving conference presentations.

Addresses: Absolute Priorities 1 & 2

Budget: (Years 1-4) Travel (language instructor travel, lodging, & per diem, conference registration), p. BN-4.

A.1.xi [Language] Uyghur Language: The EANRC plans to leverage the Big Ten Academic Alliance's (BTAA) CourseSharing infrastructure to make Uyghur, a least commonly taught language, available to UM students with instruction from Indiana University (IU) in collaboration with UM Center for Russian, East European and Eurasian Studies. Students at UM will participate in the course taught at IU via video conferencing technology, which is in real-time and allows for two-way interaction. EANRC seeks support for programming to support the

instruction of Uyghur through this medium by providing an in-class proctor, additional tutoring support, as well as funding for the instructor to travel to UM each term and meet with students.

Addresses: FLAS Competitive Preference Priority 2

Budget: (Years 1-4) Other (proctor, tutor, domestic travel for UI instructor), p. BN-8.

A.1.xii [Language] Revision of EA Language Curricula: In the last few years, EA language instruction at U-M has shown significant developments (See Section G.3 p. 34). In order to ensure that the curriculum keeps pace with the changing demands of instructional needs, we seek support from Title VI funding for the work to revise and improve Chinese, Japanese, and Korean language curricula at UM. Year 1 will begin with a revision of the Korean language curriculum, Year 2 will be Japanese, followed by Chinese in Year 3. In Year 4, the impact of the changes made in Year 1 to the Korean curriculum will be assessed and revisions will be conducted.

Addresses: Language Learning & Teaching

Budget: (Years 1-4) Personnel (language lecturers), p. BN-2; Supplies (photocopying and materials), p. BN-5.

A.1.xiii [Outreach] International Institute Annual Conference: In order to leverage the combined strengths of the UM NRCs, we will support an annual conference organized around a common theme demonstrating perspectives from the various UM NRCs. In Year 1, the II will host a conference on October 2018 named "Indigenous Languages: From Endangerment to Revitalization and Resilience. Themes for subsequent years are: 2) Migration and Borders; 3) Arts of Devotion; 4) Gender and Health. Working with various units across UM, the conferences will offer a multidisciplinary perspective on key topics that span the globe.

Addresses: Absolute Priorities 1 & 2

Budget: (Years 1-4) Other (speaker's fee, domestic & international travel, lodging & per diem), p. BN-8.

A.1.xiv [Outreach] CKS Colloquium Series: As the study and awareness of Korea gains momentum, we seek funding to support the Center's efforts to promote interest in the region by

hosting 18 lectures during the grant period, showcasing prominent researchers with expertise on Korea. Topics will be advertised with co-sponsorship from relevant professional schools at UM and to the wider community, as well as hosted on the Center’s YouTube channel.

Addresses: Absolute Priorities 1 & 2

Budget: (Years 1-3) Supplies (printing), p. BN-5; Other (speaker’s fee, student assistant, domestic & international travel, lodging & per diem), p. BN-8.

A.1.xv [Outreach] EA Social Media: We seek to extend and enhance the reach of the expertise of the EANRC through highly effective social media outreach, such as the highly acclaimed CCS blog, (See Table 19, p. 48) CJS’s Japan Radio Hour podcast, and CKS social networking presence on sites like Facebook and Twitter.

Addresses: Absolute Priorities 1 & 2

Budget: (Years 1-4) Other (student assistant), p. BN-8.

A.1.xvi [Capacity] Asia Library Support: EANRC requests support to continue the acquisition of materials in Chinese, Japanese, and Korean by the Asia Library and to provide assistance in cataloging these materials. Furthermore, we request support to digitize the library’s collection on Chinese dance—a combination of print, mixed, and “born digital” materials. The digital collection will be hosted online and will use a platform to enable interactive features. Title VI funding will help to ensure the strength of one of the leading EA collections in the U.S. See Section E.1 pp. 26-28 for more detail.

Addresses: Capacity building & strengthening EA studies

Budget: (Year 1) Other (web development), p. BN-9; (Years 1-4) Supplies (materials), p. BN-5; Other (student assistant), p. BN-9.

A.1.xvii [Capacity] Salary Support for EANRC Staff & Evaluation: We seek Title VI support for 30% of a full-time East Asia Program Manager, 30% EA Project Coordinator, 25% of three full-time professional staff members at EANRC, and partial support for one part-time

staff at CJS working on outreach projects. In addition to these EANRC staff, we will cooperate with the II and other UM NRCs to share staffing for evaluation coordination, with 10% of a staff person. Furthermore, we request funding for an external evaluator. This is particularly important for cross-center programs such as the WHaLI, UPR, MIIIE, and to enhance our significant efforts in evaluation (See C.4, p. 14-18).

Addresses: Capacity building & strengthening EA studies

Budget: (Years 1-4) Personnel (administrative, outreach, evaluation), pp. BN-1, BN-2-3; Other (evaluation specialist), p. BN-9.

In summary, the proposed projects are designed to enhance our teacher training efforts and collaborations with partners, improve our language programs, and expand our outreach capabilities so that UM is a national resource for EA expertise. Furthermore, they will solidify a high-quality pipeline of students with EA expertise. By investing in students at the youngest ages all the way to potential transfer students, EANRC builds the competence of incoming students and ensures successful academic progress in advanced area and language studies at UM.

B. Quality of Staff Resources

EANRC's faculty and professional staff members are highly qualified and committed to the training of students and the development of EA programs.

B.1 Faculty/Staff Qualifications. The EANRC faculty comprises 64 tenured, 16 tenure-track, and 4 research/clinical faculty. All hold PhDs and have excellent publication records commensurate with their rank and stage of career. (Appendix I.) Many are recognized nationally and internationally. Awards given to faculty just in 2018 so far include: Yuen Yuen Ang: Andrew Carnegie Fellow; Kevin Carr: Mellon Decade Fellowship in Residence, Clark Art Institute; Youngju Ryu: James B. Palais Book Award, Association for Asian Studies. All 21 of the filled EA language lecturers hold doctoral or master's degrees in language-related fields.

Professional Development and Overseas Opportunities. Faculty members at UM are given

numerous opportunities to pursue research. The EANRC directly funds faculty research through annual grant competitions and in 2016-17, awarded a total of \$360,524 in research funds. Faculty are also eligible for UM-funded research leaves, such as those offered through the Institute for the Humanities, and they are encouraged to apply for outside funding to support research both here and abroad. Faculty improve their teaching skills through applying for instructional development grants offered by the Center for Research on Teaching and Learning (CRLT), which also offers workshops on pedagogy and individual counseling on teaching strategies. Each of the Centers also run competitive grant applications for course development for any UM faculty wishing to incorporate the relevant area content into their courses. EA language instructors and GSIs are eligible to receive financial support from UM and the EANRC to attend conferences and workshops for professional development and pedagogical training.

Commitment to Teaching, Supervision, and Advising. Except for those in the medical schools, all of the EANRC's faculty teach both graduate seminars and undergraduate courses in their fields and serve on dissertation committees. (See Appendix I.) Many have won UM teaching awards. David Porter has been the Chair of the Dept. of English since 2015; Nojin Kwak has been chair of the Dept. of Communication Studies since 2016; Donald Lopez just completed his third term as the chair of ALC; and Nippon Life Professor of Japanese Law Mark West has been Dean of the UM Law School since 2013 and was associate dean of the law school in 2008-13. Numerous other faculty have served as associate chairs, directors of graduate studies, and directors of undergraduate studies in their departments, CCS, and CJS.

B.2 Faculty Involvement and Oversight. EANRC faculty members actively participate in governance and administration. CCS, CJS, and CKS are each governed by executive committees that include tenured and tenure-track faculty associates. The executive committees, as well as

committees on admissions, fellowships, and research grants, include faculty representatives from the humanities, social sciences, and various professional schools. At each Center, a research librarian from the relevant collection at the Asia Library has a seat on the Executive Committee.

Administration and Outreach Staffing. The EANRC employs 10 staff members with responsibilities in program planning, academic services, outreach, finance, administration, and operations. The core professional staff members of the Center hold graduate degrees, have lived in EA, and speak an EA language. (See Appendix I.) Staff members report respectively to the directors of CCS (Mary Gallagher), CJS (Kiyoteru Tsutsui) and CKS (Nojin Kwak), who are responsible for overall supervision of the EA centers.

B.3 Nondiscriminatory Practices. Plurality, access, and equality have been the central goals of UM since its inception and even more so in the last 25 years. In the 1980s and 1990s UM undertook the Michigan Mandate, of which a key component was the Target of Opportunity funding for minority faculty hires. Since 2000, UM has continued this commitment through the work of the committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence, and starting in 2016, instituted a new Diversity, Equity, and Inclusion Initiative, a five-year strategic plan to recruit a diverse faculty, staff, and student body, while fostering an inclusive and equitable university community. EANRC tenured and tenure-track faculty reflect these efforts. Of the 84 faculty, 47 are women and 57 are people of color. The directors of the three EA centers, all recruited since the 1980s, include one woman and two Asian-Americans.

C. Impact and Evaluation

C.1. Impact. The UM EANRC advances regional and national expertise on EA through training specialists and teachers, producing scholarship on pressing concerns, and disseminating the latest knowledge through broad outreach efforts. Our effectiveness in achieving these aims can be traced in the outcomes listed in Table 1 on the next page.

Table 1: UM EANRC's Impact, 2014-2018

Impact Areas	Campus, Community, State & National Impact	Activities & Indices
Teacher Training	Provide training & resources for K-12 teachers & community college faculty in SE Michigan, the Midwest & the nation	<ul style="list-style-type: none"> • EANRC Workshops: 175 teachers, ~50,000 students • Korea from <i>A Single Shard</i> Program: 24 teachers, 1,336 students • WHaLI: 79 teachers, ~30,000 students • MIIIE: 102 two-year college teachers • (1980-ongoing) CCS Books for Peaceful Purposes: Over \$14,800 in grants to 45 teachers See Table 18 (p. 47) for more details on outreach activities.
Language Pedagogy	Create web-based teaching materials for EA languages	<ul style="list-style-type: none"> • (2017-18) In development: <i>Simplified Chinese Literacy: Read, Recite, Translate, and Write Characters</i>-An online course with mobile app • (2014) Digitization of Korean language placement test; used by 100+ students annually
	Enhance EA language evaluation & assessment capabilities	<ul style="list-style-type: none"> • (2014) Digitization of Japanese language placement test findings presented at a national conference • (2015) Hosted Central Association of Teachers of Japanese conference
	Improve quality of EA language instruction	<ul style="list-style-type: none"> • Travel grants for 111 conference participants for EA language instructors for presentation & professional development • (2014-ongoing) New SOE course for preservice teachers of Mandarin
	Provide access to int'l language proficiency metric	<ul style="list-style-type: none"> • (2012-ongoing) Administer Japanese Language Proficiency Test (int'l standardized proficiency test for non-native speakers) to approximately 300 students annually; 5th largest test site of 18 in US
	Increase access to proficiency in EA languages	<ul style="list-style-type: none"> • (2016-18) Support EA language instruction at WCC. • WCC's 1st year Chinese language courses are now self-sustaining from tuition.
	Increase number of EA experts nationally	<ul style="list-style-type: none"> • (2014-17) EA-focused graduate degrees awarded: 29 EA Studies MA, 5 humanities/social sciences MA, 2 MFA, 24 MBA, 2 MPP, 1MPH, 2 JD, 40 PhD • (2014-18) EA-focused undergraduate degrees awarded (approx): 200 majors and 275 minors in Asian Studies (AS) & International Studies (IS)
Academic & Scholarship	Build a stronger base of EA knowledge for students	<ul style="list-style-type: none"> • UM ranked 6th in the nation for study abroad participation • (2012-13 to 2016-17) number of courses with 25%+ EA content increased 17%; growth primarily in professional school curricula • (2012-13 to 2016-17) number of participants in overseas activities more than doubled • (2011-ongoing) Korean Studies e-school: 29 courses shared among 13 schools; 804 students enrolled
	Increase number of experts with advanced EA language skills	<ul style="list-style-type: none"> • (2014-15 to 2017-18) enrollment in 3rd year Japanese increased 22% • Enrollment in Introductory level Korean increased 23% • Plans for EA Language Teacher Certification Program for UM undergraduates and master's students
	Disseminate cutting-edge research on EA	<ul style="list-style-type: none"> • EANRC sponsored 32 academic conferences, 12 workshops & 10 panels on EA-related topics; total 4,483 attendees plus more than 220 virtual attendees • (2012-ongoing) EANRC lectures available on YouTube: 132,436 views • (2015-ongoing) EANRC collaboration with UM Press: 13 new titles published, and additional older titles released in digital and cost-accessible paperback formats. Plans to digitize over 100 titles on Asia published in the last 50 years for the Humanities Open Book Program
Library	Provide opportunities to access Asia Library	<ul style="list-style-type: none"> • Awarded 17 travel grants to scholars from other institutions • (2017) Filled 1,400 ILL requests from libraries across the nation

Library Public Outreach	Expand public knowledge about EA on campus & regional community	<ul style="list-style-type: none"> • 229 public lectures on EA topics; total audience 11,698 • 122 film screenings in EA languages; total audience 13,242 • Co-sponsored 5 art exhibits with UMMA; total viewers 325,000; support for curator & docent tours • 7 large scale public events for all ages (e.g., <i>Chuseok</i> and <i>Ann Arbor Japan Week</i>) with performances & activities; 6,611 total participants
	Expand public knowledge about EA nationally & internationally	EANRC faculty expertise shared in over 50 features by national & international media outlets: BBC, <i>Chicago Tribune</i> , <i>China Daily</i> , Chronicle of Higher Education, CNBC, CNN, <i>Detroit Free Press</i> , <i>New York Times</i> , NPR, <i>Wall Street Journal</i> , <i>Washington Post</i>

C.2 Addressing National Needs and Disseminating Information. The EANRC covers countries of strategic importance: China has emerged as a dominant power, Japan has been the U.S.’s most important Asian ally in the postwar era, and Korea is a divided nation requiring American diplomatic attention and military presence. They constitute three of the four largest economies of Asia. Chinese, Japanese, Korean, and Uyghur are all listed as priority languages in the US/ED guidelines on national need. We address national needs by producing linguists skilled in these languages, as well as specialists and teachers with expert knowledge of the regions where they are spoken. The EANRC disseminates knowledge on these regions through faculty publications, websites and blogs, and the lectures and public outreach activities. (See Section I pp. 47-49.)

C.3 Equal Access. UM is an equal access university. Throughout the institution, guidelines are in place to carry out the university’s nondiscrimination policy, which states: “The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.” At UM, the Center for Educational Outreach and Academic Success works with school systems and community-based organizations to improve university access in underserved communities. Scholarships were created for students who are the first in their family to attend college and raised in single-parent home. UM has also

placed an emphasis on increasing transfers from two-year colleges. In 2017, the university unveiled its Go Blue Guarantee, which offers free tuition for students whose family income is less than \$65,000 a year.

UM's Office of Services for Students with Disabilities (SSD) offers year-round, free services to all students with learning disabilities (visual, hearing, mobility, chronic health, and psychological impairments). SSD assists students in negotiating barriers to their education; improves access to university programs, activities, and facilities; and promotes increased awareness of disability issues. The majority of EANRC lectures and outreach activities are held in the II facilities, located in the newly renovated Weiser Hall, opened in 2017, to meet full accessibility standards.

C.4 Evaluation Plan. Systematic data collection and analysis, such as the annual "University of Michigan Asks You" survey of all undergraduates and the national "Survey of Earned Doctorates," and formative teaching evaluations are an integral part of UM's governance. In order to ensure effectiveness and continuous improvement of UM's Title VI programs, an evaluation program for all EANRC activities has been collaboratively developed by faculty, staff, and an independent evaluator with the goals of 1) generating information that can be used to assess program and student outcomes and 2) improving programs using the findings to meet the project goals and desired outcomes.

UM NRC Evaluation Plan. UM NRCs jointly hired a Title VI data coordinator to increase implementation of improvements in a timely fashion, ensure consistency, and aid in the collecting and reporting of relevant data to Center committees and IFLE. In this cycle, UM NRC's will retain the external evaluator Formative Evaluation Research Associates (FERA) to report on our large-scale shared outreach projects (WHaLI, MIIE, and UPR). FERA, a 100%

woman-owned Michigan consulting firm (DUNS #083426965), has provided evaluation to nonprofits and their partners for over 45 years and is committed to the inclusion of groups underrepresented both in the field of evaluation and in the projects evaluated. FERA will provide 3 types of evaluations to us: 1) *Formative Evaluations* provide information for improvement, modification, and management, with data collected early enough that changes can be made to enhance effectiveness, rather than waiting until the program is over; 2) *Outcome (Impact) Evaluations* measure the extent to which the program’s goals were achieved and determines any unintended consequences, positive or negative; and 3) *Context Evaluation* provides information about the program setting, including the specific needs of individuals targeted by the program as well as their social, political, economic, geographic, and/or cultural factors. The comprehensive evaluation plan with SMART outcomes (i.e., specific, measurable, achievable, realistic and time bound) and quantifiable indicators is designed to assess the extent to which the NRCs meet their shared goals, through the overarching evaluation questions in Table 2 below.

Table 2: Guiding Questions for FERA Evaluation of UMNRCs 2018-22

Guiding Questions
How effective are the strategies for outreach to minority serving institutions, community colleges and K-12 educators (e.g., MIIIE, WHaLI, UPR, teacher fellowship(s)? How can they be strengthened?
Which strategies for outreach to K-14 educators are most effective? Least effective? What additional, or adjusted, strategies are needed?
What challenges and supports exist for educators to use their new knowledge and materials in curricula?
What else do educators need to support classroom use of area studies content?
How likely are educators to use the area studies content they learn in their curricula? How do they actually use the content in their classrooms?
How effective are the strategies for disseminating area studies content and materials regionally and nationally? What additional, or adjusted, strategies are needed?
To what extent and in what ways have the UM NRCs increased access to area studies professional development opportunities both regionally and nationally for MSIs, community college faculty, and K-12 teachers?
To what extent have UM NRCs increased MSIs, community colleges, and K-12 teachers access to NRC content and area studies-specific materials both regionally and nationally?

The Performance Measure Form (PMF) aligns these outcomes, program activities, quantifiable data indicators, measurement timing and data source, and articulates the amount of change we

expect to measure (see Appendix III for details). Mixed methods will be used to collect both quantitative and qualitative data to: 1) document outcomes; 2) provide feedback that can be used to strengthen NRC activities focused on minority serving institutions and K-16 educators; and 3) highlight contextual factors that may affect successful outcomes. Specific evaluation activities and the year in which they will occur are detailed in Table 3 below.

Table 3: FERA Evaluation Plan Timeline for UM NRCs 2018-22

Project	Activities	Y1	Y2	Y3	Y4
UM NRCs	Provide annual reports and meet with NRC Centers to discuss progress on projects, PMFs, data interpretation, and areas for improvement.	X	X	X	X
UPR Collaboration	Develop a set of evaluation questions for UPR to implement at the symposium.	X	X	X	X
	Conduct context interviews (in Spanish) with K-12 teachers at UPR Symposium.		X	X	
	Conduct an eight month follow-up online survey with symposium participants.		X		X
WHaLI	Develop a set of evaluation questions for WHaLI to implement at the workshop.	X	X	X	X
	Observe a sample of classrooms taught by WHaLI workshop participants to determine the degree to which WHaLI training and materials are being used.	X			
	Conduct interviews with 10-15 teachers focused on use of new knowledge and potential barriers to implementation.	X			
	Conduct a six month follow-up survey with WHaLI participants.		X		X
MIIE	Develop a set of evaluation questions for MIIE workshop to conduct on-site.	X	X	X	X
	Analyze MIIE curriculum modules and design a matrix.		X		X
	Conduct interviews with 10-15 educators focused on use of new knowledge and barriers to implementation.	X			
	Conduct a follow-up online survey with MIIE workshop participants		X		X
	Visit a sample of community college faculty participants to better understand how faculty use MIIE training and materials.	X			

EANRC Evaluation Plan. FERA expertise was consulted to develop evaluation tactics and PMFs for EANRC specific projects. For curricular projects and FLAS, mining existing data collections of course, instructor, and alumni evaluations will be employed to assess the impact and fit of our activities. EANRC has historically institutionalized evaluation as a constitutive part of its operations where UM evaluation data is not available, such as our teacher workshops and travel grants. These exit surveys, designed with the expertise of the SOE consultants in 2010, to produce quantifiable, outcome-measure oriented data, will continued to be employed and

reviewed by EANRC faculty and staff to adjust programming. The II FLAS coordinator monitors the EANRC award recipients and performs program assessments and alumni tracking.

Significance of Recent EANRC Evaluation. The most recent evaluation of MA programs housed within the II in AY14-15 is an example of II's commitment to using evaluation to improve its programs. The results of the evaluation were instrumental in formulating the structure for a new 36-credit Master's in International and Regional Studies (MIRS). This new structure will enhance the existing MA and will also give the EANRC the ability to add a new regional track for Korea (See section H.3, pp. 42-45).

FERA's expertise in evaluation has contributed to the quality of our collaboration with UPR. A key evaluation finding was that while the K-12 teachers valued the content presented during the symposium and intended to use it in their classrooms, FERA's evaluation indicated that they needed additional support to translate the academic presentations into lessons. UM partnered with CEDER to pilot a session where presenters meet with a curriculum development expert to discuss pedagogy and craft their presentations in a way that supports K-12 teacher use and provided hands-on support for creating lesson plans. An unanticipated outcome has been that all symposium graduate student presenters are also graduate student instructors and the support of CEDER improved their overall skills in pedagogy. This continued partnership with FERA will foster systematic evaluation procedures that remain durable over time and that allow for adequate comparison across time and across programs.

Furthermore, EANRC specific data mining and analysis provided key data (Appendix II) to evaluate UM EA language directors' requests for support of curricular revisions. Japanese language shows a steady increase; however, the number of courses at the 3rd year level have increased, and a systematic inventory of the program's upper year offerings needs to be assessed

and refined. Finally, the Korean language program is seeing decreased enrollment in heritage classes, and curricular revisions are required to accommodate the increasing number of learners with some casual familiarity with the language, but still have little proficiency. These results affected the support requested from Title VI by the EANRC for the EA Language Curriculum Revision project (See A.1.xii, p. 7)

C.5 Post Graduate Placement in Areas of National Need. Table 4 below shows the placement outcomes of CCS and CJS MA graduates, EA PhD graduates, and EA Graduate FLAS Fellows who received their degrees in 2012-17. As evident from this table, the vast majority of EA MA and PhD graduates pursue careers in areas of national need in government, education, business, and non-profits. Detailed examination of their placements reveal that many work as teachers, interpreters, translators, and in website and software localization; others are managers in multinational corporations or NGOs. UM PhDs teach EA studies at universities across the U.S. All contribute to American expertise in the languages and regions defined in US/ED guidelines

Table 4: Placement of EA Area Studies MA, PhD & Graduate FLAS Recipients, AY2012-17

Placement	Center MA	PhD	FLAS Fellows*
Graduate Study: PhD	19	N/A	12
Graduate Study: Other	4	0	4
Higher Education Teaching & Research	0	47	3
Higher Education Professional/Administrative	5	4	5
K-12 Education	2	0	1
Federal Government	3	2	1
State/Local Government	1	2	0
Foreign Government	1	0	1
US Military	0	2	0
Private for-profit	22	2	13
Private non-profit	2	1	0
Unknown	1	7	0
Total	60	67	41

*AY & Summer graduate FLAS Fellows who received awards between AY2012-13 - Summer 2017 and graduated by Summer 2017.

as constituting national need.

In 2018, UM NRCs conducted a joint survey of Center MA and FLAS Fellows who graduated in 2002-17. Results for EA confirm our consistent track record of placement in positions that make use of language and area studies skills learned at UM. Center MA graduates report that 79% have held at least one position that make

use of language skills, and 86% have held at least one position that make use of area studies skills. Moreover, 57% make moderate or extensive use of their language skills and 79% make moderate or extensive use of their area studies skills in their position. For Center MA graduates who pursue further education, the proportion that the new degree program makes moderate or great use of their language skills is 78% and the proportion is 89% for area studies skills.

C.6 Improving Supply of EA Specialists. Table 4 (p. 18) also shows that our Graduate FLAS Fellows pursue careers in areas of national need. In the 2018 survey, Graduate FLAS Fellows report that in their position, 89% make use of their language and 95% make use of area studies skills that they learned as FLAS Fellows. Since the Undergraduate FLAS program has only been in effect since 2010, the postgraduate career trajectories of Undergraduate FLAS Fellows are still in early development. One early indicator is the choice of undergraduate majors and minors,

Table 5: Majors & Minors of Undergraduate FLAS Fellows, 2011-16

		N (%)
Majors	Asian Studies	15 (48)
	International Studies	5 (16)
	Business/Economics	5 (16)
	Public Policy	2 (6)
	Linguistics	2 (6)
	Humanities	3 (9)
	Science/Engineering/Architecture	8 (26)
Minors	ALC	8 (26)
	Other	6 (19)
Total FLAS Fellows		31

Note: Includes undergraduate FLAS Fellows who have graduated as of May 2017. Students may declare multiple majors and/or minors. Academic minors are optional.

which are presented in Table 5. The vast majority of Undergraduate FLAS Fellows complete degree programs that are closely related to EA.

EANRC's undergraduate FLAS awards prioritize advanced level

language training; almost 70% of

fellows graduate with advanced-low or

higher proficiency.

C.7 Fellowships Addressing National Needs. As discussed above in C.4 and C.6 the vast majority of graduate FLAS awardees pursue careers that make use of language & area studies skills learned as FLAS Fellows. Of the 32 UG FLAS Fellows who have graduated as of Winter

term 2018, 88% (28/32) received a degree related to EA. Among them are 19 EA Studies majors, 6 IS majors as well as 8 ALC minors. Two graduates have subsequently continued their EA language and area studies in UM's Japan MA program. Since EANRC awards UG FLAS only for 3rd year level and above, all fellows graduate with at least intermediate-high proficiency, and almost 70% of fellows graduate with advanced-low or higher proficiency, having completed at least four years of language.

D. Commitment to East Asia

UM's commitment to the study of EA is substantive in its breadth and depth of the resources devoted to the study of this region. As shown in Table 6 (p. 21), UM yearly provides more than \$14.2 million for EA teaching staff and over \$2.1 million for EA professional and administrative staff. UM provides over \$604,000 a year to staff the EANRC and another \$1.5 million for its operating expenses. Furthermore, UM support for students at the undergraduate and graduate levels totals over \$9.75 million in 2016-17 alone.

Institutional Support for Teaching Staff and EANRC Operations. UM demonstrated its long-term commitment to area studies through the designation, in the early 1980s, of Foreign Area Studies Advisory Committee (FASAC) positions within the College of Literature, Science, and the Arts (LSA). Thirteen FASAC positions are specifically assigned to EA studies; these positions, predominantly used to ensure the presence of area studies faculty in social science departments, may not be reassigned without the agreement of the International Institute (II), the organizational unit created in 1993 to coordinate international studies at UM. More than 80 tenure-track faculty lines are focused on EA and fully funded by UM. The university also supports 21 full-time EA language lecturers.

Table 6: UM Estimated Institutional Support for EA Studies, AY 2016-17

Category	Expenses				TOTAL
PERSONNEL	Teaching Staff [FTE]	Salary	Benefits	Subtotal	\$16,602,886
	Faculty [80.3]	\$9,745,118	\$2,423,717	\$12,168,835	
	Lecturers [21]	\$942,323	\$342,285	\$1,284,608	
	Grad Student Instruct (GSI) [34.5]	\$680,927	\$88,320	\$769,247	
	Subtotal	\$11,368,368	\$2,854,322	\$14,222,690	
	Professional & Administrative Staff [FTE]				
	East Asia Centers [10]	\$470,074	\$134,400	\$604,473	
	International Institute [4]	\$193,942	\$60,122	\$254,064	
	ALC [2]	\$109,708	\$72,323	\$182,031	
	Asia Library [12]	\$678,513	\$217,124	\$895,637	
	Language Resource Center [1.125]	\$82,090	\$25,448	\$107,537	
	UM Museum of Art (EA) [2.0]	\$114,006	\$35,342	\$149,348	
	Subtotal	\$1,648,332	\$544,758	\$2,193,090	
	Student Temporary Staff				
	East Asia Centers	\$89,161	\$4,972	\$94,133	
	ALC	\$24,941	\$1,638	\$26,579	
	Asia Library	\$4,118	\$24	\$4,142	
	Language Resource Center	\$47,520	\$14,731	\$62,251	
	Subtotal	\$165,740	\$21,365	\$187,106	
	STUDENT SUPPORT	For details, see Table 8, p. 25.			
PROGRAM OPERATION	East Asia Centers			\$1,503,299.00	\$1,977,332
	International Institute			\$32,750.00	
	ALC			\$401,655.00	
	Language Resource Center			\$39,627.90	
TRAVEL	Travel for Programs			\$60,691.00	
	Asia Library Curator's Travel			\$36,172.00	
OTHER SUPPORT	Asia Library Acquisitions			\$1,111,900.00	\$1,155,879
	Institutional Memberships			\$43,979.00	
TOTAL UM INSTITUTIONAL SUPPORT FOR EAST ASIAN STUDIES					\$29,486,512

Support for Library Resources. UM's commitment to library resources is substantive and in particular, the Asia Library's position as one of the premier collections of EA materials in North America demonstrates that commitment. Details on UM investment in the library are given below in Section E (pp. 26-29).

Support for Linkages Abroad. UM has extensive linkages with academic institutions in East Asia. These take the form of joint institutes for research and teaching, faculty exchanges, visiting

professor and researcher appointments, collaborative research agreements, and study abroad programs. The UM School of Public Health and the West China Medical School of Sichuan University recently established the Joint Center for Big Data and Health Analytics.

Table 7: Selected Institutional Linkages Between UM Units & EA Institutions

Country	Institution-Program/Unit	UM Unit	Type(s) of Relationship	Year
China No. of Linkages: 33	Tsinghua University School of Economics & Management	Ross School of Business	Undergraduate study abroad, Society of Fellows Program	2015
	Sichuan University West China Medical School	School of Public Health	Access to new data instruments, research collaboration, study abroad for UM graduate students & visiting scholars, academic conferences	2015
	Shanghai Jiao Tong University Engineering	College of Engineering	Joint Institute Summer Program; dual degree (bachelors & masters) programs; distance learning of UM courses	2015
	Fudan University	UM Regents/LSA	Faculty collaborative research; graduate student research support; student exchange	2014
Japan No. of Linkages: 16	Waseda University	LSA	Student exchange	2015
	Keio University Graduate School of Business	Ross School of Business	Study abroad for international students	2015
	Nagoya University School of Engineering	College of Engineering, IPE	Automotive summer program study abroad for UM students; graduate student research exchange	2015
	Nara Institute of Science and Technology	School of Engineering	Organization of academic conferences, research collaboration, educational opportunities for UM students	2016
Korea No. of Linkages: 8	Kyung Hee University College of Nursing Science	School of Nursing	Access to new data instruments, research collaboration, opportunities for visiting scholars and researchers at UM	2015
	Ajou University	LSA	Study abroad for international students	2014
	Seoul National University Engineering	College of Engineering	Research collaboration, study abroad opportunities for UM students & visiting scholars	2015
	Sungkyunkwan University & Jon'gyeong'gak Library	Library	Opportunities for visiting scholars and researchers	2017

The UM Center for Global and Intercultural Study (CGIS) oversees academic year exchange programs with Waseda University, Hitotsubashi University, and Kyushu University. Since 2014, these programs have enabled 16 UM undergraduates to spend 1 academic year in Japan, and 16 Japan-based undergraduates to spend 1 academic year in Ann Arbor. CKS has been hosting 30 undergraduate students from Korea since 2015 under an MOA with Ajou University which was

recently awarded a national contract by the Ministry of Education, Korea.

UM also funds numerous faculty exchange programs by supporting the salaries of UM faculty who spend time on the campuses of our overseas partners and by hosting visiting professors and scholars (see Table 7, p. 22). CJS administers the Toyota Visiting Professorship, which has brought to UM scholars from institutions in Japan, Europe, Australia, and Israel. The 2016-17 budget for this program was over \$150,000. In the area of undergraduate study abroad, UM funds staff in LSA's Center for Global and Intercultural Study (CGIS) and the CoE's International Programs in Engineering (IPE) who counsel students on study abroad opportunities and manage our affiliations with numerous overseas institutions. The salary and benefits of staff in these units directly concerned with EA totaled \$186,454 in 2016-17. UM is a member of several advanced language and study abroad consortia, including the Inter-University Program for Chinese Language Studies (IUP) in Beijing, the Inter-University Center for Japanese Language Studies (IUC) in Yokohama and the Inter-University Center for Korean Language Studies at Sungkyunkwan University (IUC at SKKU) in Seoul. The EANRC supports these linkages by paying consortia membership fees, supplying faculty to take part in consortia governance, and offering student financial aid. U-M investment in study abroad is described in more detail in Section H.4 (pp. 45-46).

Support for Outreach Activities. UM's most significant support for EA-related outreach is its direct support for the actual costs of many core outreach activities such as lectures, films, public events, and exhibitions. In some cases, these costs are partially supported with Title VI funds; however, university support has become more significant over time. In 2016-17, institutional funding for such activities totaled \$155,375. In addition to direct support, UM-supported staff

members carry out an array of community and K-12 outreach initiatives. (See Section I.1, pp. 47-48 for EANRC's extensive outreach programs)

A major venue for UM outreach activities is the University of Michigan Museum of Art (UMMA, see Table 9 p. 26) The Curator for Asian Art, Natsu Oyobe (Appendix I.) oversees the frequent exhibitions of EA art that are viewed by the larger community and are used by area teachers to supplement K-12 education. Community and student tours of the exhibit were organized by EANRC staff members who are partially funded by Title VI. UM funding for outreach related to UMMA's EA exhibits in 2014-17 was over \$59,000.

The EANRC collaborates with UM Press to produce academic publications on EA that serve as a resource not only to academia, but to the general public. (See Table 1, p. 12-13) Faculty provide editorial oversight and expertise for the peer review process. The Centers provide financial support in order to leverage UM Press' distribution and marketing infrastructure.

The China Data Center (CDC), a geographic information system integrating historical, social, and natural science data supported by roughly 134 institutional subscribers around the world, receives space and administrative assistance from UM. The director of CCS sits on the CDC executive committee and the director of the CDC is a CCS faculty associate.

Support for Qualified Students in EA. Students in EA studies receive extensive financial support from UM, II, and EANRC totaling \$9.75 million. (See Table 8, p. 25.) Undergraduates attending CGIS study-abroad programs are eligible for grants from EANRC; in 2016-17 EANRC support for undergraduate study abroad (both CGIS and non-CGIS programs, not including summer FLAS) totaled \$84,738 (See Table 8, Row o, p. 25). Undergraduates also use regular UM financial aid to attend affiliated study-abroad programs.

Table 8: Support for EA Students AY2016-17

Unit & Type of Support		No. of Awards	Amount(\$)
FLAS Supplement		10	\$192,813.00
a	Graduate fellowship tuition, stipend & insurance supplement	9	\$192,320.00
b	Summer fellowship tuition supplement	1	\$493.00
Rackham School of Graduate Studies		318	\$1,880,089.04
c	Rackham fellowships awarded on merit basis	96	\$1,164,470.67
d	Tuition supplement for external fellowships (e.g. NSF)	8	\$82,749.52
e	Rackham International Research Award (thesis/dissertation research)	14	\$90,532.00
f	Rackham conference travel support grants	90	\$93,281.00
g	Rackham graduate student research grants	26	\$40,638.70
h	Graduate student emergency grants	4	\$3,440.00
i	Block grants to graduate programs for student support	80	\$404,977.15
International Institute		14	\$17,506.00
j	International Institute Individual Fellowships (summer research)	4	\$13,000.00
k	International conference travel support	10	\$4,506.00
EANRC		135	\$711,075.19
l	Graduate student fellowships from Center funds	73	\$633,942.19
m	Summer fellowships	10	\$29,735.00
n	Conference travel support grants	7	\$4,660.00
o	Undergraduate scholarships	45	\$84,738.00
Graduate Departments and Programs		650	\$6,948,931.64
p	Graduate fellowships (tuition, stipend, medical/dental insurance)	332	\$3,862,261.40
q	Tuition waiver & health insurance for Graduate Student Instructors	106	\$2,487,907.06
r	Conference travel support grants	17	\$9,501.00
s	Research support grants	57	\$105,722.39
t	Summer fellowships	138	\$483,539.79

Financial Support for EA Students. Providing financial support to students in EA studies is a key function of the EANRC. In 2016-17, EANRC provided over \$668,337 in fellowships for graduate students in EA studies from endowments and general funds. (See Table 8, Rows l-n.) These awards went to CCS and CJS master's students, including students in joint degree programs with the schools of business, law, and public policy, and doctoral students in a wide range of fields. EANRC funds supported on-campus study and research abroad and language study at IUP and IUC. Additionally, UM's schools and departments offer full tuition and stipend fellowships to students pursuing EA-related PhDs in various fields. In 2016-17, these doctoral

fellowships had a total value of over \$3.86 million. (See Table 8, Row p, p. 25.)

E. Strength of Library

UM's library system includes 26 separate units. As a public institution, the general public have access to its library resources, which can be accessed through campus-based computers, regardless of university affiliation. It prides itself on the development and acquisition of electronic holdings. This includes access to general remote electronic resources, such as serials in ProQuest, JSTOR, Press Display, and much more, for at least a decade. UM Library was one of the founding members of Hathi Trust, an electronic database of scanned library full texts no longer restricted by copyright. Units with close ties to EA are listed below in Table 9.

Table 9: Selected Library & Museum Resources

Library	Description
Asia Library	4th ranked Asia Library in the US with resources in Chinese, Japanese, and Korean. See Table 10, p. 27, for holding & acquisition budget data
Askwith Media Library	Collection of EA films (e.g., documentaries, instructional works, animation)
Bentley Historical Library	Resources that reflect the historic interest in EA at UM.
Clements Library	Resources for the study of the mid-19th century American presence in EA.
Far Eastern Art Archives	About 40,000 beautifully copied, large format photographs of EA painting, sculpture, architecture, and decorative arts.
Gerald R. Ford Library	Vast number of documents related to the Ford presidency and Japan.
Law Library	Access to database resources, including LexisNexis Japan, LawInfoChina, and Chinese Legal Knowledge Resources Database.
Map Library	Significant collection of historical Japanese maps, particularly from the Edo period; an additional 3,000 maps, atlases, and other cartographic materials related to East Asia
Museum of Anthropology	Collection of EA artifacts. Most important collection of Asian tradeware in North America that is used for research by scholars around the world.
School of Music Library	Holdings in traditional EA music.
Stearns Collection of Musical Instruments	One of the six largest collections of its kind in North America. Over 2,500 instruments with more than 400 from Asia. Newly updated, climate-controlled storage facility.
University of Michigan Museum of Art	The state's largest collection of Asian art. More than 6,000 objects ranging in time from the 3rd millennium BCE to the present. In 2009, UMMA opened a new wing (53,000 sq.ft.) containing galleries devoted entirely to CJK collections.
LSA Visual Resources Collections	Palace Museum Archive: A photographic record of the holdings of the National Palace Museum in Taiwan. Asian Scrolls Collection: 56 facsimile handscrolls and books of Japanese and Chinese origin. The originals were created throughout the Tang, Sung, and Ming dynasties.

E.1 Asia Library Holdings Of these units, the Asia Library holds one of the most

comprehensive collections of EA-related materials in the country. Established in 1948, Asia Library’s total holdings make it the largest (in terms of both holdings and financial resources) between the East and West Coasts (see Table 10 below). The library is staffed by CJK experts and contains comprehensive coverage in social sciences and humanities, with particular strengths in primary research materials. Asia Library’s extensive resources make it an outstanding asset for all UM students, from undergraduates to professional school students to doctoral candidates. The library staff serve a large and varied group of users, ranging from majors and specialists in East Asian studies to students, faculty, and scholars whose specialty may lie elsewhere but whose cross-disciplinary work touches EA.

In addition to print and microform materials, the library also provides a large number of e-books, online journals, and major databases such as China Knowledge Infrastructure (CNKI), Japan Knowledge, and E-Korean Studies to support multidisciplinary research and teaching. The library also holds more than a thousand Chinese rare books as well as the largest collection of material on the history of Chinese dance outside of China, the best collection of Japanese film and kabuki material outside of Japan, and thousands of original documents related to the drafting of the postwar Japanese constitution during the American Occupation. In recent years, the Asia Library has become a national leader in providing electronic resources related to EA studies.

Table 10: Asia Library Holdings and Acquisitions

Holdings as of May 2018	Chinese	Japanese	Korean	Total
Books (volumes)	536,501	352,408	65,789	954,698
Microfilms/Microfiche (reels/sheets)	60,565	21,002	760	82,327
Serials Subscriptions (titles)*	3,108	1571	321	5,000
Database Subscriptions (titles)	59	19	16	94
Total	600,233	375,000	66,886	1,042,119
2016-17 Acquisitions (\$)	\$462,900	\$442,000	\$207,000	\$1,111,900

*Includes both print and electronic material

More than one-fourth of its annual budget is spent on purchasing or subscribing to online databases and digital resources in other formats. To enhance the accessibility

of collected materials, the library has adopted a number of new information technologies, such as the multi-script and Unicode-based online catalog, which supports display and searching in EA characters. The library staff also engage in outreach to diverse users, including undergraduates, graduate students, faculty, and the broader academic community to facilitate use of English-language resources for EA studies such as the ProQuest Chinese Newspaper Collection, the M-Library Digital Collections on China, as well as the latest in Chinese and Korean non-governmental data mining and visualization.

Support for Library Staffing and Acquisitions. In 2016-17, UM provided the Library with over \$2.0 million for acquisitions and staffing, which included 12 full-time staff members. (See Table 6, p. 21.) The University Library continues to support the Asia Library's collections budget to reflect the emerging needs of faculty and students, especially for highly-priced electronic resources. From 2014 to 2018, the Library's budget allocation for the Asia Library was approximately 15%. The University Library continues to support Asia Library's collections budget to reflect the emerging needs of faculty and students, especially electronic resources, which rise in price from year to year. In 2014, Asia Library staffing was reconfigured to provide a specialist librarian for each area, China, Japan, and Korea, as well as an administrative leader, which was lacking in the previous organizational structure. A new head of Asia Library, Dr. Dawn Lawson, (Appendix I) was hired in 2015. Since then the visibility of Asia Library has increased with a number of new initiatives to increase the profile and outreach of the Library.

E.2 Access to Materials at Other Institutions. The UM Library is an institutional member of the Center for Research Libraries (CRL) consortium. As such, UM plays an active role in the selection of major resources purchased by CRL, including the possibility of submitting proposals. As a member of CRL, UM also has access to all the resources that its members have

preserved; UM in turn makes these resources available to the general public. Research materials from other institutions are available to UM users through the interlibrary loan (ILL) service.

Most of UM's ILL requests for EA materials are filled by peer institutions in the Midwest, especially those belonging to the BTAA. UM's Asia Library continues to cooperate with Yale, Harvard, Columbia, and others in the Northeast Research Libraries (NERL) group in purchasing major electronic databases such as the *Siku quanshu* and the *Yomiuri* newspaper.

Other Institutions' Access to UM Library Holdings. UM's library system shares its materials and resources nationwide, mainly through the ILL service. During the last academic year, the Asia Library filled more than 1,400 ILL requests from other institutions across the nation. The Library attracts a large number of researchers traveling from other institutions in Michigan and neighboring states. EANRC also offers travel grants to non-UM scholars to access the Library's resources. We propose to continue this program with Title VI support, with targeted outreach to faculty at MSIs and those affiliated with the MIIIE. (See Section A.1.iii, p. 2) On the electronic front, the Asia Library is the largest contributor of EA contents to the Hathi Trust Digital Library, an online collection of more than 16.64 million volumes.

F. Quality of Non-Language Instructional Program

Each year, UM offers more than 163 courses with 100% EA content and an additional 346 courses with at least 25% EA coverage (Appendix II).

F.1. Extent of Non-Language EA Courses. In AY 2016-17, 509 international and area studies courses with at least 25% EA content covered the region in depth and across the disciplines, enrolling 11,738 undergraduates (323 courses) and 4,225 graduate and professional students (186 courses) (see Table 11, p. 30). Courses are offered at all levels, from undergraduate introductory courses with no prerequisites to advanced courses for doctoral students. UM courses are taught by highly qualified faculty who bring both deep empirical knowledge and the latest

methodologies to their teaching. Each course receives a course evaluation, with results sent to course instructors as well as department chairs and deans who make every effort to ensure that courses are successful.

Table 11: Int'l & Area Studies Courses with 25%+ EA Content by Discipline, 2016-17

Discipline	# Courses			# Students		Discipline	# Courses			# Students	
	Total	UG	G	UG	G		Total	UG	G	UG	G
Anthropology	22	16	6	530	78	Architecture & Urban Planning	9	2	7	6	89
Area Studies (East Asia)	60	48	12	1449	124						
Art History	17	11	6	306	18	Art & Design	2	2	0	28	0
Communication Studies	5	4	1	120	3	Business	69	32	37	657	1977
Comparative Literature	7	4	3	282	31	Education	5	3	2	26	34
Economics	14	8	6	615	53	Environment & Sustainability	21	9	12	1060	329
English Lang & Literature	2	1	1	29	0						
Film and Visual Media	6	5	1	105	3	Engineering	10	7	3	425	192
History	37	27	10	895	92	Information	1	0	1	0	17
Interdisciplinary Studies	20	18	2	587	17	Kinesiology	2	2	0	84	0
International & Area Studies	65	65	0	965	1	Law	26	1	25	0	498
Linguistics	16	12	4	922	22	Music, Theater, & Dance	14	7	7	87	34
Philosophy	2	2	0	120	0						
Political Science	29	18	11	1615	93	Nursing	3	2	1	63	33
Psychology	5	4	1	63	6	Public Health	13	1	12	62	248
Religion	2	2	0	138	0	Public Policy	12	3	9	26	138
Sociology	6	4	2	377	30	Social Work	4	0	4	0	64
Women's Studies	3	3	0	96	1						
Total Humanities & Social Sciences	318	252	66	9214	572	Total Professional	191	71	120	2524	3653

EA in the Professional Schools. The EANRC collaborates actively with UM's professional schools, which have integrated EA content in their courses for at least 25 years. In 2016-17, the number of professional school courses with at least 25% EA content included: Business (69), Law (26), Environment & Sustainability (21), Music, Theater, & Dance (14), Public Health (13) (see Table 11 above for a complete list). This shows a marked increase in the number of courses and number of schools with EA content since 2013. CCS has regularly provided financial support for courses in public policy and public health; these courses normally include a period of academic travel to China after the winter term. (See Appendix II.)

The Law School's Center for International and Comparative Law, created in 1998, supports international efforts and serves as a focus for international programs. The school's 26 courses with 25% or more EA content include four courses specifically on Chinese and Japanese law. Dean of the Law School, Mark West, is an expert on Japanese law and a former director of CJS. More than half of all Law School faculty have participated in exchange teaching programs in EA. UM is the first top-ten-ranked U.S. law school to require a transnational law course for graduation. The JD/MA programs in law and Japanese or Chinese studies are a natural progression of the strong resources and course offerings.

International programs in the Ross School of Business are coordinated through Ross Global Initiatives. For business undergraduates, there are opportunities for travel and study in EA; the School of Business maintains five undergraduate exchange partners in Asia, four in China, and one in Korea. The Multidisciplinary Action Project (MAP), the central component of the MBA degree, includes many EA-related projects each year. Ross also provides opportunities for international semester exchange programs for MBA students.

The Medical School houses the Family Medicine Department's Japanese Family Health Program (JFHP). In addition to providing culturally sensitive care to Japanese-speaking patients, JFHP conducts research on family medicine in Japan. The program has an educational component and offers exchange programs with Japanese medical schools and public hospitals. In 2017, the Medical School developed a collaboration with the Chinese University of Hong Kong School of Science and Engineering to support the recruitment of international students and increase international visibility of the UM medical program.

F.2 Extent of Interdisciplinary Courses. UM demonstrates its strong support for interdisciplinary study and research through the establishment of institutes whose intellectual

trajectories cross disciplinary lines. The II is expressly dedicated to interdisciplinary inquiry, as are the Institute for the Humanities and the Michigan Society of Fellows. ALC, which is at the center of undergraduate teaching on Asia, is an unequivocally interdisciplinary unit that contains language specialists and scholars in various aspects of cultural studies (Appendix I). In order to foster research on Korea at the graduate level, CKS also annually hosts an international graduate student conference, International Conference of NextGen Korean Studies Scholars (NEKST) which attracts students from a wide range of disciplines. A total of 110 graduate students from 44 different universities have presented their research at NEKST since 2013.

This overall direction finds expression in numerous courses. At the undergraduate level, the capstone course for AS majors exposes students to cultures ranging from India to Japan, using the lenses of visual culture, history, and literature and CKS offers an interdisciplinary individualized research course on Korea. (See Appendix II.)

F.3 Non-Language Faculty. EANRC faculty constitutes one of the largest and most distinguished such groups in the country. There are 84 non-language core faculty, drawn from across the university, whose teaching and research focus mainly on EA. (See Table 12, p. 33, for number by discipline; Section B, p. 9; and Appendix I.) During 2014-18, new hires strengthened the core faculty of EANRC; a significant number of these faculty joined ALC in Chinese literature (Kile), Chinese philosophy (Ozbey), Japanese literature (Brightwell, Hill, Jackson), Japanese culture (Alexy), and Korean history (Oh). During this time period, the School of Business also made a senior hire in Japanese and Korean Corporate Strategy (Siegel) and various units promoted faculty to tenure: Ahn (ALC-Buddhism and pre-modern Korean), Auerback (ALC-Japanese religion), Kwak (Kinesiology-Sport Marketing), and Platt (Art & Design, Japanese painting).

Table 12: Core East Asia Faculty by Discipline

Discipline	# FTE	Discipline	#FTE	Discipline	# FTE
Anthropology	2.5	History	5.5	Philosophy	1
Architecture	4	History of Art	4.5	Political Science	2
Art & Design	3.25	Information	1	Psychology	2.25
Business	4	Kinesiology	1.5	Public Health	2
Communications	2	Language and Literature	6.5	Public Policy	2
Comparative Literature	1.5	Law	3	Residential College	0.75
Education	0.75	Linguistics	2	Social Research	1
English	1	Literature and Culture	7	Social Work	2
Environment	1	Medicine	4.25	Sociology	3.3
Ethnic Studies	2.25	Music	3	Women's Studies	1.5
Film	1	Nursing	1		
TOTAL NUMBER OF FACULTY APPOINTMENTS (FTE)					80.3

Training for Instructional Assistants. Graduate Student Instructors (GSI) in ALC, where the greatest number of EA courses is taught, complete a two-day training program prior to teaching. GSIs in the Japanese program take a Japanese language pedagogy course. All other departments have mandatory GSI training for teaching in their areas. GSIs work under the close supervision of professors and lecturers, who provide pedagogical advice and evaluate their work in the classroom. The Center for Research on Learning and Teaching (CRLT) supplements departmental training by offering programs throughout the academic year that enhance teaching skills, provide confidential consultations, and offer feedback through review of recorded classes.

F.4 Depth of Specialized Courses in the Disciplines. In the disciplines that contain EA faculty, UM strives to present coherent, well-articulated course sequences that start with introductions aimed at undergraduates and culminate in specialized seminars for doctoral students that often reflect the research interests of the professors. These progressions are particularly well developed in anthropology, art history, history, literature, political science, religion, and sociology. In the history department, for example, undergraduates begin in broad introductory courses such as *East Asia: Early Transformations*. They may then take courses focused on particular regions and periods such as *Seeds of Conflict: Intercultural Encounters in Japan from 745-1945*. Upper-level undergraduates take courses and colloquiums focused upon particular historical topics, for

example, *The Rise of Communism and Capitalism in Modern China*. Some of these colloquiums may be shared with beginning graduate students, but there are also dedicated graduate courses such as *Seminar in Korean Studies: Historiography of Modern Korea*, which train students in the use of primary materials. Although the extensiveness of such sequences in each discipline is dependent upon faculty strength, effort is made to serve the increasing specialization of students as they proceed through the curricula of our departments. Specialized courses are bolstered by the Big Ten Academic Alliance (BTAA). The BTAA provides the infrastructure for enrollment management between member institutions, making specialized courses more broadly available, like the ones administered by CKS's Korean studies e-school.

G. Quality of Language Instructional Program

UM's EANRC offers instruction in Chinese, Japanese, Korean, and Uyghur.

G.1 Instruction in EA Languages. Approximately 60 language courses are taught each year.

Modern Chinese and Japanese have been taught at UM since 1936, and modern Korean since 1990. Furthermore, as outlined in section A.1.xi, p. 6, we will offer instruction in Uyghur via distance-learning. Training in this language is of interest to faculty and graduate students with interest in western China, where this is the official language of the Xinjiang Uyghur

Autonomous Region. The CourseShare infrastructure of the BTAA allows UM to offer

opportunities that may not otherwise be possible. Especially in the case of least commonly-

taught languages, CourseSharing allows for institutions to pool resources and student-demand and make courses available beyond institutional boundaries and make instruction in these low-

enrolling courses sustainable in the long term. Experience administering the Korean studies e-school through the BTAA (see Section F.4, p. 33) equips the EANRC with valuable experience

in distance learning that will be applied to projects involving remote participants under

Table 13: Enrollment in EA Language Courses, AY 2016-17

Language	Language Level				All Levels		Total
	Y 1	Y 2	Y 3	Adv	UG	G	
Chinese	248	286	149	56	718	21	739
Japanese	284	197	109	87	607	70	677
Korean	107	62	18	4	179	12	191
Total	639	545	276	147	1504	103	1607

consideration in this proposal (Sections A.1.i, A.1.vi, A.1.ix, and A.1.xi, pp. 1-6).

G.2 Three or More Levels of Language. UM

offers five years of modern Chinese and Japanese, four years of Korean, and one year of classical

Chinese and Japanese. In addition, the Summer Language Institute offers two years of intensive Chinese and Japanese. Heritage language tracks are offered for Chinese and Korean. First- and second-year EA language classes meet 70 hours per term. All basic language courses include extensive practice in the target language. Recitation sections are limited to a maximum of 18 students. Student enrollments for Chinese, Japanese, and Korean are shown in Table 13.

As the teaching of EA languages matures, UM has seen changes in the student population enrolled in these courses. Our data analyses reveal increase in non-heritage students coming to UM already equipped with some proficiency and an increased interest in, and demand for, more options at higher levels. The EANRC seeks support for Title VI develop our language curricula to meet these new needs and sustain interest and area expertise in these programs. (See Section A.1.xii p. 7)

Courses Taught in EA Languages. Each year, approximately six to eight graduate level courses are taught in the target language or make extensive use of Asian language materials. Examples include: *Critical Readings in Documentary Chinese*, *Text and Space in Imperial China*, *Bodies and Boundaries in Premodern Japan*, and *Technologies of Culture in Early Modern China*.

G.3 Language Faculty. Some advanced level language classes are taught by tenured professors. Other EA language courses are taught by 21 full-time lecturers, nearly all of whom hold advanced degrees in language-related fields, such as language pedagogy and linguistics. (Table

14, p. 36.) A number of lecturers hold doctorates and are active in textbook development and computer-based language instruction.

Table 14: UM’s EA Language Instructors

Language	Name	Highest Degree & Field	Institution
Chinese	Laura GRANDE	PhD Linguistics	Univ of Michigan
	Karen GU	MA Communication & Training Tech	Univ of Northern Iowa
	Qiuli Zhao LEVIN	MA Chinese Language Studies	Beijing Lang & Culture Univ
	Kening LI	PhD Linguistics, Director	Univ of Washington
	Jinyi LI-STEVENSON	ME Teaching Chinese as 2nd Lang	Beijing Lang & Culture Univ
	Qian LIU	MA Communication	Hong Kong Baptist Univ
	Wei LIU	MA Teaching English as 2nd Lang	Univ of Nevada, Reno
	Xiaoying YU	MA Teaching	Univ of Southern California
	Yan ZHONG	MA Social Foundations/Education	Eastern Michigan Univ
Japanese	Junko KONDO	MA Japanese Language Pedagogy	Columbia Univ
	Yoshihiro MOCHIZUKI	MA Japanese Literature	Univ of Hawaii, Manoa
	Yuta MORI	MA TESOL & Applied Linguistics	Indiana Univ
	Mayumi OKA	MA Education & Human Development, Dir.	Univ of Rochester
	Tomoko OKUNO	PhD Second Language Studies	Michigan State Univ
	Yoshimi SAKAKIBARA	MA Japanese Language Pedagogy	Columbia Univ
	Ayaka SOGABE	MA Asian Civilization	Univ of Iowa
	Masae YASUDA	MA TESOL	Eastern Michigan Univ
	Korean*	Sangkyung HAN	PhD Educational Linguistics
Hunjin JUNG		MEd Curriculum and Instruction	Univ of Minnesota
Hyun-Ju KIM		MA Education	Univ of Delaware
Soyeon KIM		PhD Applied Linguistics	Univ of California, Los Angeles

*The Korean Language Program Director is not listed here as she no longer teaches language courses.

Pedagogy Training for Performance-Based Teaching. The EA language programs are supervised by three experienced language professionals. The Chinese language program is directed by Kening Li (PhD, linguistics, 2009, Univ. of Washington). Dr. Li was the former director of the IUP at Tsinghua University. The Japanese language program is directed by Mayumi Oka, who holds a master’s in Education and Human Development. She is the lead author of *Tobira (Gateway to Advanced Japanese Learning through Content and Multimedia)*, a textbook now used in over 100 institutions all over the world. Youngju Ryu, PhD in East Asian Languages & Cultures, heads the Korean language program. (See Appendix I.)

UM’s lecturers maintain and extend their knowledge of performance-based language teaching by frequently attending pedagogical conferences, workshops, and seminars, most

frequently those sponsored by the Chinese Languages Teachers Association (CLTA), the American Association of Teachers of Japanese (AATJ), the American Association of Teachers of Korean (AATK), and the American Council on the Teaching of Foreign Languages (ACTFL). EA lecturers have themselves organized panels for the annual conferences of CLTA and AATJ. A number of the Japanese and Korean lecturers have attended ACTFL Oral Proficiency Interview (OPI) workshops, and three are now certified as OPI testers. They are also encouraged to attend the annual meetings of their professional association as well as other off-site pedagogical workshops. Understanding the importance of professional development, the EANRC seeks additional support for the professional development for Korean language lecturers, whose field is rapidly maturing. (Section A.1.x, p. 6)

Language lecturers have the opportunity to attend ongoing professional development workshops on campus, such as those offered by CRLT and the Office for Professional Development. In addition, many of the opportunities UM provides to faculty to pursue research are also open to language lecturers. These include CRLT's Instructional Development fund (for innovations in course design) and Lecturer's Professional Development fund, and the Institute for the Humanities' new summer fellowships. UM is active in pedagogical training in support of performance-based teaching. Since 2013, ALC has partnered with CRLT to hold regular Language Faculty Workshops and the Language Resources Center (LRC) regularly features the work of EA lecturers in its Language Forum. Mayumi Oka frequently teaches a Japanese language pedagogy course, which has helped to train some of UM's Japanese language lecturers and GSIs and also attracts Japanese teachers from across southeastern Michigan. A Chinese pedagogy course has successfully been offered each winter term for the past two years to lay the groundwork for the EA Language Certification Program (Section A.1.v, p. 3)

G.4 Quality of Performance-Based Instruction. UM’s EA language programs provide context-oriented training designed to prepare students to use their knowledge in real-world situations. Classroom exercises—including pair work, role-playing and skits—give students the opportunity to practice actual language tasks. The use of authentic materials ensures that context-based instruction applies to reading and writing. In Chinese and Japanese, the curriculum is designed to lead advanced students toward the use of language in various situations associated with academics and business. UM’s investments in the assessment and OPI workshops mentioned above are efforts to direct our course sequences toward performance-based teaching founded upon rigorous proficiency standards and effective assessment tools.

Resources for Language Teaching and Practice. The EA language programs work closely with UM’s Language Resource Center (LRC), which offers technical assistance to lecturers and students, and provides instructional technology workshops. The EA language programs employ computer-assisted teaching modules developed with the LRC. The LRC maintains video, audio, text, and software collections; and it hosts 9 international satellite TV stations in EA languages (Chinese: 15; Japanese: 6; Korean: 8). It houses computer classrooms, digital language labs, and portable video-conference stations for meeting with classrooms across the world. EA language lecturers have a strong record in winning CRLT instructional development grants and multimedia teaching grants. The EANRC offers its own instructional/course development seed grants, teaching enhancement grants, and conference travel grants for language lecturers and plans to strengthen these resources with the curricular revision project (see A.1.xii, p. 7).

Language Proficiency Requirements. Proficiency requirements vary according to language. All three language programs base their standards on ACTFL Proficiency Guidelines. The Chinese and Japanese curricula are organized to meet ACTFL’s National Standards for Foreign

Language Education. The Korean program also relies upon ACTFL Proficiency Guidelines, but does so with the awareness that Korean linguists in the U.S. are now working to establish national standards for teaching Korean.

H. Quality of Curriculum Design

UM offers EA-related coursework for undergraduates and graduate students, ranging from introductory to advanced levels. Courses are taught by faculty in a broad spectrum of disciplines and fields, including art, business, education, engineering, health sciences, humanities, law, music, public policy, and social sciences. A UM student can take an EA-related class in virtually any discipline in the humanities or social sciences. (See Appendix II)

H.1 Undergraduate Training in EA. UM's undergraduate training in EA studies is primarily coordinated through the Department of Asian Languages and Cultures (ALC), which offers a major in Asian studies (AS) and two minors: one in AS and the other in Asian Languages and Cultures. The AS major encourages the development of knowledge of a country and its language, as well as training in a disciplinary field (e.g., cultural studies, film, gender studies, history, language, literature, performing arts, or religion). In AY 2016-17, there were 57 AS majors with an EA focus. Undergraduates also pursue an EA focus while undertaking an International Studies (IS) major. Students in the IS major are required to take three years of language studies and three courses in international studies; they formulate their remaining coursework in one of four tracks: International Security, Norms, and Cooperation; Political Economy and Development; Comparative Culture and Identity; and Global Environment and Health. (See Table 15, p. 40) Currently, there are 54 IS majors with an EA focus.

Additionally, undergraduates pursue courses of study on EA while pursuing majors in many other departments. Just over half of AS majors complete a second major, selecting it in a discipline-based department, most prominently political science, anthropology, economics, or

sociology. The more frequent route for students majoring in a discipline is to organize their work on EA by pursuing one of the two minors offered in ALC: ALC and AS.

Table 15: Undergraduate Degree Programs and Requirements

MAJORS	Asian Studies BA & BS		International Studies BA & BS
Credit Hours	30 credits excluding language requirement		34 credits excluding language requirement
Language Requirement	Fourth term (ACTFL intermediate-low) proficiency in an Asian language appropriate to their sub-concentration		Sixth term (ACTFL intermediate-high) proficiency in a language other than English; two terms in a language of the region
Required Courses	ASIAN 235, Intro. to the Study of Asian Cultures ASIAN 381, Junior/Senior Seminar for Majors		INTLSTD 101, Intro. to International Studies INTLSTD 301, Topics in International Studies INTLSTD 401, International Studies Advanced Seminar
Sub-major Requirement	At least 15 credits in one of the following sub-majors: - Chinese Studies - Japanese Studies - Korean Studies		4+ course (12 credits) in one of sub-plans below: International Security, Norms, and Cooperation Political Economy and Development Comparative Culture and Identity Global Environment and Health
Other Requirements	Breadth Requirement: 6+ credits in courses exclusively focused on region outside of one's sub-major or trans-regional courses focused on more than one sub-major. Cognate Requirement: 6+ credits outside of Asian Studies focusing on either theory or methodology of the chosen field of study, or courses in the sub-major but outside the chosen field of study.		Research Methods Course: 1 quantitative methods course (3 credits) selected from approved list. Regional Course: 1 course (3 credits) devoted to a single world region or country related to the foreign language studied. Electives: 3 courses (9 credits) chosen with approval of academic advisor
MINORS	Credits	Language Requirement	Required Courses
Asian Studies	15 credits	None	• 3+ courses in AS focused on a single region
Asian Languages & Cultures	15 credits	Sixth term proficiency (ACTFL intermediate-high) in an Asian language	• 2 terms of Asian language at 3rd year level or above • 2 courses in Asian culture related to the language studied
International Studies	18 credits	Sixth term proficiency (ACTFL intermediate-high) in non-English language	• INTLSTD 401, International Studies Advanced Seminar • 3 courses focused on a single world region • 3 courses focused on a single theme
Translation Studies	15 credits	One upper-level language course of language to be used in the capstone project	• COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures • 2 upper-level courses with translation as central component • Capstone translation project
International Minor for Engineers	16 credits	Fourth term (ACTFL intermediate-low) proficiency in a non-English language	• 6 credits of language • 2 courses focused on non-US cultures /countries • 1 comparative perspectives course • International Engineering Seminar • 6 weeks of relevant overseas experience

The ALC minor emphasizes language training, requiring three years of language study, while the

AS minor allows course selection of EA-related international and area studies courses. These two minors currently have 58 students with EA focus. All minor programs are also available to undergraduates affiliated with the CoE, the School of Business, the School of Public Policy, the School of Art and Design, and the School of Music, Theatre & Dance. CoE also offers its own international minor for engineers. Requirements are listed in Table 15 (p. 40).

H.2 Academic and Career Advising for EA Students. UM provides extensive and individualized academic and career advising to students. Undergraduates who major or minor in AS receive academic counseling from academic advisors in ALC. The EANRC's master's students are advised by the director of graduate studies (DGS) and by individual faculty in CJS. Recently, CJS added a Director of Undergraduate Study who leads the CJS Undergraduate Advisory Board and allocates undergraduate study abroad and internship funding. In CCS, the associate director plays an important role in advising students as well as assigning each entering student an individual faculty advisor. Faculty DGSs are assisted by student services staff.

Career Advising UM's Career Center provides undergraduate and graduate students with information on career options and assistance with internship and job searches. In addition, the International Institute organizes a number of internationally-focused career events. In addition to panels on how to use your language skills with your professional career, the II has hosted informal conversations for students with an executive from a Japan-based automotive firm, a former Foreign Area Officer, and a think tank staff person. Career events emphasize interaction, encouraging conversations between professionals and students in smaller groups and finding times that are more conducive to student schedules. International Career Pathways (ICP) brings UM students together with educators and employers to explore pathways to international careers through opportunities for significant international experiences (work, internships, volunteering

and research) and education, both on-campus and abroad. ICP also hosts an annual International Opportunities Fair with over 100 participating organizations and attended by over 400 students.

Additionally, the area studies MA and graduate certificate programs provide an optional practicum, supervised by faculty. Practicum Projects include internships or intensive projects designed especially for students who wish to pursue non-academic careers. Potential practicum placements may come from faculty-led projects, students' own research, as well as from alumni; the II student services team works to build a robust alumni database to foster such connections. Doctoral students receive academic and career guidance specific to their fields from mentoring and dissertation committees in their respective schools and departments. Dissertation advisors use their national and international networks to assist students with placement. UM's doctoral programs placed over 75% of graduates in university or college teaching positions; our PhDs hold tenure-track or tenured positions at such institutions as Cornell, University of Pennsylvania, Columbia, Dartmouth, Northwestern, Princeton, Smith College, Stanford, Leiden University, Oxford, and the University of Tokyo. (See Table 4, p. 18.)

H.3 EA-Related Graduate Training. The EANRC houses interdisciplinary master's programs in Chinese studies and Japanese studies, as well as a graduate certificate program in Chinese studies. These programs enroll roughly twenty students per year and combine advanced language training with graduate courses on EA in various disciplines. With the help of faculty advisors, master's students formulate programs of study that lead them toward EA-oriented careers in government, the private sector, or doctoral-level graduate study. The master's programs serve the needs of students in the professional fields by offering dual-degree programs with several professional schools. (See Table 16, p. 43.)

Table 16: EA Graduate Degree Program Requirements

Program	Credits	Language Proficiency	Other Requirements
PhD in Asian Languages & Cultures	36	High proficiency (ACTFL advanced-low or above) in primary language (classical & modern); Reading proficiency for scholarly research in 2nd language	<ul style="list-style-type: none"> • ASIAN 550: Comparative Study of Asia • 36 credits of graduate courses chosen with an advisor • Fourth term review essay • Preliminary examination: written exams in two fields followed by oral exam • Dissertation prospectus & prospectus hearing • Dissertation & oral dissertation defense
MA in Chinese Studies	24	3rd year proficiency (ACTFL intermediate-high) in Chinese	<ul style="list-style-type: none"> • CCS 501: Social Science Studies of China • CCS 502: Historical & Humanistic Studies of China • Pre-Imperial/Imperial period course • Modern period course • Distribution requirement: History & 2 other disciplines • Master's thesis
MA in Japanese Studies	24	3rd year proficiency (ACTFL intermediate-high) in Japanese	<ul style="list-style-type: none"> • Core courses: at least 18 credits of courses on Japan • Distribution requirement: 3 credits each in 3 disciplines • Research/Writing requirement: 12 credits of graduate seminars with independent research component • Optional master's essay
MA in International & Regional Studies (Fall 2019)	36	Intermediate proficiency in language relevant to sub-plan (3rd year level; ACTFL intermediate-high)	<ul style="list-style-type: none"> • Regional (China/Japan approved; Korea planned) or trans-regional thematic sub-plan • Research Design seminar (4 credits) • Colloquium (2 credits): two term sequence; broad exposure to latest interdisciplinary research in international/regional studies • 18 credits of sub-plan specific courses in at least 3 disciplines • Capstone (6 credits): thesis, practicum, or 2 research seminars
MA/MBA in Chinese/Japanese Studies & Business	24 MA 45 MBA	3rd year proficiency (ACTFL intermediate-high) in Chinese or Japanese	<ul style="list-style-type: none"> • All MA requirements in Chinese/Japanese Studies • 30 credits of MBA core courses, including Multidisciplinary Action Project (MAP) • 15 credits of MBA elective courses • MBA communication requirement
MA/JD in Chinese/Japanese Studies & Law	24 MA 70 JD	3rd year proficiency (ACTFL intermediate-high) in Chinese or Japanese	<ul style="list-style-type: none"> • All MA requirements in Chinese/Japanese Studies • 70 credits in law courses including first year core courses • Transnational Law course • Upper level writing requirement • Professional responsibility requirement
MA/MPP in Chinese Studies & Public Policy	24 MA 36 MPP	3rd year proficiency (ACTFL intermediate-high) in Chinese	<ul style="list-style-type: none"> • All MA requirements in Chinese Studies • 23 credits of public policy core courses • 13 credits of public policy electives • 10-week internship in Chinese speaking environment
Graduate Certificate in Chinese Studies	15	2nd year proficiency (ACTFL intermediate-low) in Chinese	<ul style="list-style-type: none"> • Combined with another graduate/professional degree at UM or another accredited program • CCS 501: Social Science Studies of China • CCS 502: Historical & Humanistic Studies of China • 3 grad-level courses on China in 3 different disciplines
Engineering Global Leadership Honors Program BS/MSE	128 BS 30 MSE	2nd year proficiency (ACTFL intermediate-low) in non-English language	<ul style="list-style-type: none"> • College of Engineering Honors Program admission • Maintain cumulative GPA at least 3.6 • All International Minor for Engineers requirements • 15 credits in business courses • Leadership Experience: Honors Seminar & Topics in Leadership • Honors Capstone Project

A well-integrated course of study is available in these dual-degree programs because UM's professional schools have a growing list of courses directly related to EA or with significant EA content. (See Table 11, p. 30; Appendix II.)

Building on the success of these interdisciplinary master's programs, the EANRC will leverage the new MIRS program beginning in Fall 2019 that will encompass and expand existing MA programs. The program aims to better prepare our students for careers in academia and the public and private sectors through an interdisciplinary curriculum, deep regional or thematic expertise accompanied by broad thematic or regional perspective, rigorous methodological training, and international learning experiences. EANRC plans to add Korea as a regional track in MIRS and hopes to round out the success of the CCS and CJS master's programs to offer a comprehensive slate of EA specializations. The new structure has several benefits, including: an improved governance structure, streamlined administrative services, and the capacity to offer students cross-regional, thematic sub-plans alongside our area studies tracks.

Doctoral students belong to UM's schools and departments where they receive discipline-specific training and gain supervised teaching experience working as GSIs. In 2016-17, doctoral students pursued EA-studies in anthropology, art history, communication studies, comparative literature, economics, history, linguistics, literature, political science, public policy, religion, sociology, social work and women's studies. All EA doctoral students are expected to attain research capability in the language of their area. Many graduate students attain proficiency in a second, or even a third, Asian language, or in the classical languages of their region. Nearly all doctoral students spend a year or more doing dissertation research in EA.

EANRC and Rackham Graduate School also support student-run interdisciplinary workshops that provide students with venues to present work, gain professional experience, and interact

with students and faculty from different disciplines with similar area and language interests.

Rackham provides up to \$3,000 per workshop per year for program expenses.

H.4 UM Study Abroad Opportunities and Students' Access. Between 2016-2017, 5,290 UM students travelled abroad to over 135 countries, engaging in various learning activities. UM administers formal undergraduate EA study abroad opportunities through CGIS, IPE, and other schools. CGIS offers regular semester, academic year, and summer programs, as well as short-term overseas experiences planned either as service projects or as the field study component of an on-campus course. Through CGIS, undergraduates can choose from among academic year or summer programs in China (5), Japan (7), Korea (2), and Taiwan (1). All programs offer the normal combination of language and culture courses. In addition to these programs, UM has implemented new opportunities for short-term immersive study abroad in EA. Instructors have led groups of students to Seoul, Tokyo, Kyoto, and Beijing as extensions of winter term undergraduate and graduate courses. EANRC has provided funding for these programs, many of which target disadvantaged students. ALC also runs a ten-week intensive 2nd year Chinese language class in Nanjing. Students attending CGIS, ALC, and IPE programs earn in-residence academic credit and have access to UM financial aid. EANRC supports many merit-based study abroad scholarships. One noteworthy program in STEM is the Shanghai Jiao Tong University Joint Institute for the sciences, which also can include an internship in China; every school/college at UM now offers an EA study abroad opportunity. (See Appendix II). UM's current focus is on career development opportunities abroad. The Opportunity Hub is a new initiative to support student interest and success at internships. The Hub actively recruits for international internships and supports students' efforts to gain international work experience. EANRC hosts the Japan Internship Initiative (JII) and China Internship Initiative in collaboration

with the Hub. Since 2015, JII has placed 39 students in a minimum 2 month internships. This program has seen exponential growth in 2017 with 120 applicants for 14 placements.

Table 17: EANRC Participation in Overseas Activities by Destination, 2016-17

Participants in Activities for Academic Credit														
Length of Stay	China		Hong Kong		Taiwan		Japan		Korea		Mongolia		Total	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Academic Year	1						5	2					6	2
FA/WN Term	26		10	1			11		2				49	1
Summer Term	61	8	29	1		2	4	6	1	1	1		96	18
2-8 Weeks	66	80	49	6	2		59	57	8	37			184	180
<2 Weeks		24						6					0	30
Subtotal	154	112	88	8	2	2	79	71	11	38	1	0	335	231
Participants in Co-Curricular Activities (Not for Academic Credit)														
Length of Stay	China		Hong Kong		Taiwan		Japan		Korea		Mongolia		Total	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Summer Term	3	18	1			1	12	10	2	6	1	1	19	36
2-8 Weeks	2	21	3	4		2	10	20	5	7			20	54
<2 Weeks	2	13		1		4		8		10			2	36
Subtotal	7	52	4	5	0	7	22	38	7	23	1	1	41	126
Total	325		105		11		210		79		3		733	

Facilitation of Access to Other Institutions and Programs. UM has streamlined its administration of study abroad and other forms of international experiences, such as internships. Through M-Compass, students can now search and apply for suitable programs and scholarships. CGIS was founded in 2009 to provide institutional support for global programs of all kinds, from short excursions to year-long exchange. While M-Compass, supported by UM Information Technology Services, provides the necessary search engines for students to research an array of overseas opportunities, CGIS provides hands-on academic and financial advising. Finally, the Global Scholars Program (GSP) offers a living/learning community that incorporates coursework, collaborative projects, and international experience on campus during the academic year.

I. Outreach Activities

During the 2014-18 funding cycle, the EANRC strengthened its commitment to outreach at all levels with an emphasis on K-12 constituencies. The EANRC staff members have increased its collaboration with other programming staff from UM's NRCs to provide extensive programming designed to promote an international focus in teaching and learning.

I.1.a K-12 Outreach. The EANRC, with the participation of numerous faculty members, carries out a wide-ranging program of K-12 outreach. This includes teacher training workshops, large events to encourage study of EA languages and cultures, and student-focused activities. (See Table 18 above for details.)

Table 18: Selected K-14 Outreach Activities, 2014-18

Name	Description	Impact
EANRC Teacher Workshops	(2010-ongoing) Annual one-day workshops to train teachers in EA content with lectures by EANRC faculty, EA specialists, artists, and master teachers. Co-sponsored with various UM partners.	Over 175 K-12 teachers, 8 workshops, approximately 50,000 students impacted
World History and Literature Initiative (WHaLI) Teacher Workshops	(2009-ongoing) Annual 3-day workshops to assist middle & high school teachers with curricular & professional development to teach new state standards for World History & Geography. Collaboration of 5 UM NRCs, SOE, & external organizations with EANRC faculty presenters.	79 K-12 teachers, 3 workshops; approximately 25,000 students impacted
Midwest Institute for International/ Intercultural Education (MIIE)	(2012-ongoing) Week-long theme-based summer workshops, conferences, and mentoring for faculty from MIIE member community colleges.	102 teachers; 102 curriculum modules distributed to approximately 130 member institutions nationwide
Washtenaw Community College (WCC) EA Language Program	(2016-ongoing) 1st year Chinese added to WCC curriculum (Chinese 111 & 122) and offered annually. Instructor evaluations very positive and enrollment for AY2017-18 appears to be higher than in 2016-17.	(2016-2017) 3 courses offered, 43 students enrolled
Korea from "A Single Shard" Program	(2012-ongoing) K-12 unit for teachers to teach a STEAM-based Korea module using the book "A Single Shard"; provides classroom resources and supplemental activities including a field trip & a hands-on demonstration.	24 K-12 teachers, 11 Title I schools, 1336 students impacted
Ann Arbor Japan Week	(2015-ongoing) An annual series of Japan-related cultural events geared towards K-12 students after the completion of their school year. Events planned in partnership with various UM units, community organizations, and the Consulate General of Japan in Detroit.	(2017) 1336 attendees

I.1.b Postsecondary Outreach. EANRC and UM NRCs will continue our relationship with MIIE first established in 2009 (Section A.1.iii and vii, pp. 2 and 4) In addition we will continue

our collaborations with UPR and local CCs, providing curricular resources and training.

I.1.c Business, Media, and General Public Outreach. The EANRC organizes regular lecture and film series aimed at both the UM community and the general public.

Table 19: Business, Media, and General Public Outreach, 2014-18

Name	Description	Impact
EANRC Lecture Series	Regular academic year lecture series presented by national & int'l Japanese, Chinese and Korea studies experts. Videos of most lectures posted on center websites and YouTube.	(2016-17) 54 speakers; audience total 5870; 49,845 views
EANRC Film Series & Events	Annual film series & events of CJK films. Films of note are often accompanied with auxiliary events. One 2017 series featured center expert contextual introduction for the film's story. A special screening of "Dragnet Girl" featured an exclusive live narration performance by benshi Ichiro Kataoka.	(2016-17) 38 films; audience total: 2846 Benshi performance: 208
CHINA Town Hall: A National Day of Programming on China	UM selected as one of 80+ webcast host locations in partnership with the National Committee on US-China (New York) Most recent Town Hall (2017) was a conversation on US-China relations with Susan E. Rice. Preceded by local presentation by Damien Ma, Paulson Institute.	90 attendees; Webcast live nationally & videotaped & available on CCS website.
The Future Is Now Conference: Mapping Social Change in Contemporary South Korea	(2017) Part of the Perspectives on Contemporary Korea conference series, a two-day conference outlining the major forces of cultural change in South Korea. Invited keynote speakers included: Ilwon Kang (Constitutional Court Justice), Seong-Min Yoo (National Assembly Member), Zhiyuan Cui (Tsinghua Univ.), Meredith Woo (Sweet Briar College). Co-sponsors from 8 UM departments and professional schools.	150 attendees; 206 livestream viewers
The University of Michigan and Japan's Auto Industry - An Enduring Partnership conference	Panels on the 40-year partnership between UM and Japan's automotive industry. Topics included: CJS's US-Japan Auto Conferences, which connected automakers and policymakers during the U.S.-Japan trade wars of the 1980s; and new vehicle technology at the Toyota Research Institute and MCity at UM.	107 attendees
Accidental Photographer: Seoul 1969	A photo exhibit by Dr. Margaret Condon Taylor. Opening with a panel with the artist and UM faculty. Exhibit organized in collaboration with UM Institute for Humanities. Framed prints transferred to Asia Library permanent collection.	750 exhibition viewers, 55 lecture attendees,
Center for Chinese Studies Blog	(2008-ongoing) Widely regarded as a leading site for substantive content related to the study of China, guest bloggers from EANRC faculty, students, alumni & internationally renowned commentators. Partnership with other blogs such as the Association for Asian Studies and UM Departmental Blogs	16,000+ page views from 50 US states & 82 countries in Asia, Europe, Middle East & Oceania

Together, these events constitute one of the most extensive offerings of EA programming to be found at any American university. The EANRC also hosts high-profile public panels and conferences that involve UM faculty in efforts to increase national and regional awareness of the importance of Asia in the consideration of contemporary issues, as well as large public cultural

events that expose students at all levels and the general public to EA culture. A sample of these outreach activities directed toward the general public are listed in Table 19 above.

J. FLAS Awardee Selection Procedures

UM's EANRC plans to offer 8 graduate academic year FLAS fellowships, 3 undergraduate academic year FLAS fellowships, and 8 summer FLAS fellowships for undergraduate and graduate students. For undergraduates, we plan to give priority to students at the advanced level and to students who want to participate in study abroad programs. Table 20 (p. 50) outlines the process and criteria we will use to select FLAS fellows and alternates.

K. Competitive Priorities

K.1 NRC Competitive Preference Priorities. As indicated in Section A, this proposal meets NRC Competitive Priorities. WHaLI (Section A.1.i p. 1), MIIIE (Section A.1.ii p. 2), Library Travel Grants (Section A.1.iii p. 2), EAL at CC (Section A.1.iv p. 3), UPR (Section A.1.vi p. 4), and Conference Travel Grants (Section A.1.vii p. 4) projects meet NRC Competitive Preference Priority 1 by collaborating with community colleges and MSIs. WHaLI (Section A.1.i p. 1), EA Language Teacher Certification (Section A.1.v p. 3), and UPR (Section A.1.vi p. 4) projects meet Competitive Preference Priority 2 by collaborating with the UM School of Education.

K.2 FLAS Competitive Preference Priorities. We incorporate assessment of financial need in the selection process for both graduate and undergraduate fellows by strongly encouraging applicants to file the Free Application for Federal Student Aid (FAFSA) form so that their expected family contribution (EFC) can be taken into account in the selection process to meet FLAS Competitive Preference Priority 1. All of our FLAS grants will be awarded to students studying Chinese, Japanese, Korean, or Uyghur, and the regions where these languages are spoken. One hundred percent of our awards will thus support study of languages listed in FLAS Competitive Preference Priority 2 (see Table 20 below for details.).

Table 20: FLAS Fellow Selection Process

	Graduate FLAS	Undergraduate FLAS
Languages & Levels	<ul style="list-style-type: none"> • <i>Chinese & Japanese at 2nd year level & above</i>, with priority to advanced level training • <i>Korean & Uyghur at all levels</i>, with priority to advanced level training 	<ul style="list-style-type: none"> • <i>Chinese, Japanese, and Korean at 3rd year level or above</i>, with priority to study abroad • For Summer only: 2nd year with commitment to completing 3rd year at UM in the academic year immediately following the fellowship period
Advertising (September to January)	<ul style="list-style-type: none"> • <i>FLAS website</i> with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, study abroad offices • <i>5-7 joint information sessions</i> for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors • <i>Direct targeted email messages</i> to students identified by graduate/professional program, major/minor, previous language course enrollment • <i>Joint information booths</i> for all FLAS languages at relevant university-wide events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int'l Career Fair, Major/Minor Fair • <i>Special recruitment efforts</i> with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy • Work with <i>language instructors</i> to identify <i>promising students</i> and encourage them to apply. • <i>FLAS Coordinator drop in office hours</i> in January for individual advising and questions 	
Application (November to January; deadline January 20)	<ul style="list-style-type: none"> • <i>FLAS website</i> with detailed information on eligibility, fellowship requirements, application instructions & contact information for FLAS coordinator for questions & clarifications • <i>Online FLAS application & downloadable forms</i> linked from the FLAS website • <i>Required materials</i>: application form, statement of purpose, official transcripts of all postsecondary work, GRE/SAT/ACT scores, two academic letters of recommendation, language evaluation/recommendation, Free Application for Federal Student Aid (FAFSA) 	
Selection Criteria	<ul style="list-style-type: none"> • <i>Academic excellence</i>, based on quantitative & qualitative evidence • <i>Strength/feasibility/appropriateness of proposed plan</i> for the award period • <i>Adequacy of language preparation</i> for proposed plan • <i>Relevance of language & area studies</i> in overall <i>career goals</i> • <i>Overall balance</i> of languages, disciplines, & long-term career interests among selected fellows • <i>Equal access</i> to students from under-represented socioeconomic backgrounds & disciplines • <i>Financial need</i>, based on student's FAFSA expected family contribution (EFC) 	
Financial Need (UG & G)	<ul style="list-style-type: none"> • Select pool of qualified candidates based on selection criteria above except financial need • Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category • Cut-off for each category to be determined annually based in part on cost of attendance (COA) • Priority given to applicant with higher need category when all other selection criteria are equal 	
Selection Committee	<ul style="list-style-type: none"> • Committee composed of faculty representing <i>cross-section of EA faculty</i> • At least one faculty member in the <i>humanities</i> & one in the <i>social sciences</i> • <i>Professional school faculty</i> included whenever possible 	
Deadlines	<ul style="list-style-type: none"> • <i>September 1</i>: FLAS website updated with information for the upcoming year's competition • <i>November 1</i>: FLAS online application opens • <i>January 15</i>: FLAS online application closes • <i>March 1</i>: Faculty review of graduate applications completed; selection committee meeting • <i>March 15</i>: Award letters postmarked to graduate fellows & alternates; faculty review of undergraduate applications completed & selection committee meeting • <i>April 1</i>: Award letters postmarked to undergraduate fellows & alternates 	

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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: \$272,808 Year 2: \$272,100 Year 3: \$272,249 Year 4: \$271,587

FLAS Request

Year 1: \$369,000 Year 2: \$369,000 Year 3: \$369,000 Year 4: \$369,000

Type of Applicant

- Single institution University of Michigan East Asia National Resource Center
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

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

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

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

Chinese, Japanese, Korean, Uyghur

Project Goal 1: Increase the quality and quantity of EA-related expert information disseminated to educators, the campus, and the public.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
Min. 1 / Max. 3	Min. 1/ Max. 5	Min. 1/ Max. 3			BL	T1	T2	T3	T4
1. Provide travel grants to researchers and educators to attend conferences and access library	1a. Offer travel grants to community college and MSI faculty to attend EANRC Conferences	1ai. Number of travel grants awarded and supported by grant	Annual	Number of awardees per year	0	6	4	4	2
	1b. Operate and fund EA library travel grant program to allow scholars to travel to UM to access Asia Library by awarding at least four travel grants per year, with preference toward MIIIE member institutions	1bi. Number of travel grants awarded and supported by grant	Annual	Number of awardees per year	0	3	3	4	4
2. Host events on UM campus for the public	2a. Offer one annual conference (with 4 other UM NRCs) on multidisciplinary topics per year	2ai. Number of conferences hosted	Annual	Institutional records	0	1	1	1	1
	2b. Offer X CKS Colloquium Series for years 1-3 of the grant period.	2bi. Number of lectures hosted	Annual	Institutional records	4	4	2	2	0
3. Increase by 2% per grant year the visibility of faculty and instructor research	3a. Invite EANRC affiliated faculty to be guest contributors on EA blogs	3ai. Monthly average of site visits increase by 2% over previous year	Annual	Web server logs	300	306	312	318	325
		3aii. Monthly average of views increase by 2% over previous year	Annual	Web server logs	400	408	416	424	433
		3aiii. Monthly average of unique visitors increase by 2% over previous year	Annual	Web server logs	200	204	208	212	216

Project Goal 2: Enhance EA area studies capacities at K-14 institutions by providing teaching resources, opportunities for teacher training, and by creating curricular materials.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
Min. 1 / Max. 3	Min. 1/ Max. 5	Min. 1/ Max. 3			BL	T1	T2	T3	T4
1. The UM/UPR collaboration will expose UPR faculty/K-12 teachers to East Asia content and materials	1a. Support professional development opportunities through a partnership with the University of Puerto Rico to develop a joint annual symposium (both live and streamed)	1ai. Number of symposia held per year	Annual	Institutional records	1	1	1	1	1
	1b. Provide at least 40 educators in Puerto Rico with EA-content presentations and teaching materials by the end of the grant period	1bi. Number of individuals participating in symposia, both in person and virtually	Annual	Registration forms Streaming analytics	5	10	10	10	10
		1bii. Percentage of participants with increased knowledge of how global issues impact specific areas/regions	Annual	Symposium evaluation form	25	33	33	33	33
		1biii. Percentage of symposium participants likely to incorporate new area studies content and/or materials into their courses	Annual	Symposium evaluation form	25	33	33	33	33

	1c. Recruit EA faculty and graduate students to present at the UPR symposium	1ci. Number of EA area studies speakers	Annual	Institutional records/ program	1	1	1	1	1
	1d. Offer EA curriculum design toolkits to teachers to better incorporate content into their teaching plans	1di. Number of EA-content materials on website	Annual	Website analytics	0	1	1	1	1
2. By the end of the 4-year grant cycle, increase capacity of 40 teachers to offer EA content presentations and materials through the WHaLI workshops	2a. Sponsor annual WHaLI workshops (with 4 other UM NRCs)	2ai. Number of workshops offered per year	Annual	Institutional records	1	1	1	1	1
	2b. Support professional development opportunities and teacher training for at least 40 K-12 educators in the state of Michigan and the Midwest by the end of the grant cycle	2bi. Number of individuals participating in the WHaLI workshops in person and virtually	Annual	Registration forms Streaming analytics	0	10	10	10	10
		2bii. Percentage of participants with increased knowledge of how global issues impact specific areas/regions	Annual	Workshop evaluation form	25	33	33	33	33
		2biii. Percentage of participants that are likely to incorporate new area studies content and/or materials	Annual	Workshop evaluation form	25	33	33	33	33

	2c. Recruit EA faculty and graduate students to present at WHaLI workshops	2ci. Number of EA area studies speakers	Annual	Institutional records/ program	1	1	1	1	1
	2d. Provide EA-content materials for educators on website	2di. Number of materials on website	Annual	Website analytics	0	1	1	1	1
3. Improve the quality of East Asian language instruction and area studies at community colleges	3a. Offer second-year Chinese language courses at WCC for years 1-3 through partnership agreement	3ai. Number of courses offered	Annual	Institutional records	0	2	2	2	0
		3a.iii. Number of students enrolled	Annual	Institutional records	0	5	5	5	0
	3b. Offer first-year Japanese language courses at WCC for years 2-4 through partnership agreement	3bi. Number of courses offered	Annual	Institutional records	0	0	2	2	2
		3bii. Number of students enrolled	Annual	Institutional records	0	0	5	5	5
	3c. Support the development of curriculum modules on East Asia through participation in MIIIE workshops	3ci. Participate yearly in MIIIE workshops	Annual	Institutional records	1	1	1	1	1
		3cii. Percentage of participants who indicate they would incorporate ideas/information from the workshop into their teaching	Annual	IIIE follow-up survey	25	33	33	33	33

Project Goal 3: Enhancing language program by increasing LCTL training for faculty and instructors, updating curricula, and implementing language certification program.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
Min. 1 / Max. 3	Min. 1/ Max. 5	Min. 1/ Max. 3			BL	T1	T2	T3	T4
1. Provide opportunities for lecturers to develop skills and network with others in the field	1a. Offer Lecturer Travel Grants to Korean lecturers for conference presentations and pedagogical training	1ai. Number of travel grants supported	Annually	Number of Awardees	3	3	3	3	3
2. Revamp the language curriculum to accommodate to the changing demands of instructional developments	2a. Revise Korean language curriculum at UM	2ai. Number of curricula revised	Annually	Institutional records	0	1	0	0	1
	2b. Revise Japanese language curriculum at UM	2bi. Number of curricula revised	Annually	Institutional records	0	0	1	0	0
	2c. Revise Chinese language curriculum at UM	2ci. Number of curricula revised	Annually	Institutional records	0	0	0	1	0
3. Implement Chinese certification program for UM undergrads and Chinese Studies MA students	3a. By the end of the grant cycle, at least 7 students enrolled in Language Teacher Certification Program	3ai. Number of students enrolled in undergrad program	Grant cycle	Institutional records	0	0	0	0	4
		3aii. Number of students enrolled in Chinese Studies MA program	Grant cycle	Institutional records	0	0	0	0	3

6/21/18

William L. Johnson, Vice President and Chief Financial Officer
Washtenaw Community College
4800 E Huron River Dr,
Ann Arbor, MI 48105

RE: Proposal Titled: "East Asia National Resource Center and Foreign Language and Area Studies Fellowships 2018-2022"
University of Michigan PI: Nojin Kwak

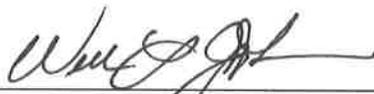
Dear Dr. Kwak,

This letter represents the intent of Washtenaw Community College to participate in the proposal "East Asia National Resource Center and Foreign Language and Area Studies Fellowships 2018-2022" that is being submitted by Nojin Kwak in response to the Department of Education, ED-GRANTS-052518-001 Solicitation or Request for Proposals. We present this application for your review and request support in the amount of \$55,800 for the period from August 15, 2018 through August 14, 2022."

The appropriate programmatic and administrative personnel at Washtenaw Community College approve this proposal submission. Our organization will actively participate in the project as outlined in the proposal.

Washtenaw Community College believes the project proposed herein is fundamental research and to our knowledge does not require that we seek an export license under EAR or ITAR. If the University of Michigan believes the College's performance or deliverables of the project are subject to export control regulations, Washtenaw Community College requests early confirmation in writing. If export regulations will necessitate an export control plan, Washtenaw Community College reserves the opportunity to re-evaluate this proposal and seek further internal and external guidance.

Sincerely,



William L. Johnson
Vice President and Chief Financial Officer
Washtenaw Community College

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1. Diverse Perspectives

During the academic year, the three area studies centers that comprise the East Asia National Resource Center, namely Lieberthal-Rogel Center for Chinese Studies, Center for Japanese Studies, and Nam Center for Korean Studies, each sponsor a lecture series, a film series, and numerous conferences, workshops and exhibits in addition to the projects proposed for this grant cycle. In AY 2017-18, lecture topics included the capitalism in China, China's expanding soft power; food allergies in contemporary Japan, identity politics in Japan, criminal justice in Joseon Korea, and the impact of hosting Olympics in Korea. Major events included an exhibit and performance to celebrate the 45th anniversary of Ping Pong Diplomacy, a conference on US-Japan Relations: Past, Present, and Future, and the Nam Center's 10th anniversary conference on social change in contemporary South Korea. All public events are broadly interdisciplinary, cover a wide variety of topics in the humanities and the social sciences as well as current events, and present a wide variety of perspectives both from scholars and practitioners based in the United States as well as in the East Asia region. Public sessions always include ample time for questions from the audience following the presentation for active debate. These practices will extend to all of the teacher training activities proposed for the upcoming grant cycle. (See Application Narrative, Section 1, pp.1-9) To further open dialogue and exchange in addition to public lectures, conferences, and workshops, students are offered opportunities to meet in small groups with an invited speaker over lunch. All FLAS Fellows are invited to Center-sponsored events and are strongly encouraged to bring their own perspectives to bear on the topic.

2. Areas of National Need

In coordination with the International Institute, Career Center, International Center, and other units, University of Michigan's area studies centers sponsor a variety of career-related workshops, panels, and presentations during the academic year. The International Career Pathways series presents information sessions and panel discussions on international careers. Up to 20 such events are held, including Internships with the U.S. State Department, Peace Corp, Introduction to the Foreign Service Officer Selection Process and Test, and panel discussions on international careers in teaching, engineering and technology, and health services. The International Opportunities Fair, held every October, brings to campus about 100 organizations, including federal government agencies, business, and non-profit organizations who wish to recruit University of Michigan graduates with foreign language and area studies skills. In addition, the International Institute, together with area studies centers, offer information sessions with federal agencies and organizations, such as the State Department, the Central Intelligence Agency, and the International Rescue Committee. We also invite alumni with careers in government and international organizations to come back to campus and speak to current students about their experience. The three centers also jointly sponsored a networking conference for graduate students in April 2018. Alumni speakers in AY 2017-18 included Courtney Henderson, Michigan-China Innovation Center, and Jeffrey Guyton, CEO, Mazda Europe. Finally, the East Asia National Resource Center, in conjunction with the International Internship programs in the College of Literature, Science, and the Arts as well as College of Engineering, has developed internship placements in East Asia in a wide variety of industries for undergraduate and graduate students so that they will be better prepared for the jobs utilizing foreign language and area studies skills upon graduation.

**APPENDIX I – CURRICULUM VITAE AND POSITION DESCRIPTIONS
FOR PROJECT-RELATED PERSONNEL**

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 Ahn, Juhn 6
 Alexy, Allison 7
 Anderson, Barbara S. 7
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 Auerback, Micah 8
 Baxter, William H. 9
 Brightwell, Erin L. 9
 Brose, Benjamin 10
 Brown, Miranda D. 10
 Campbell, Scott W. 11
 Carr, Kevin Gray 11
 Cassel, Pär 12
 Chang, Chun-shu 12
 Chung, Y. David 13
 Crowell, Susan Elizabeth 13
 de Pee, Christian 14
 Deng, Lan 14
 Duanmu, San 15
 Erickson, Susan N. 15
 Fetters, Michael D. 16
 Gallagher, Mary E. 16
 Hanashiro, Roy S. 17
 Hashikawa, Micheleen S. 17
 Hausman, Joshua K. 18
 Hill, Christopher L. 18
 Howson, Nicholas C. 19
 Jackson, Reginald R. 19
 Jimbo, Masahito 20
 Kee, Joan 20
 Kelly, Thomas P. 21
 Kile, S. E. 21
 Kim, E. Han 22
 Kim, Hwa-Jin 22
 Kim, Jaeun 23
 Kim, Jong-Jin 23
 Kitayama, Shinobu 24
 Kiyota, Ayano 24
 Kwak, Dae Hee 25
 Lam, Joseph S. C. 25
 Laurence, Greg 26
 Li, Lydia 26
 Liang, Jersey 27

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Lin, Ann C. 27
 Lindtner, Silvia 28
 Little, Sahoko Hirano 28
 Lopez, Jr., Donald S. 29
 Mahalingam, Ramaswami 29
 Masuzawa, Tomoko 30
 Miller, Kevin F. 30
 Mueggler, Erik A. 31
 Nornes, Markus 31
 Oh, Se-Mi 32
 Özbey, Sonya 32
 Pincus, Leslie B. 33
 Platt, Robert D. 33
 Porter, David L. 34
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 Ray, Mary-Ann 35
 Rew, Karl T. 35
 Robertson, Jennifer E. 36
 Rolston, David L. 36
 Rubinstein, Ellen 37
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 Santos, Erik R. 38
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 Shumer, Gregory D. 39
 Siegel, Jordan 40
 Suzuki, Rie 40
 Tang, Xiaobing 41
 Tardif, Twila Z. 41
 Thornton, Arland D. 42
 Tobier, Nicholas A. 42
 Tonomura, Hitomi 43
 Tsutsui, Kiyoteru 43
 Wang, Zheng 44
 West, Mark D. 44
 Wilcox, Emily E. 45
 Wu, Xun (Brian) 45
 Xu, Hongwei 46
 Xu, Ming 46
 Yoshihama, Mieko 47
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 Gu, Karen 48
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Kim, So Yeon	50
Kondo, Junko	51
Levin, Qiuli Zhao	51
Li, Kening	52
Li-Stevenson, Jinyi	52
Liu, Qian	53
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Mochizuki, Yoshihiro	54
Mori, Yuta	54
Oka, Mayumi	55
Okuno, Tomoko	55
Ryu, Youngju	56
Sakakibara, Yoshimi	56
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Yasuda, Masae	57
Yu, Xiaoying	58
Zhong, Yan	58

EANRC STAFF

Beghi, Clemente	59
Canosa, Emily F.	59
Couillard, Eric	60
Fukazawa, Yuri	60
Hammond, Bradly B.	61
Kinzer, Barbara	61
Lancina, Kelsey	62
McKenna, Neal X.	62
Morsman, Do-Hee	63
Rudberg, Margaret	63
Schlorff, Helena	64
Stepanchuk, Carol	64

INTERNATIONAL INSTITUTE STAFF

Pattison, Sarah	65
Takata, Azumi Ann	65
Vowell, Evan D.	66

ASIA LIBRARY STAFF

Anderson, Kazuko	67
Baek, Sarah Heh-Young	67
Fu, Liangyu	68
Kim, Myung Hee	68
Lawson, Dawn	69
Sung, Yunah	69
Suzuki, Mari	70
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Oyobe, Natsu	73
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Bain, Robert B.	75
Castro, Christi-Anne	75
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EXTERNAL PROJECT COLLABORATORS

Hernandez, Juan	77
Nazarova, Gulnisa	77
Redondo, Juan C.	78
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ARCHITECTURE		ENGINEERING	
Adams, Robert J.	6	Robertson, Jennifer E.	36
Kim, Jong-Jin	23	Xu, Ming	46
Ray, Mary-Ann	35		
ART & DESIGN		ENGLISH LANGUAGE & LITERATURE	
Adams, Robert J.	6	Porter, David L.	34
Chung, Y. David	13		
Crowell, Susan Elizabeth	13	ENVIRONMENT & SUSTAINABILITY	
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Platt, Robert D.	33	FILM & VISUAL MEDIA STUDIES	
Robertson, Jennifer E.	36	Nornes, Markus	29
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Erickson, Susan N.	15		
Kee, Joan	20	HISTORY	
Powers, Martin	34	Cassel, Pär	12
Robertson, Jennifer E.	36	Chang, Chun-shu	12
Zhang, Fang	47	de Pee, Christian	14
		Hanashiro, Roy S.	17
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Kim, E. Han	22	Pincus, Leslie B.	33
Laurence, Greg	26	Tomomura, Hitomi	43
Siegel, Jordan	40	Wang, Zheng	44
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Masuzawa, Tomoko	30	Grande, Laura A. S.	48
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		Li, Kening, Director	52
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		Zhong, Yan	58
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		Mochizuki, Yoshihiro	54
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Hill, Christopher L.	18
Jackson, Reginald R.	19
Kelly, Thomas	21
Kile, S. E.	21
Oh, Se-Mi	32
Ozbey, Sonia	32
Rolston, David L.	36
Ryu, Youngju	37
Tang, Xiaobing	41
Wilcox, Emily E.	45

MEDICINE

Fetters, Michael D.	16
Hashikawa, Micheleen S.	17
Jimbo, Masahito	20
Kiyota, Ayano	24
Little, Sahoko Hirano	28
Rew, Karl T.	35
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Santos, Erik R.	38
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Lam, Joseph S. C.	25
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Saint Arnault, Denise M.	38
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PHILOSOPHY

Ozbey, Sonia	32
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POLITICAL SCIENCE

Ang, Yuen Yuen	8
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PSYCHOLOGY

Kitayama, Shinobu	24
Mahalingam, Ramaswami	29
Miller, Kevin F.	30
Tardif, Twila Z.	41

PUBLIC HEALTH

Liang, Jersey	27
Suzuki, Rie	40

PUBLIC POLICY

Hausman, Joshua K.	18
Lin, Ann C.	27

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Ahn, Juhn	6
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SOCIOLOGY

Anderson, Barbara S.	7
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Li, Lydia	26
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URBAN & REGIONAL PLANNING

Deng, Lan	14
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WOMEN'S STUDIES

Alexy, Allison	7
Mahalingham, Ramaswami	29
Robertson, Jennifer E.	36
Tonomura, Hitomi	43
Wang, Zheng	44

PROJECT DIRECTOR

KWAK, NOJIN

Title, Department & Tenure Status: Professor, Communication Studies Department (Tenured); Chair, Communication Studies Department; Director, Nam Center for Korean Studies

Education: BA, Sogang University, 1990; MA, University of Wisconsin, 1993; PhD, University of Wisconsin, 2001

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2000-present; Director, Nam Center for Korean Studies, University of Michigan, 2012-present; Chair, Communication Studies, University of Michigan, 2016-present

Overseas Experience: New Media and Citizenship in Asia, Fukuoka, Japan (conference principal organizer), 2016; Ce-Dem Asia, Hong Kong, China (conference organizer), 2014

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Korean (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [2] Advanced Topics in Korean Studies: Nam Center Undergraduate Research Fellows Seminar; Media Processes and Effects

Research & Teaching Specialization: New and emerging media, political communication

Recent Publications and Works in Progress:[Articles and Chapters - 11]

Kim, D. H., & Kwak, N. Media diversity policies for the public: Empirical evidence examining exposure diversity and democratic citizenship. Revised and resubmitted. *Journal of Broadcasting and Electronic Media*. Under review;

Kwak, N., & Lee, H. "Mobile phone use and Social Capital in S. Korea: The role of social values." In progress.

Lee, H., & Kwak, N. Mobile communication and cross-cutting discussion: A crossnational study of South Korea and the US. *Telematics and Informatics*, 33, 534-545. 2016.

Skoric, M. M., & Kwak, N. Contextualizing the role of technologies in the process of civic and political change in Asia. *Telematics and Informatics*, 33, 501-503. 2016.

Campbell, S. W., & Kwak, N. Mobile media and civic life: Promises and perils for the public sphere. G. Goggin & L. Hjørth (eds.). *The Routledge companion to mobile media*, 409-428. New York: Routledge. 2014.

Lee, H., Kwak, N., Campbell, S. W., & Ling, R. Mobile communication and political participation in South Korea: Examining the intersections between informational and relational uses. *Computers in Human Behavior*, 38, 85-92. 2014.

Number of dissertations/theses supervised in the past 5 years: 11

Distinctions: Howard J. Johnson Diversity Service Award, University of Michigan, 2016; Lynda Lee Kaid Best Published Paper in Political Communication Award, AEJMC, 2016; Top Paper recognition, Korean American Communication Association Research Panel, International Communication Association, 2011; Marsh Distinguished Research Fellowship, Communication Studies, University of Michigan, 2007-2010

EAST ASIA AREA STUDIES FACULTY

ADAMS, ROBERT J.

Title, Department & Tenure Status: Associate Professor of Architecture, A. Alfred Taubman College of Architecture & Urban Planning; Associate Professor of Art & Design, Penny W. Stamps School of Art & Design (Tenured)

Education: B.A, Saint John's University, 1989; MA, Southern California Institute of Architecture, 1994

Academic Experience: Fellow, Sud California Instituto d' Architettura, Switzerland, 1994-1996;
Assistant/Associate Professor, University of Michigan, 2002-present

Overseas Experience: Beijing Architectural Studio Enterprise Co-founder & faculty member, 2000-present;
Oaxaca, Mexico, 2002; Teaching & research, Sud California Instituto d'Architettura, 1994-96

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

N/A

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [3] Capstone Studio: M.Sc. Design Health – Beijing, Disability and Design: Topics in Disability Studies, Individual Health Infrastructures: M.Sc. Design Health

Research & Teaching Specialization: Intersection of architecture, civic infrastructure, and disability culture

Recent Publications and Works in Progress:[Articles and Chapters - 7]

“Disability Aesthetics and the Built Environment.” David Mitchell and LeAnn Fields (eds.). *Matters of Disability*. Ann Arbor: Univ. of Michigan Press. 2016.

“Design Research and Disability Studies.” Jos Boys (ed.). *Architectural Design and Dis/Ability: A Critical Reader*. London: Routledge.

Forthcoming; "Chromosapiens: Reconsidering Architecture and Infrastructure within Disability Culture." *AT: Architecture Technique* 246.3: 20-26. 2016

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions: Neubacher Certificate of Recognition, University of Michigan Council for Disability Concerns, 2011; Honorable Mention, Seoul International Design Competition, 2010

AHN, JUHN

Title, Department & Tenure Status: Associate Professor, Department of Asian Languages & Cultures (Tenured)

Education: BA, University of Michigan, 1999; MA, University of Michigan; PhD, University of California-Berkeley, 2007

Academic Experience: Assistant Professor, University of Toronto, 2006-2011; Assistant Professor, University of Michigan, 2011-present

Overseas Experience: Seoul National University & Yonsei University (invited talks), 2013; Chinese University of Hong Kong (invited talk), 2012; Max Planck Institute for the History of Science (invited talk), Berlin, 2011

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Korean (5), Chinese (4), Japanese (4)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] Natural Disasters in East Asia; Controversies in Contemporary Korea; Introduction to Korean Civilization; Critical Introduction to Asian Studies; Wealth and Poverty in Korea: What it means to be rich (or not) in Korea

Research & Teaching Specialization: Transformation of the Koryo elite & new forms of Buddhism in Korea in the 14th century; Choson Dynasty (1392-1910) intellectual history

Recent Publications and Works in Progress: [Articles and Chapters- 6]

“Getting Sick Over Nothing: Hyesim and Hakuin on the Maladies of Meditation.” Pierce Salguero (ed.). *Sourcebook of Buddhism and Healing Vol. 2: East Asia*. New York: Columbia University Press (forthcoming)

“Hakuin.” Gereon Kopf (ed). *Dao Companion to Japanese Buddhist Philosophy*. New York: Springer (forthcoming).

“Worms, germs, and Technologies of the Self: Religion, Sword Fighting, and Medicine in Early Modern Japan.” *Japanese Religions* 37, no. 1 & 2. Pp. 93-114. 2012.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Kyujanggak Fellowship, Int'l Center for Korean Studies, Seoul National University, 2013; Mellon Fellowship, Institute for Advances Study, Princeton, 2010.

ALEXY, ALLISON

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures and Department of Women's Studies (Tenure Eligible); Director of Undergraduate Studies, Center for Japanese Studies
Education: BA, University of Chicago, 2001; M.Phil., Yale University, 2003; PhD, Yale University, 2008
Academic Experience: Assistant Professor, Lafayette College, 2008-2009; Assistant Professor, University of Virginia, 2011-2015; Assistant Professor, University of Michigan, 2015-present
Overseas Experience: Abe Fellowship (research), Tokyo, 2013-2014; Japan Foundation (research), Tokyo, 2009; Fulbright IIE (research), Tokyo, Saitama, Matsuyama, 2005-2006
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4)
East Asia Instructional Content Expertise: 90%
Area Courses Taught: [7] Society and Culture in Contemporary Japan, Fantasizing Japan, Love and Intimacy in Asia, Family in Japan, Beyond the Samurai Student: Education in Contemporary Japan, Gender and the Law, Feminist Thought
Research & Teaching Specialization: Gender, kinship and family, romance and intimacy, legal anthropology, contemporary Japan and East Asia
Recent Publications and Works in Progress: [Books - 2, Chapters and Articles - 10]
Divorce and the Romance of Independence in Contemporary Japan. Book manuscript. Forthcoming.
Intimate Japan. Edited volume. Honolulu: University of Hawai'i Press. Forthcoming.
"Introduction: The Stakes of Intimacy in Contemporary Japan." In *Intimate Japan*, edited by Allison Alexy and Emma E. Cook. Honolulu: University of Hawai'i Press. Forthcoming
Number of dissertations/theses supervised in the past 5 years: 4
Distinctions: Cory Family Teaching Award, 2014; Abe Fellowship, Social Science Research Council, 2013-2014; Research Fellowship, Japan Foundation, 2013

ANDERSON, BARBARA S.

Title, Department & Tenure Status: Ronald A. Freedman Collegiate Professor of Sociology & Population Studies; Professor, Sociology; Research Professor, Population Studies Center, Institute for Social Research (Tenured).
Education: BA, University of Chicago, 1970; PhD, Princeton University, 1974
Academic Experience: Assistant Professor, Yale University, 1975-1976; Associate Professor, Brown University, 1976-1984; Professor, University of Michigan, 1984-present
Overseas Experience: China, CUEB & State Statistical Bureau (consulting & research), 1989-2006; Korea, Korea Research Foundation (conference co-organizer), 1996
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Russian (3)
East Asia Instructional Content Expertise: 20%
Area Courses Taught: [3] Research Methods in Population and Human Ecology: Demographic Methods; Social Demography; World Population Dynamics
Research & Teaching Specialization: Social and economic change; demographic change; Russia, China, South Africa
Recent Publications and Works in Progress:
"The Role of Data in Research and Policy." *Emerging Trends in the Social and Behavioral Sciences*. 2015.
World Population Dynamics: An Introduction to Demography. Upper Saddle River, NJ: Pearson. 2014.
"Projecting Low Fertility: Some Thoughts about the Plausibility and Implications of Assumptions." Moscow: Population and Society. 2014
Number of dissertations/theses supervised in the past 5 years: 9
Distinctions: Ronald A. Freedman Collegiate Professorship, 2009-present, Regents' Distinguished Public Service Award, University of Michigan, 2008; Fellow, Center for Advanced Study in the Behavioral Sciences, 1990-1991.

ANG, YUEN YUEN

Title, Department & Tenure Status: Associate Professor, Department of Political Science (Tenured)
Education: BA, Colorado College, 2002; MA, Stanford University, 2003; PhD, Stanford University, 2010
Academic Experience: Assistant Professor, Columbia University, 2010-2011; Assistant/Associate Professor, University of Michigan, 2011-present
Overseas Experience: N/A
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)
East Asia Instructional Content Expertise: 70%
Area Courses Taught: [3] Chinese Politics and Political Economy; State and Market in Contemporary China; Social Scientific Studies of Historical and Contemporary China
Research & Teaching Specialization: Development, complexity, Chinese political economy
Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 9]
“Domestic Flying Geese: Industrial Transfer and Delayed Policy Diffusion in China.” *The China Quarterly*. Forthcoming.
How China Escaped the Poverty Trap. Cornell University Press, Cornell Studies in Political Economy. 2016.
“Co-optation & Clientelism: Nested Distributive Politics in China’s Single-Party Dictatorship,” *Studies in Comparative International Development*, Vol 51(3), pp. 235-256. 2016
Number of dissertations/theses supervised in the past 5 years: 4
Distinctions: Andrew Carnegie Fellow, 2018; Research Award, IBM Center for the Business of Government, 2017; Fellow, Public Intellectuals Program, National Committee of U.S.-China Relations, 2017-2019

AUERBACK, MICAH

Title, Department & Tenure Status: Associate Professor, Department of Asian Languages & Cultures (Tenured)
Education: BA, Washington University in St. Louis, 1996; MA, Princeton University, 2001; PhD, Princeton University, 2007
Academic Experience: Assistant/Associate Professor, University of Michigan, 2007-present
Overseas Experience: Kansai University, Osaka, Japan (Visiting Scholar), 2014; Int’l Research Center for Japanese Studies, Japan (Postdoctoral Fellowship), 2010-11; Otani University, Japan (doctoral dissertation research), 2002-04
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4), Korean (2), Chinese (1)
East Asia Instructional Content Expertise: 100%
Area Courses Taught: [6] *The Lives of the Buddha, from India to Manga*; Research: Senior Project in Asian Studies; *Hybrids in Modern Japan*; *Spirits of Contemporary Japan in Popular Culture*; *Introduction to Japanese Buddhism*; *Asian Business Culture*
Research & Teaching Specialization: Japanese Buddhism, with special emphasis on the seventeenth century to the present; images of the historical Buddha in Japan; biography and hagiography in Japanese Buddhism.
Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 8]
“Katarareta seijin: Nihonteki na Buddha-zukuri ni okeru kanon to szō [Summary in Japanese of A Storied Sage].” In *Higashi Ajia no Butsuden bungaku [The Literature of the Biography of the Buddha in East Asia]*, Komine Kazuaki (ed.), 811-820. Tokyo: Bensei Shuppan. 2017.
A Storied Stage: Canon and Creation in the Making of Japanese Buddha. University of Chicago Press. 2016.
Number of dissertations/theses supervised in the past 5 years: 1
Distinctions: Japan Society for the Promotion of Science Fellowship, 2010-2011; Princeton University Charlotte Elizabeth Procter Honorific Fellowship, 2003-2004; Japan Foundation Doctoral Fellowship, 2002-2003; Blakemore Foundation Fellowship, 1999-2000.

BAXTER, WILLIAM H.

Title, Department & Tenure Status: Professor of Chinese Language and Linguistics, Department of Asian Languages & Cultures and Department of Linguistics. (Tenured).

Education: BA, Amherst College, 1970; MA, Cornell University, 1974; PhD, Cornell University, 1977

Academic Experience: Assistant Professor, University of Alabama, 1978-1983; Assistant/Associate/Full Professor, University of Michigan, 1983-present

Overseas Experience: France, Institut National des Langues et Civilisations Orientales (summer school on historical linguistics), 2013; England, Oxford University (research training), 2009

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Modern Chinese (5), Classical Chinese (5), French (4), Latin (3), Ancient Greek (3), German (3), Russian (3), Dutch (3), Japanese (2), Spanish (2), Italian (2), Biblical Hebrew (2)

East Asia Instructional Content Expertise: 75%

Area Courses Taught: [4] How Different is Chinese?, Deciphering Ancient Languages, Languages of Asia, Languages and History

Research & Teaching Specialization: Historical linguistics, history of Chinese language

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 10]

“Old Chinese reconstruction: a response to Schuessler.” *Diachronica* 34:4. Forthcoming.

“A hypothesis on the origin of Old Chinese pharyngealization.” *Bulletin of Chinese Linguistics* 9:2. Forthcoming. (with Laurent Sagart)

Guānyú “Qīng jiǎn wǔ” sān piān de yìxiē bǐjì [Some notes on three texts in *Qīnghuà dàxué cáng Zhànguó zhújiǎn (wǔ)*. *Warring States bamboo-strip texts*.] Tsinghua University collection, volume 5. Forthcoming.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Leonard Bloomfield Book Award, Linguistic Society of America, 2015; Japan Society for the Promotion of Science Fellowship, 2014.

BRIGHTWELL, ERIN L.

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, Smith College, 1995; BA, University of Washington-Seattle, 2004; MA, University of Washington-Seattle, 2007; PhD, Princeton University, 2014

Academic Experience: Assistant Professor, Hiroshima University, 2014-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Hiroshima University, Japan (Visiting Associate Professor), 2013-2015; Rikkyo University, Tokyo, Japan (Visiting Researcher), 2012-2013

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5), Classical Japanese (5), German (5), Chinese (4), Classical Chinese (4), Dutch (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] Strange Ways: Literature of the Supernatural in Pre-modern Japan and China, Classical Japanese, Seeds of Conflict: Intercultural Encounters in Japan from 745-1945, Senior Project in Asian Studies, Introduction to Japanese Civilization: Japan Before Today

Research & Teaching Specialization: Medieval Japanese thought, classical Japanese prose, colonial Japanese fiction, Medieval Chinese prose, comparative literature, Japanese history

Recent Publications and Works in Progress: [Articles and Book Chapters - 6]

“Constructing the China Behind Chinese in Medieval Japan: The China Mirror.” In *Nihon bungaku no tenbō o hiraku* 日本文学の展望を拓く, Komine Kazuaki, ed., 396-414. Tokyo: Kasama shoin. Forthcoming.

Refracted Axis: Kitayama Jun'yū and writing a German Japan. *Japan Forum* 27.4: 431-453. 2015

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions: Japan Foundation Doctoral Fellowship, 2011-2012; Doctoral Fellowship, David and Mary Hyde Summer Research Fellowship, 2010.

BROSE, BENJAMIN

Title, Department & Tenure Status: Associate Professor, Department of Asian Languages & Cultures (Tenured)

Education: BA, University of California-Santa Cruz, 1996; MA, University of California-Berkeley, 2002; PhD, Stanford University, 2009

Academic Experience: Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Visiting Scholar, Academia Sincia (research), Taipei, Taiwan, 2013-2014; Research Fellow, Otani University (research), Kyoto, Japan, 2005-07

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (4), Japanese (3), French (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Zen: History, Culture, and Critique; Gods, Ghosts, and Gangsters: Popular Religion in China; Studies in Chinese Religions

Research & Teaching Specialization: History and culture of medieval and modern Chinese Buddhism; Chinese religions; East Asian religions

Recent Publications and Works in Progress:[Books - 1, Articles - 4]

“Resurrecting Xuanzang: the Modern Travels of a Medieval Monk.” Kiely and Jessup (eds.). *Buddhists and Buddhism in the History of 20th Century China*. Columbia University Press. 2015

“Disorienting Medicine.” *Journal of Chinese Buddhist Studies*. 2015

“Credulous Kings and Immoral Monks: Song Literati Critiques of Buddhism during the Five Dynasties and Ten Kingdoms.” *Asia Major* 27. 2014.

Number of dissertations/theses supervised in the past 5 years: 8

Distinctions: Fulbright Senior Scholar; Chinag Ching-kuo Foundation Junior Scholar, Alexander von Humboldt Fellowship for Experienced Researchers.

BROWN, MIRANDA D.

Title, Department & Tenure Status: Professor, Department of Asian Languages & Cultures (Tenured)

Education: BA, University of California-Berkeley, 1996; MA, University of California-Berkeley, 1999; PhD, University of California-Berkeley, 2002

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2002-present

Overseas Experience: Summer instructor, Jiaotong University (UM Jiaotong Joint Institute), Shanghai, 2012; Summer instructor, Peking University, Beijing, China, 2007

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Modern Chinese (5), Classical Chinese (5), Japanese (3), French (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] Food and Drink of Asia; Asian Medical Encounters; Acupuncture: Historical and Contemporary Transformations; Food in China; Historical Studies of Food in China; Controversies in Contemporary China

Research & Teaching Specialization: Chinese history, history of medicine in China

Recent Publications and Works in Progress: [Books - 3, Articles and Chapters - 8]

“Medicine’ in Early China.” In Paul R. Goldin (ed.), *Routledge Handbook of Early Chinese History*. Routledge. Forthcoming;

“The Wuwei Medical Manuscripts: A Brief Introduction and Translation.” *Early China* 40: 1-61. 2017 (with Yang Yang)

The Art of Medicine in Early China: The Ancient and Medieval Origins of a Modern Archive. New York: Cambridge University Press. 2015.

Number of dissertations/theses supervised in the past 5 years: 22

Distinctions: John Dewey Teaching Award, 2015; National Endowment of the Humanities Faculty Fellowship, 2006-2007.

CAMPBELL, SCOTT W.

Title, Department & Tenure Status: Constance F & Arnold C Pohn Endowed Professor of Telecommunications; Professor, Department of Communication Studies (Tenured)

Education: B.J., University of Nebraska, 1992; MA, University of Missouri-Kansas City, 1999; PhD, University of Kansas, 2002

Academic Experience: Assistant Professor, Hawaii Pacific University, 2002-2005; Assistant/Associate/Full Professor, 2005-present

Overseas Experience: DAAD Fellowship, Technische Universitat Berlin, 1986-1987; Fellowship, Freie Universitat Berlin, 1980-1981

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
German (2)

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [4] Media Processes and Effects; Social Consequences of Mobile Communication; Mobile Communication, Self, and Society: Revolutions in a New Field; Views on the News: What Shapes or Media Content
Research & Teaching Specialization: Mobile communication behaviors and consequences

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 29]

From frontier to field: Theoretical structure and change in Mobile Communication Studies. Oxford University Press. Forthcoming.

“Understanding and measuring mobile Facebook use: Who, why, and how?” *Mobile Media & Communication*, 5(1), 102-120. 2017. (with O. Kuru, J. B. Bayer, and J. Pasek,)

“Connection cues: Activating mobile communication norms and habits.” *Communication Theory*, 26(2), 128-149. 2016. (with J B Bayer, & R. Ling)

Number of dissertations/theses supervised in the past 5 years: 15

Distinctions: Lynda Lee Kaid Best Published Paper in Political Communication Award Winner, Association for Education, Journalism, and Mediated Communication, 2016; Top Paper Award, International Communication Association Korean Studies Division, 2011

CARR, KEVIN GRAY

Title, Department & Tenure Status: Associate Professor, Department of History of Art (Tenured)

Education: BA, Amherst College, 1996; MA, Princeton University, 1999; PhD, Princeton University, 2005

Academic Experience: Assistant/Associate Professor, University of Michigan, 2004-present

Overseas Experience: Visiting researcher, Gakushuin University, Tokyo (book project research), 2010-2011

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (4), Chinese (2), French (2), Korean (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Beautiful Writing: Explorations of East Asian Calligraphy; Introduction to Japanese Art and Culture; Japan Course Connections: Introduction to Japanese Art and Culture in Kyoto; Good Stories: Japanese Visual Narratives

Research & Teaching Specialization: History of Japanese art and archaeology, visual culture of popular religious cults of medieval Japan (thirteenth-fifteenth centuries)

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 3]

Hyecho's Journey: The World of Buddhism. Chicago: The University of Chicago Press. 2017. (with Donald S. Lopez Jr., Rebecca Bloom, Chun Wa Chan, Ha Nul Jun, Carla Sinopoli, and Keiko Yokota-Carter.)

“The Near Past and Future of East Asian Art History in the United States: Art History after Nation” *National / Regional Achievements in the Study of East Asian Art History* 미국의 동아시아 미술사 : 국가 이후의 미술사. Dongguk University Press. 2017

Number of dissertations/theses supervised in the past 5 years: 10

Distinctions: Mellon Decade Fellow in Residence, Clark Art Institute, 2018; LSA Michigan Humanities Award, University of Michigan, 2017.

CASSEL, PÄR

Title, Department & Tenure Status: Associate Professor, Department of History (Tenured); Director of Graduate Studies, International Institute.

Education: BA, MA, Stockholm University, 1996; PhD, Harvard University, 2006

Academic Experience: Assistant/Associate Professor, University of Michigan, 2006-present

Overseas Experience: Instructor, UM and Peking U. Joint Institute, Beijing, 2007; Instructor, UM-SJTU Joint Institute in Shanghai, 2012

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Swedish (5), Chinese (5), Japanese (4)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[4] Law and Society in Late Imperial and Modern China; Modern East Asia; Critical Readings in Documentary Chinese; East Asia: Early Transformations

Research & Teaching Specialization: Late imperial and modern China; Chinese legal, political, and institutional history; Sino-Japanese relations; Treaty Ports of East Asia

Recent Publications and Works in Progress: [Books - 1, Articles - 4]

“Xuan er wei jue de zhangcheng he jihu nachan de tiaoyue: Zhong-Rui guanxi,” 1847- 1908,1847-1909. *Falü shi yiping*. Beijing University Press. 2014.

“Extraterritoriality in China: What We Know and What We Don’t Know.” *Treaty Ports in Modern China*. Robert Bickers and Isabella Jackson (eds.). London: Routledge. 2014.

Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan. New York: Oxford University Press. 2012.

Number of dissertations/theses supervised in the past 5 years: 9

Distinctions: William T. Ludolph, Jr. Junior Faculty Development Award, 2007-2008; Yong K. Kim '95 Memorial Prize; Harvard Law School East Asian Legal Studies Program, 2006; GSAS Merit Fellowship, Harvard University, 2003.

CHANG, CHUN-SHU

Title, Department & Tenure Status: Professor, Department of History (Tenured)

Education: BA, National Taiwan University, 1956; PhD, Harvard University, 1964

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1966-present

Overseas Experience: National Taiwan University (undergraduate), 1952-1956

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Japanese (4), French (3), German (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [24] Confucian Ethics and the Rise of Communism and Capitalism in Modern China; Imperial China: Ideas, Men, and Society; China and the U.S. in the 20th Century: Empires in Harmony and Empires in Clash; China from the Oracle Bones to the Opium War

Research & Teaching Specialization: History and civilization of China, 1600 B.C.-1800 A.D.; sociocultural, intellectual-literary; military-diplomatic; historiography; science and technology

Recent Publications and Works in Progress: [Books - 2, Articles and Chapter - 6]

Ming-Qing shidai zhi shehui jingji jubian yu xin wenhua (Socio-economic Revolution and “New Culture” in *Ming-Qing China, 1550-1700*. Shanghai: Guji chubanshe. 2008.

The Rise of the Chinese Empire, I: Nation, State, and Imperialism in Early China, ca. 1600 B.C.-A.D. 8. Ann Arbor, MI: The University of Michigan Press. 2007.

The Rise of the Chinese Empire, II: Frontier, Immigration, and Empire in Han China, 130 B.C.-A.D.157. Ann Arbor, MI: The University of Michigan Press. 2007.

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions: University Press Book Award, University of Michigan, 2008; Warner G. Rice Humanities Award, 1982.

CHUNG, Y. DAVID

Title, Department & Tenure Status: Professor of Art & Design, Penny W. Stamps School of Art and Design (Tenured).

Education: BFA, University of Virginia, the Corcoran College of Art & Design, 1988; MFA, College of Visual and Performing Arts, George Mason University, 2002.

Academic Experience: Harvard University, 2013; Korea Institute, Harvard University and Ewha Womans University, 2011-13; George Mason University, 1999-2004; Duke University, 1999; Corcoran College of Art and Design, 1996; Williams College, Artist in Residence, 1990.

Overseas Experience: Seoul, Korea: Professor w/ Sogang University (Study Abroad), 2010; Professor w/Harvard-Ewha (Study Abroad), 2011-2013; Professor w/Michigan (Field research), 2011-2013;

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (3)

East Asia Instructional Content Expertise: 50%

EA Courses Taught: Research Seminar (1st Year Students)

Research & Teaching Specialization: Korean diaspora; Soviet Koreans; Korean religion; Korean-American art; filmmaking; new media; new genres in studio art; drawing.

Recent Publications:

“Counting Oysters,” (film screening, Virginia Film Festival, Charlottesville, VA and Richmond Folk Festival, Richmond, VA, 2012).

“Koryo Saram-The Unreliable People,” (a feature length documentary film about the history and legacy of the deportation of Koreans to Central Asia during the Stalin era, 2011).

“Pyongyang,” (solo exhibition, Institute for the UM Humanities Gallery, Ann Arbor, MI, 2011).

“Video on the Loose: Freewaves and 20 Years of Media Arts,” (Book and DVD, LA Freewaves, Los Angeles, 2010).

“Deep Fermentation,” (permanent collection, National Museum of Natural History, Smithsonian Institution).

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

Distinctions: Kim Koo Visiting Professorship, Harvard University, Korea Institute, 2013; Handprint Workshop, Artist in Residence, 2012; Michigan Faculty Fellowship, Institute for the Humanities, The University of Michigan, 2009-10.

CROWELL, SUSAN ELIZABETH

Title, Department & Tenure Status: Professor of Art, Penny W. Stamps School of Art & Design; Professor in the Residential College (Tenured).

Education: BFA, University of Michigan, 1969; MFA, University of Michigan, 1972

Academic Experience: Lecturer III, University of Michigan, 1972-2004; Professor, University of Michigan, 2004-present

Overseas Experience: Resident Artist, Jingdezhen Pottery Workshop, Jingdezhen, China, 2011; Resident Artist, International Ceramic Research Center, Guldagergaard, DK, 2011; Resident Artist, The Bamboo Curtain Studio, Taipei, Taiwan, 2010

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Italian (3), Japanese (1)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: N/A

Research & Teaching Specialization: Icons of modernity and sculptural form, the work of Arp and Mirò in particular, and casts into the rigors of ceramic material and discipline and within the paradigms of biology and botany

Recent Publications and Works in Progress: [Articles and Book Chapters - 4]

Hidden Worlds. Solo exhibition. Dow Gardens, Midland, MI, 2017 & Matthei Botanical Gardens, Ann Arbor, MI, 2016.

“The Power of Observation” in Studio Potter, v. 42. 2014; “(re)PRODUCE)er.” Solo exhibition. The CC Gallery, Jingdezhen, China. 2011.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Award for teaching excellence, University of Michigan, 1995; Merit Award, Michigan Potters Association, 1995.

DE PEE, CHRISTIAN

Title, Department & Tenure Status: Associate Professor, Department of History (Tenured)

Education: MA, Leiden University, 1991; PhD, Columbia University, 1997

Academic Experience: Substitute Assistant Professor, City University of New York-Brooklyn College, 2003-2004; Assistant Professor, McDaniel College, 2004-2006; Assistant/Associate Professor, University of Michigan, 2006-present

Overseas Experience: Invited Professor, Ecole des Hautes Etudes en Sciences Sociales, Paris, 2017; Visiting Scholar, Yunnan University (research), Kunming, China, 2002-2003

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Classical Chinese (5), Dutch (5), Modern Chinese (4), Danish (4), French (4), German (4), Japanese (3)

East Asia Instructional Content Expertise: 75%

Area Courses Taught:[2] East Asia: Early Transformations; Text and Space in Imperial China

Research & Teaching Specialization: 8th to 14th century China, text and writing, cities and urban space, representations of imperial power, ritual, historical archaeology

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 3]

Losing the Way in the City: Urban Space, Subjectivity, and Intellectual Crisis in Middle-Period China, 800-1100 CE. Book manuscript in progress.

“Marriage and Sexuality in China, 960-1368 CE.” Hannah Skoda (ed.). *Crime and Deviance, 1200-1500: A Companion*. Leeds, England: Arc Humanities Press, Amsterdam: Amsterdam University Press. Forthcoming.

“Urban Acupuncture: Care and Ideology in the Writing of the City in Eleventh-Century China.” Gregory Bracken (ed.). *City and Society: The Care of the Self*. Amsterdam: Amsterdam University Press. In press.

Number of dissertations/theses supervised in the past 5 years: 11

Distinctions: Sidney Fine Teaching Partnership Award, Department of History, 2017; Visiting Scholarship, Max Planck Institute for the History of Science, 2016-2017; Frederick Burkhardt Residential Fellowship, American Council of Learned Societies, 2013-2014.

DENG, LAN

Title, Department & Tenure Status: Associate Professor of Urban & Regional Planning, A Alfred Taubman College of Architecture & Urban Planning (Tenured)

Education: BS, Peking University, 1996; MS, Peking University, 1999; PhD, University of California-Berkeley, 2004

Academic Experience: Assistant/Associate Professor, University of Michigan, 2012-present

Overseas Experience: Fudan University (invited talk at Housing Symposium), Shanghai, 2013; Board of Directors, International Association For China Planning (organized 2013 IACP conference in Shanghai), 2013

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: [4] Housing Policy and Economics, Real Estate and Urban Development, Fiscal Planning and Management, Introduction to Geographic Information Systems

Research & Teaching Specialization: Housing policies in both China and the U.S., real estate and urban development, local public finance

Recent Publications and Works in Progress: [Articles and Book Chapters - 6]

Jie Chen and Lan Deng. Financing Affordable Housing through Compulsory Saving: the Two-decade Experience of Housing Provident Fund in China. *Housing Studies* 29(7): 937-958. 2014.

Lan Deng and Zhu Xiao Di. “From Public Housing to Joint Ventures: Lessons from the U.S. Housing Policy Development.” In *The Future of Public Housing: Ongoing Trends in the East and the West*. Pp.181-198. Jie Chen, Mark Stephens, Joyce Yanyun Man (eds.). Springer. 2014.

Number of dissertations/theses supervised in the past 5 years: 6

Distinctions: International Association for China Planning Excellent Service Award, 2015.

DUANMU, SAN

Title, Department & Tenure Status: Professor, Linguistics (Tenured)

Education: BA, Sichuan Normal University, 1981; MA, University of Reading, 1981; PhD, Massachusetts Institute of Technology, 1990

Academic Experience: Postdoctoral Fellow, Massachusetts Institute of Technology, 1990-1991;

Assistant/Associate/Full Professor, University of Michigan, 1991-present

Overseas Experience: Fulbright scholar, Peking University (research), Beijing, 2014; Reviewer, Chinese University of Hong Kong (department review), 2013; Instructor, Chinese University of Hong Kong (short course), 2011

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Chinese (5), German (2)

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [3] Sound Patterns, Corpus Linguistics, Phonology

Research & Teaching Specialization: General properties of language, phonology, morphology

Recent Publications and Works in Progress: [Books -1, Articles and Book Chapters - 6]

A theory of phonological features. Oxford University Press. 2016.

Chen, Changyong, and San Duanmu [陈昌勇、端木三]. 双音节复合词内部语素的词类标注和统计分析 [Part-of-Speech annotation of morphemes in disyllabic compounds in modern Chinese]. 《汉语学习》 [*Studies of Chinese*]. 1: 30-41. 2016.

Yi, Li, and San Duanmu. "Phonemes, features, and syllables: converting onset and rime inventories to consonants and vowels." *Language and Linguistics* 16.6: 819-842. 2015.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Interim Director, Center for Chinese Studies, University of Michigan, 2012-2013; Director, University of Michigan-Peking University Joint Institute, 2009-2010.

Distinctions: N/A

ERICKSON, SUSAN N.

Title, Department & Tenure Status: Professor of Art History, Department of Literature, Philosophy, and the Arts University of Michigan-Dearborn (Tenured)

Education: BS, North Dakota State University, 1978; BA, University of Minnesota, 1978; MA, University of Minnesota, 1982; PhD, University of Minnesota, 1989

Academic Experience: Assistant/Associate/Full Professor, University of Michigan-Dearborn, 1991-present

Overseas Experience: Various cities, China (research), 2005, 2007, 2009, 2011

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Chinese (3), French (1)

East Asia Instructional Content Expertise: 75%

Area Courses Taught: [4] Japanese Painting and Woodblock Prints of the Early Modern Period: Gender and Context, Early Chinese Art and Archaeology, Chinese Painting, Art of Japan

Research & Teaching Specialization: Early Chinese Art and Archaeology, Later Chinese bronze vessels from the Song through Qing dynasties, and the formation of collections of Chinese Art in the US

Recent Publications and Works in Progress: [Articles and Book Chapters - 4]

"Suspended Jade: Jade Pendant Sets from Western Han Dynasty Tombs," in *Life and Afterlife in Han China*. Cambridge: The Fitzwilliam Museum, 88-109. 2014.

"Ways of Facing the Dead in Ancient China." *Arts Asiantiques* 67, 19-34. 2012.

"Han dynasty tomb structures and contents," in *China's Early Empress: A Reappraisal*, M. Loewe and M. Nylan (eds.). Cambridge: Cambridge University Press, 13-82. 2010.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

FETTERS, MICHAEL D.

Title, Department & Tenure Status: Professor, Department of Family Medicine (Tenured); Director, Japanese Family Health Program; Director, Family Medicine Ethics Curriculum.

Education: BA, Ohio State University, 1985; M.D., Ohio State University, 1989; M.P.H., University of North Carolina, 1994; MA, Michigan State University, 1998

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2000-present

Overseas Experience: Shizuoka, Japan, Associate Professor/Professor, Lecturer, SMARTER Family Medicine Project, 2010-14; Shiga, Japan, Associate Professor/Professor, Lecturer, Consultant, Shiga University of Medical Science, Shiga, Japan on behalf of the Department of Family Medicine, U-M (Residency program development), 2011-14

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: N/A

Research & Teaching Specialization: Investigating the influence of culture on medical decision-making, particularly in the development and promotion of family medicine in Japan

Recent Publications and Works in Progress: [Articles and Book Chapters - 19]

Crabtree B, Narumoto K, Motohara S, Feters MD. Family Medicine Research: New perspectives on family medicine research. *Japanese Primary Care Association Journal*, 37(2):116-123. 2014.

Shumer G, Warber S, Motohara S, Yajima A, Plegue M, Bialko M, Iida T, Sano K, Amenomori M, Tsuda T, Feters MD. Complementary and alternative medicine use by visitors to rural Japanese family medicine clinics: Results from the international complementary and alternative medicine survey. *BMC Comp Alt Med*, 14:360. 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Fulbright Distinguished Chair in the Social Sciences, Peking University of Health Sciences, 2016-2017; Laurita Thomas Diversity Award, University of Michigan Health System, 2013; Recipient, Best Doctors in America, Best Doctors, Inc, 2011-2016.

GALLAGHER, MARY E.

Title, Department & Tenure Status: Professor, Department of Political Science (Tenured); Director, Lieberthal-Rogel Center for Chinese Studies.

Education: BA, Smith College, 1991; MA, Princeton University, 1996; PhD, Princeton University, 2001

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2000-present

Overseas Experience: Visiting researcher, Chinese Academy of Social Sciences, Fudan University (short-term research trips), Beijing, Shanghai, summer 2014; Visiting Professor, Shanghai Jiaotong University School of Law (research), Shanghai, 2012-13

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Japanese (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[2] China's Evolution Under Communism; Introduction to Comparative Politics

Research & Teaching Specialization: Chinese politics; developing and transitional states; law and social change

Recent Publications and Works in Progress: [Books - 4, Articles and Book Chapters - 9]

Authoritarian Legality: Law Workers, and the State in Contemporary China. Cambridge University Press. 2016.

“Transformation without Transition: China's Maoist Legacies in Comparative Perspective.” *Working through the Past: Labor and Authoritarian Legacies in Comparative Perspective*. Teri Caraway, Stephen Crowley and Maria Cook (eds.). Cornell University Press. 2015.

“The Selectorate Theory for Autocracies.” With Jonathan K. Hanson. *Annual Review of Political Science*, 18:23. 2015.

Number of dissertations/theses supervised in the past 5 years: 15

Distinctions: LSA Excellence in Education Award, University of Michigan, 2010; Selected as 2005-2007 Public Intellectual, National Committee on U.S.-China Relations, 2005-2007.

HANASHIRO, ROY S.

Title, Department & Tenure Status: Professor of History, College of Arts & Sciences, University of Michigan-Flint (Tenured); Chair, Department of History

Education: BA, University of Hawaii, 1976; MA, University of Hawaii, 1978; PhD, University of Hawaii, 1988

Academic Experience: Assistant Professor, University of Hawaii, 1988-1990; Assistant/Associate/Full Professor, University of Michigan, 1989-present

Overseas Experience: United Kingdom, Japan, China

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 50%

Area Courses Taught:[4] East Asia to 1600; World History to 1400; World History from 1400-1900; The Age of Samurai

Research & Teaching Specialization: Modern Japan; Asian economic history

Recent Publications and Works in Progress: [Articles and Book Chapters - 5]

“Iwakura Mission.” *Japan at War Encyclopedia*, 2013.

“Battle of Kagoshima, 1863.” *Japan at War Encyclopedia*, 2013.

“Oyatoi gaikokujin.” *Japan at War Encyclopedia*, 2013.

“Hisabetsu Burakumin.” *The Greenwood Encyclopedia of Daily Life*, vol. 6, The Modern World. Westport: Greenwood Publishing Group, 2004

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Special Merit for Creative/Scholarly Achievement, University of Michigan-Flint, 2001

HASHIKAWA, MICHELEEN S.

Title, Department & Tenure Status: Clinical Lecturer, Department of Family Medicine, Medical School (Non-tenure track)

Education: BS, University of Michigan, 2004; MD, Loyola University of Chicago, 2009; Residency, Michigan State University, 2012; Residency, Michigan State University, 2012.

Academic Experience: Clinical Lecturer, Department of Family Medicine, University of Michigan, 2012-present; Temporary Family Medicine physician, Mackinaw Island Clinic and Emergency Department, 2014-present

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

N/A

East Asia Instructional Content Expertise: 10%

Area Courses Taught: N/A

Research & Teaching Specialization: Disaster preparedness and management; office-based primary care procedures; women’s health

Recent Publications and Works in Progress: [1]

“Disaster Preparedness in Primary Care: Ready or Not?” *Disaster medicine and public health*. 2018.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

HAUSMAN, JOSHUA K.

Title, Department & Tenure Status: Assistant Professor, Gerald R Ford School of Public Policy (Tenure Eligible)

Education: BA, Swarthmore College, 2005; PhD, University of California-Berkeley, 2013

Academic Experience: Assistant Professor, University of Michigan, 2013-present

Overseas Experience: Bank of Japan (conference presentation), Tokyo, 2015

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

N/A

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [1] Principles of Finance and Global Financial Markets, From the “Great Depression” to the “Great Recession”

Research & Teaching Specialization: Economic history and microeconomics, focusing on the U.S. economy in the 1930’s and the Japanese economy today, “Abenomics”

Recent Publications and Works in Progress: [Articles and Book Chapters - 7]

“Supply-Side Policies in the Depression: Evidence from France.” With Jeremie Cohen-Setton and Johannes F. Wieland. *Journal of Money, Credit, and Banking*, 49(2-3), pp. 273-317. 2017.

“Overcoming the Lost Decades? Abenomics after Three Years.” With Johannes F. Wieland. *Brookings Papers on Economic Activity*, pp. 385-413. 2015.

Number of dissertations/theses supervised in the past 5 years: 12

Distinctions: Allan Nevins Prize, Economic History Association, 2013; Economic History Association Dissertation Fellowship, 2012-2013.

HILL, CHRISTOPHER L.

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, Stanford University, 1986; MA, Columbia University, 1992; PhD, Columbia University, 1999

Academic Experience: Postdoctoral Fellow, Harvard University, 1999-2000; Assistant/Associate Professor, Yale University, 2001-2010; Postdoctoral Fellow, Free University of Berlin, 2014; Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Led undergraduate study abroad course, Tokyo and Hiroshima, 2016; Waseda University (research), Tokyo, 2015

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5), French (3), Italian (2), German (1)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [4] After Defeat: The Cultural History of Postwar Japan, Controversies in Contemporary Japan, Rewriting Identities in Modern Japan, Make it New: Modernism and Modern Life in Japan

Research & Teaching Specialization: The novel in comparative perspective, realism and modernism, narrative theory, history of social thought, transnational intellectual exchange, historical narrative, nationalism

Recent Publications and Works in Progress: [Books - 1, Articles and Book Chapters - 4]

"Haven't we Met? On the Scales of Connection," *Verge* 3:2: 86-89. 2017.

"Crossed Geographies: Endō and Fanon in Lyon," *Representations* 128, 93-123. 2014.

"Conceptual Universalization in the Transnational Nineteenth Century," *Global Intellectual History*, Samuel Moyn and Andrew Sartori (eds.). New York: Columbia University Press, 134-58. 2013.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Faculty Residential Research Award, University of California-Berkeley, 2011; Heyman Prize, Yale University, 2008; Asakawa Fellowship, Yale and Waseda University.

HOWSON, NICHOLAS C.

Title, Department & Tenure Status: Professor of Law, University of Michigan Law School (Tenured).

Education: BA, Williams College, 1983; JD, Columbia University, 1988

Academic Experience: Lecturer, Columbia University, 1996-2003; Lecturer and EALS Visiting Fellow, Harvard University, 2003-2004; Visiting Assistant Professor, Cornell University, 2004-2005; Assistant/Full Professor, University of Michigan, 2005-present

Overseas Experience: Partner, Paul, Weiss et al. (associate and lawyer), Beijing, 1994-2003

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Chinese (5), French (4), Italian (2)

East Asia Instructional Content Expertise: 35%

Area Courses Taught:[4] Chinese Constitutionalism; Chinese Corporation; Enterprise Organization; Securities Regulation

Research & Teaching Specialization: Corporate law and practice; international and comparative law; public law and regulatory policy

Recent Publications and Works in Progress: [Books - 1, Articles and Book Chapters 14]

"China's "Corporatization without Privatization" and the Late 19th Century Roots of a Stubborn Path Dependency." *Vanderbilt Journal of Transnational Law*. Forthcoming.

"Preface" and "Conclusion - Between 'Law in Books' and 'Law in Action'." *Enforcement of Corporate and Securities Law - China and the World*. N.C. Howson and H. Huang (eds.). Cambridge: Cambridge University Press. 2017. *Enforcement of Corporate and Securities Law - China and the World*. Cambridge: Cambridge University Press. 2017.

Number of dissertations/theses supervised in the past 5 years: 4

Distinctions: Visiting Fellow, East China University of Politics and Law, Shanghai, 200.

JACKSON, REGINALD R.

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, Amherst College, 2001; PhD, Princeton University, 2007

Academic Experience: Assistant Professor, Yale University, 2007-2009; Assistant Professor, University of Chicago, 2009-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Kyoto, Kyoto Art Center, Interpreter and Assistant Instructor for Noh component of Traditional Theater Training Program, 2003-2005

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5), Chinese (3), Spanish (3), French (1)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[6] East Asian Performance Theory; Japanese Narrative Design Lab; Bodies and Boundaries in Premodern Japan; Japanese Performance Culture; Love and Death in Japanese Culture; Introduction to Asian Studies

Research & Teaching Specialization: Premodern Japanese literature and performance, art history (calligraphy, sculpture, and narrative handscrolls), critical theory, performance studies, comparative poetics and dramaturgy, gender studies, African American literature and performance, translation

Recent Publications and Works in Progress: [Book - 1, Articles and Book Chapters - 4]

Textures of Mourning: Calligraphy, Mortality, and the Tale of Genji Scrolls. University of Michigan Press. Forthcoming, 2018.

"Gallows Hospitality: Visiting Hangman Takuzo's Garden Theater." *TDR: The Drama Review*. Forthcoming, 2018.

Spectacular Dominion: Slavery, Performance, and the Boundaries of Personhood in Premodern Japan. In progress.

"Homosocial Mentorship and the Serviceable Female Corpse: Manhood Rituals in the Tale of Genji." *Harvard Journal of Asiatic Studies*, pp. 1-41. 2017.

Number of dissertations/theses supervised in the past 5 years: 8

Distinctions: Japan Foundation Long-term Research Fellowship, 2013-2014; Whitney Humanities Center Faculty Fellow, Yale University, 2008-2009.

JIMBO, MASAHIRO

Title, Department & Tenure Status: Professor of Family Medicine & Urology (Tenured).

Education: BS, Biology, University of Tsukuba, 1979; MD, Keio University School of Medicine, 1985; PhD, Medicine, Keio University School of Medicine, 1994; MPH, University of North Carolina, 2000.

Academic Experience: Assistant Professor, Thomas Jefferson University, 1999-2004; Assistant/Associate/Full Professor, University of Michigan, 2004-present

Overseas Experience: Japan (short-term visiting professorships), 2001-present

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: None

Research & Teaching Specialization: Cancer screening and prevention, culture and health behavior, information technology in primary care, patient/physician communication, guidelines development

Recent Publications and Works in Progress: [Articles and Book Chapters - 12]

Jimbo M, Shultz CG, Nease DE, Fetters MD, Power D, Ruffin MT. Perceived barriers and facilitators of using a web-based interactive decision aid for colorectal cancer screening in community practice settings: findings from focus groups with primary care clinicians and medical office staff. *J Med Internet Res*, 15(12):e286. 2013.

Jimbo M, Kelly-Blake K, Sen A, Hawley ST, Ruffin MT. Decision Aid to technologically enhance shared decision making (DATES): study protocol for a randomized controlled trial. *Trials*, 14:381. 2013.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: American Men and Women of Science Award, 2015-2016; Residency Award for Excellence in Teaching, Department of Family Medicine, University of Michigan.

KEE, JOAN

Title, Department & Tenure Status: Associate Professor, Department of History of Art (Tenured)

Education: BA, Yale University, 1997; J.D., Harvard Law School, 2000; PhD, New York University, 2008

Academic Experience: Assistant/Associate Professor, University of Michigan, 2008-present

Overseas Experience: National University of Singapore (Postdoctoral Fellowship, 2002; University of Hong Kong (Visiting Scholar), 2001-2003

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Korean (5), Japanese (4), Chinese (3)

East Asia Instructional Content Expertise: 25%

Area Courses Taught:[2] Global Politics and Contemporary Art; Art Meets Law

Research & Teaching Specialization: Modern and contemporary art

Recent Publications and Works in Progress:[Books - 4, Articles and Chapters -12]

“Free Art and a Planned Giveaway (1969).” *Archives of American Art*. Forthcoming.

“Modern Art in Late Colonial Korea: A Research Experiment.” *Modernism/Modernity*. Forthcoming.

Models for Integrity: Art and Law in Post-Sixties America. Under review.

To Scale. Joan Kee and Emanuele Lugli (eds.). Malden: Wiley-Blackwell. 2015

From All Sides: Tansaekhwa on Abstraction. Los Angeles: Blum & Poe. 2015.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Helmut F. Stern Professor, Institute for the Humanities, University of Michigan, 2011; Faculty Residential Research Award, Institute of East Asian Studies, University of California-Berkeley, 2011.

KELLY, THOMAS P.

Title, Department & Tenure Status: Fellow, Michigan Society of Fellows; and Assistant Professor, Department of Asian Languages and Cultures (Non-tenure track).

Education: PhD, University of Chicago, 2017.

Academic Experience: Assistant Professor, University of Michigan, 2017-present.

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (4)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [1] Ghosts in Chinese Art, Film, and Literature

Research & Teaching Specialization: Interplay between literature and the visual and plastic arts in early modern China

Recent Publications and Works in Progress: [Articles and Chapter - 4]

“Putting on a Play in an Underworld Courtroom: the “Mingpan” (Infernal Judgment) Scene in Tang Xianzu’s Mudan ting (Peony Pavilion).” *CHINOPERL: Journal of Chinese Oral and Performing Literature* 32.2 (December 2013).

“Playing Cards with Figures From Peking Opera Plays”; “Berthold Laufer: A Biography” and Back Matter in Judith Zeitlin, Yuhang Li eds., *Performing Images: Opera in Chinese Visual Culture*. Chicago: Smart Publications (University of Chicago Press), 2014.

Number of dissertations/theses supervised in the past 5 years: 0

Distinctions: Karen DiNal Memorial Award for excellence in teaching, University of Chicago, 2014; Fellow, Michigan Society of Fellows, 2017.

KILE, S.E.

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, Beloit College, 2003; MA, Columbia University, 2007; PhD, Columbia University, 2013

Academic Experience: Postdoctoral Fellow, University of Michigan, 2012-2013, 2014-2016; Assistant Professor, Brown University, 2013-2014; Assistant Professor, University of Michigan, 2016-present

Overseas Experience: Nanking University, Nanking, China (Fulbright-Hayes Visiting Fellow), 2009-2010; Peking University, Beijing, China (Fulbright Visiting Student), 2003-2004

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Classical Chinese (4), Modern Chinese (4), Spanish (4), Japanese (3), French (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[6] Introduction to Chinese Civilization; Globalizing China: From Ancient Wisdom to World Literature; Sensuous Pleasures: China’s Forbidden Novel, Jin Ping Mei; Saga of the Three Kingdoms: From History to Videogames; Gender, Sexuality, and Power in Premodern China; Technologies of Culture in Early Modern China

Research & Teaching Specialization: Drama, fiction, and prose of the Ming and Qing periods, gender theory, cultural history, and visual culture

Recent Publications and Works in Progress:[Books - 1, Articles and Chapters - 8]

“Science Fictions: Early Modern Technological Change and Literary Response.” Special China Issue, David Porter (ed.). *Journal for Early Modern Cultural Studies*. Forthcoming.

“Seeing through Pictures and Poetry: A History of Lenses.” With Kristina Kleutghen. *Late Imperial China* 38, no. 1 (June 2017): 47-112.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Mellon/ACLS Dissertation Completion Fellowship, 2011-2012; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2009-2010; Institute for Research on Women and Gender Fellowship, Columbia University, 2007-2008.

KIM, E. HAN

Title, Department & Tenure Status: Everett E. Berg Professor of Business Administration; Professor of Finance, Corporate Strategy and International Business; Director, Mitsui Life Center; Stephen M. Ross School of Business (Tenured)

Education: BS, University of Rochester, 1969; MBA, Cornell University, 1971; PhD, SUNY-Buffalo, 1975

Academic Experience: Assistant/Associate Professor, The Ohio State University, 1975-1980; Associate/Full Professor, University of Michigan, 1980-present

Overseas Experience: University of Tokyo (Professor), 1990-1991; National University of Singapore (Visiting Research Fellow), 1989; Korea Development Institute (Visiting Research Fellow), 1986-1987

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5)

East Asia Instructional Content Expertise: 50%

Area Courses Taught: [1] Financial Management

Research & Teaching Specialization: Corporate governance and the interplay between the board of directors, the CEO office, and employees

Recent Publications and Works in Progress:

“Does Independent Directors’ CEO Experience Matter?” With Shinwoo Kang and Yao Lu. *Review of Finance*. Forthcoming.

“Executive Suite Independence: Is it Related to Board Independence?” With Yao Lu. *Management Science*. Forthcoming.

“Broad-Based Employee Stock Ownership Plans.” *Finance and Accounting Memos*. Forthcoming.

“Access to Capital, the Skill Composition, and Firm Wages.” With Heujung Kim, Yuan Li, Yao Lu and Xinzheng Shi. 2017.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Everett E. Berg Professor of Business Administration, 2012-present; Eminent Scholar Award, The Financial News and Korea America Finance Association, 2014; Economist Award, Korea-America Economic Association and Maekyung Business Newspaper, 2006.

KIM, HWA-JIN

Title, Department & Tenure Status: William W. Cook Global Law Professor, University of Michigan Law School (Tenured).

Education: BS, Seoul National University, 1983; JD, Ludwig-Maximilians-University Munich, 1988; LLM, Harvard University, 1994

Academic Experience: Associate/Full Professor, Seoul National University, 2006-present; Professor, University of Michigan, 2010-present

Overseas Experience: Seoul National University School of Law, Korea (Professor), 2006-present; Radzyner School of Law IDC Herzliya, Israel (Visiting Professor), 2011

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5), German (4), Russian (4)

East Asia Instructional Content Expertise: 25%

Area Courses Taught:[2] International Corporate Governance, Investment Banking

Research & Teaching Specialization: Banking and finance; corporate law and practice; international and comparative law; public law and regulatory policy

Recent Publications and Works in Progress: [Books - 7, Articles and Chapters - 8]

“Private Enforcement of Company Law and Securities Regulation in Korea.” In *Enforcement of Corporate and Securities Law: China and the World*, Ch. 21. R. Huang & N. Howson (eds.). Cambridge University Press. 2017. Concentrated Ownership and Corporate Control: Wallenberg Sphere and Samsung Group, 14. *Journal of Korean Law* 39 – 59. 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Adenauer Scholar, Ludwig-Maximilians-University Munich; JD, magna cum laude, Ludwig-Maximilians-University Munich; Book Award, Korean National Academy of Sciences, 2015; Research Excellence Award, Seoul National University, 2011; William W. Cook Global Law Professor, University of Michigan, 2010-present.

KIM, JAE EUN

Title, Department & Tenure Status: Assistant Professor, Department of Sociology (Tenure Eligible)
Education: BA, Seoul National University, 2001; MA, Seoul National University, 2003; MA, University of California-Los Angeles, 2006; PhD, University of California-Los Angeles, 2011
Academic Experience: Postdoctoral Fellow, Princeton University, 2011-2012; Postdoctoral Fellow, Stanford University, 2012-2013; Assistant Professor, George Mason University, 2013-2014; Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Seoul, South Korea, Tokyo and Osaka, Japan, Yanji, China (field research for doctoral dissertation), 2008-2009

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5), Chinese (3), Japanese (1)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: [3] International Migration and the Politics of Membership in a Globalizing World; The Sociology of Race, Ethnicity, and Immigration; Development and Globalization from a Comparative Perspective: South Korea and Beyond;

Research & Teaching Specialization: International migration; ethnicity, race, and nationalism; citizenship; political sociology; law and society; sociology of religion; sociological theory; comparative-historical and ethnographic methods; East Asia

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 9]

“Globalization, Transnationalism, and ‘Mobile Societies’ from a Sociological Perspective: Comments on Engseng Ho’s ‘Inter-Asian Concepts for Mobile Societies.’” *Journal of Asian Studies*. Forthcoming.

Contested Embrace: Transborder Membership Politics in Twentieth Century Korea. Stanford University Press. 2016.

“The Colonial State, Migration, and Diasporic Nationhood in Korea.” *Comparative Studies in Society and History* 56 (1): 34–66. 2014.

Number of dissertations/theses supervised in the past 5 years: 4

Distinctions: Thomas and Znaniecki Distinguished Book Award, International Migration Section, American Sociological Association, 2017; Book Award, Asia/Asian Section, American Sociological Association, 2017; Membership, Institute for Advanced Study, 2016-2017.

KIM, JONG-JIN

Title, Department & Tenure Status: Associate Professor of Architecture, A. Alfred Taubman College of Architecture & Urban Planning (Tenured).

Education: BS, Seoul National University; MArch, University of Texas; PhD, University of California-Berkeley

Academic Experience: Assistant Professor, Arizona State University, 1988-1991; Assistant/Associate Professor, University of Michigan, 1991-present

Overseas Experience: Architectural Institute of Korea, Seoul (consultant), 2012-2016; Chung-Ang University, Seoul (consultant), 2010; Brainpool Fellow, Han Yang University, Seoul, 2005

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5)

East Asia Instructional Content Expertise: 20%

Area Courses Taught: N/A

Research & Teaching Specialization: Sustainable design, daylighting and lighting, solar wind and energy production, zero energy buildings

Recent Publications and Works in Progress: [Articles and Chapters - 7]

Sung-Woo Cho, Jong-Jin Kim. “Zero Energy Potential of High-Rise Residential Buildings.” *Journal of Asian Architecture and Building Engineering*, Vol. 14 No3. Tokyo, Japan. 2015.

Jong-Jin Kim. “Energy self-sufficiency of office buildings in four Asian cities.” *Journal of Advancement in Energy Research*, Vol. 2, No 1. Techno Press. 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Brain-Pool Fellowship, Korean Science and Engineering Foundation, 2005; Nominee, Member of Korean Academy of Science and Engineering

KITAYAMA, SHINOBU

Title, Department & Tenure Status: Robert B. Zajonc Collegiate Professor of Psychology, Department of Psychology; and Research Professor, Research Center for Group Dynamics (Tenured).

Education: BA, Kyoto University, 1979; MA, Kyoto University; 1981; PhD, University of Michigan, 1987

Academic Experience: Assistant/Associate Professor, University of Oregon, 1988-1993; Associate Professor, Kyoto University, 1993-2003; Professor, University of Michigan, 2003-present; Research Professor, University of Michigan, 2009-present

Overseas Experience: INSEAD, France (Visiting Professor), 2010

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

East Asia Instructional Content Expertise: 0%

Area Courses Taught:[1] Cultural Psychology

Research & Teaching Specialization: Social psychology, cultural psychology, cultural neuroscience, emotion and culture

Recent Publications and Works in Progress: [Articles and Chapters - 25]

“Personality change across the lifespan: Insights from a cross-cultural longitudinal study.” *Journal of Personality*. Forthcoming. (with W Chopik)

“Emotion and biological health: The socio-cultural moderation.” *Current Opinion in Psychology*. Forthcoming. (with J Park)

“Culture and neuroplasticity.” In M. J. Gelfand, C. Y. Chiu, & Y.-Y. Hong, *Advances in Culture and Psychology* (vol. 5). Oxford University Press. 2015. (with J Park, & Y-H Cho)

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Fellow, American Academy of Arts and Sciences, 2012-present; Robert B. Zajonc Collegiate Professorship, University of Michigan, 2011-present; Scientific impact award, Society for Experimental Social Psychology, 2010; John Simon Guggenheim Fellowship, 2010.

KIYOTA, AYANO

Title, Department & Tenure Status: Assistant Professor, Department of Family Medicine, Medical School (Tenure Eligible)

Education: MD, St. Marianna University School of Medicine, 1998; PhD, St. Marianna University School of Medicine, 2004

Academic Experience: Faculty, Chiba University Hospital, Chiba, Japan, 2015-2016; Clinical Assistant Professor, University of Michigan, 2016-present

Overseas Experience: Faculty, Chiba University Hospital, Chiba, Japan, 2015-2016

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: N/A

Research & Teaching Specialization: Palliative care; Geriatric medicine; clinical ethics; dementia

Recent Publications and Works in Progress:[Articles and Chapters - 9]

“What’s the plan? Needing assistance with plan of care is associated with in-hospital death for ICU patients referred for palliative care consultation.” *Hawai’i Journal of Medicine & Public Health* 75. Pp. 235-241. 2016.

“Palliative Care for Non-Cancer Patients.” *Monthly Community Medicine* 29. Pp. 525-530. 2015

“Palliative Care.” *An Official Journal of the Japan Primary Care Association* 33. Pp. 145-146. 2010.

“Family medicine education, clinical care, and research in Japan: challenges and barriers identified during group interviews at WONCA workshop.” *The Japanese Journal of Family Practice* 12. Pp. 4-15. 2006.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Exceptional Resident Teacher, UPMC Shadyside Family Medicine, 2008-2009; Best Paper of the Year, Journal of Health Science, 2003; Performance Award, St. Marianna University School of Medicine, 1998.

KWAK, DAE HEE

Title, Department & Tenure Status: Associate Professor of Kinesiology, School of Kinesiology (Tenured).

Education: BS, Seoul National University, 2002; MA, Seoul National University, 2004; PhD, University of Maryland, 2009

Academic Experience: Assistant Professor, Indiana University, 2009-2010; Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Seoul National University, Korea (Visiting Research Professor), 2017; Seoul National University, Korea (Research Assistant), 2002-2004

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Korean (5)

East Asia Instructional Content Expertise: 0% 25%

Area Courses Taught: None

Research & Teaching Specialization: Sport management, sport consumer psychology, sport media behavior, cognitive biases and emotion

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters – 27]

Kwak, D. H., Ko, Y. J., Kang, I., & Rosentraub, M. S. (eds.). *Sport in Korea: History, Development, Management*. Routledge. Forthcoming.

Lee, J. S., & Kwak, D. H. "Can winning take care of everything? A longitudinal assessment of post-transgression actions on celebrity endorser's trust repair." *Sport Management Review*. Forthcoming.

DeGaris, L., Kwak, D. H., & McDaniel, S. R. "Modeling the effects of sponsorship-linked marketing: When does memory matter?" *Journal of Promotion Management*. Forthcoming.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Faculty Research Excellence Award, School of Kinesiology, University of Michigan, 2015; Research Fellow, North American Society for Sport Management, 2014.

LAM, JOSEPH S. C.

Title, Department & Tenure Status: Professor of Music (Musicology), School of Music, Theater & Dance (Tenured); Director, Confucius Institute.

Education: BA, University of Hong Kong, 1975; M.F.A., National Tokyo University of Fine Arts & Music, 1978; PhD, Harvard University, 1988

Academic Experience: Assistant/Associate Professor, University of California-Santa Barbara, 1992-1997; Associate/Full Professor, University of Michigan, 1997-present

Overseas Experience: Hong Kong (academic and external reviewer of various research projects and academic programs), 2000-present

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Chinese (5), Japanese (4)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: [2] Chinese Music: Hands-on Studies; Introduction to Ethnomusicology

Research & Teaching Specialization: Asian American concert music; ethnomusicology; music historiography; traditional Chinese and Japanese music

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 5]

"The Musical Art and Eroticism of Cross-Dressing in Contemporary Kunqu Opera" *Oxford Handbook of Music and Queerness*. Fred Maus (ed.). New York: Oxford University Press. Forthcoming.

Senses of the City: Perceptions of Hangzhou and Southern Song China, 1127- 1279. Shuen-fu Lin, Christian de Pee, and Martin Powers (co-eds.). Hong Kong: Chinese University of Hong Kong Press. 2017.

"Musical Wantons, Chauvinistic Men, and Their Kunqu Discourse in Traditional China." *Wanton Women in Late Imperial China*. Wu Cuncun and Mark Stevenson (eds.). New York: Brill. 2017.

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions: Visiting Scholar, Beijing University-University of Michigan Exchange Program, 2002; President's Research Fellowship in Humanities, University of California, 1994-1995.

LAURENCE, GREGORY A.

Title, Department & Tenure Status: Associate Professor, Management, School of Management, University of Michigan-Flint; Chair, Department of Management & Marketing (Tenured)

Education: BA, Ohio University, 1992; M.B.A, Syracuse University; MA, Syracuse University, 2004; PhD, Syracuse University, 2010

Academic Experience: Assistant/Associate Professor, University of Michigan-Flint, 2010-present

Overseas Experience: Kochi, Japan, Meitoku Gijuku Jr. and Sr. High School (Teacher), 1999-2001; Tokyo, PADECO Co. Ltd. (Assistant Manager, International Business Development), 2004-2005; Tokyo, American Chamber of Commerce in Japan (Manager), 2005-2006

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (3)

East Asia Instructional Content Expertise: 10%

Area Courses Taught:[1] Japan/East Asia Study Abroad

Research & Teaching Specialization: Ownership of space and responsibility at work; workspace personalization; workaholicism; job crafting

Recent Publications and Works in Progress: [Articles and Book Chapters – 5

Byron, K. and Laurence, G. A. “Diplomas, photos, & tchotchkes as symbolic self-representations: Understanding employees’ individual use of symbols.” *Academy of Management Journal*. Forthcoming.

Toker, S., Laurence, G. A., and Fried, Y. “Fear of terror and increased job burnout over time: Examining the mediating role of insomnia and the moderating role of work support.” *Journal of Organizational Behavior*. Forthcoming.

Laurence, G. A., Fried, Y., and Slowik, L. M. My space’: A moderated mediation model of the effect of architectural and experienced privacy and workspace personalization on emotional exhaustion at work.” *Journal of Environmental Psychology*, 36, 144-152. 2013.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Win Cooper II Faculty Excellence Award, University of Michigan-Flint School of Management, 2016-2017; Outstanding Faculty Award for Research, University of Michigan-Flint School of Management, 2014-2015.

LI, LYDIA

Title, Department & Tenure Status: Associate Professor of Social Work, School of Social Work (Tenured).

Education: MSW, University of Hong Kong, 1989; PhD, University of Wisconsin, 2000

Academic Experience: Assistant/Associate Professor, University of Michigan, 2000-present

Overseas Experience: Chinese University of Hong Kong, China (Visiting Scholar), 2015; Public Policy Research, Hong Kong Special Administrative Region Government, China (expert reviewer), 2014-present

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 25%

Area Courses Taught:[1] Introduction to Social Welfare Policy and Services

Research & Teaching Specialization: Mental health and cognitive function in later life; community-based interventions for depression and cognitive impairment prevention in older Chinese populations; ageism, racism, and health

Recent Publications and Works in Progress:[Books - 1, Articles and Chapters - 23]

Li, L.W., Gee, G., & Dong, X. Association of self-reported discrimination and suicide ideation in older Chinese Americans. *American Journal of Geriatric Psychiatry*. Forthcoming.

Zhang, Z., Liu, J., Li, L.W., & Xu, H. The long arm of childhood in China: Early life conditions and cognitive function among middle-aged and older adults. *Journal of Aging and Health*. Forthcoming.

Li, L.W., Harris, R., Tsodikov, A., Struble, L., & Murphy, S. Self-acupressure for older adults with symptomatic knee osteoarthritis: A randomized controlled Trial. *Arthritis Care and Research*. Forthcoming.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Fellow, Gerontological Society of America, 2013; Hartford Geriatric Social Work Faculty Scholar, John A. Hartford Foundation and Gerontological Society of America, 2002.

LIANG, JERSEY

Title, Department & Tenure Status: Professor of Health Management and Policy; Professor of Global Public Health, School of Public Health (Tenured); Research Professor, Institute of Gerontology, Medical School.
Education: BA, Chung Hsing University, 1969; MA, Wayne State University, 1974; PhD, Wayne State University, 1978

Academic Experience: N/A

Overseas Experience: Multiple field research trips in China; 2.5 years studying in Japan

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Japanese (1)

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [2] Cross-national Comparisons of Aging and Health; Health Care Organization: An International Perspective

Research & Teaching Specialization: Quality of life at the individual and population levels; dynamic models of health and healthcare in old age; geriatric care management and policy

Recent Publications and Works in Progress: [Articles and Chapters – 10]

Liang, J., Wu, B., Plassman, B., Bennett, J. & Beck, J. Racial disparities in trajectories of oral health. *Community Dentistry and Oral Epidemiology*, 517-525. 2013.

Tseng, M.Y., Shyu, Y.L., & Liang, J. Functional recovery of older hip-fracture patients after interdisciplinary intervention follows three distinct trajectories. *The Gerontologist*, 833-842. 2012.

Botosaneanu, A. & Liang, J. The effects of stability and change in health behaviors on trajectories of body-mass index in older Americans: A 14-year longitudinal study. *Journal of Gerontology: Medical Sciences*, 1075-1084. 2012.

Number of dissertations/theses supervised in the past 5 years: 4

Distinctions: Fellow, Gerontological Society of America; MERIT Award, National Institute on Aging

LIN, ANN C.

Title, Department & Tenure Status: Associate Professor, Gerald R. Ford School of Public Policy (Tenured).

Education: BA Princeton University, 1987; PhD, University of Chicago, 1994

Academic Experience: Assistant/Associate Professor, University of Michigan, 1994-present

Overseas Experience: Leader of study tour for Ford School of Public Policy students, Beijing, Shanghai, Guangzhou, China, 2007-2017

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 50%

Area Courses Taught: [2] Introduction to Chinese Policy; Immigration Policy

Research & Teaching Specialization: Immigration policies; guestworker programs and legalization; political beliefs of American immigrants

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 2]

Citizenship in Crisis: Arab Detroit After 9/11. Russell Sage Foundation. 2009.

The Colors of Poverty: Why Racial and Ethnic Disparities Persist. David R. Harris (co-ed.). Russell Sage Foundation. 2008.

"Muslim, Arab, and American: The Adaptation of Muslim Arab Immigrants to American Society." *Immigration and Religion in America: Comparative and Historical Perspectives*. Richard Alba, Albert Raboteau and Josh DeWind (eds.). New York University Press. 2008.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Visiting Scholar, Russell Sage Foundation, 1999-2000; Robert W. Hartley Dissertation Fellow, Brookings Institution, 1992-1993.

LINDTNER, SILVIA

Title, Department & Tenure Status: Assistant Professor of Information, School of Information; Assistant Professor of Art & Design, Penny W. Stamps School of Art & Design (Tenure Eligible)

Education: MS, University of Hagenberg, 2004; PhD, University of California-Irvine, 2012

Academic Experience: Postdoctoral Researcher, Fudan University, University of California-Irvine, 2012-2014; Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Shenzhen, China & Taipei, Taiwan (lead investigator), 2015-2019; Shenzhen, China & Accra, Ghana, 2017-2019 (principal investigator)

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

German (5), Chinese (3), French (3)

East Asia Instructional Content Expertise: 50%

Area Courses Taught: [1] Knowledge/Power/Practice in Science, Technology, and Medicine

Research & Teaching Specialization: Innovation and technology entrepreneurship; making and hacking cultures; shifts in digital work, labor, industry, policy, and governance

Recent Publications and Works in Progress:[Books - 1, Articles and Chapters - 9]

Anna Greenspan, Silvia Lindtner and David Li. "Silicon Markets: Smart Hardware from the Streets." *The Good Life in Asia's Digital 21st Century*. Digital Asia Hub, 106-109. 2016.

Lindtner, S. Hacking with Chinese Characteristics: The Promises of the Maker Movement Against Chinese Manufacturing. *Sage: Journal of Science, Technology & Human Values*, Vol. 40, No. 5, 854- 879. 2015.

Number of dissertations/theses supervised in the past 5 years: 0

Distinctions: Honorable Mention Award, Special Interest Group on Computer-Human Interaction, 2016; Recipient, Chinese Government Scholarship, 2011-2012.

LITTLE, SAHOKO HIRANO

Title, Department & Tenure Status: Assistant Professor of Family Medicine, Medical School (Tenure Eligible)

Education: BS, Keio University, 1984; MD, Keio University, 1988; PhD, Keio University, 2005

Academic Experience: Clinical Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Keio University Hospital, Tokyo (resident), 1988-1990, 1994-1995; Shizuoka Red Cross Hospital, Shizuoka (resident) 1990-1992

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: N/A

Research & Teaching Specialization: Resident education in wound care and surgical skills, obstetrical care for Japanese and other populations with diverse culture and limited ability in English

Recent Publications and Works in Progress: [Articles and Chapters - 4]

Little SH, Motohara S, Miyazaki K, Arato N, and Fetters MD. Prenatal group visit program for a population with limited english proficiency. *J Am Board Fam Med*, 26(6):728-37. 2013.

Little SH, Menawat S, Worzniak M, and Fetters MD. Teaching Wound Care to Family Medicine Residents on a Wound Care Service. *Advances in Medical Education and Practice*, 4, 137 – 144. 2013.

Little SH, Rockwell PG. Diagnosis and Management of Ectopic Pregnancy. *Journal of Family Practice*, 61, 678-686. 2012.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: John Battle, M.D., Memorial Award for Obstetrics leadership, Oakwood Health System, 2008; Family Medicine Research Award, Oakwood Health System, 2008

LOPEZ, JR., DONALD S.

Title, Department & Tenure Status: Arthur E. Link Distinguished University Professor of Buddhist & Tibetan Studies, Department of Asian Languages & Cultures (Tenured); Arthur E Thurnau Professor; Chair, Department of Asian Languages & Cultures.

Education: BA, Univ. of Virginia, 1974; MA, University of Virginia, 1977; PhD, University of Virginia, 1982

Academic Experience: Assistant/Associate/Full Professor, Middlebury College, 1980-1989; Professor, University of Michigan, 1989-present

Overseas Experience: Tsinghua University, Beijing (presenter), 2017; Cortauld Institute, London (presenter), 2016; Centro Incontri Umani, Ascona, Switzerland (presenter), 2012

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Tibetan (4), Sanskrit (3), French (2), Spanish (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [4] The Buddhist Tradition in India and Tibet; Introduction to Buddhism; Buddhist Tantra; Introduction to Tibetan Buddhism

Research & Teaching Specialization: Indian Buddhist scholastic philosophy; European encounter with Buddhism

Recent Publications and Works in Progress: [Books - 8, Articles and Chapters - 7]

Hyecho's Journey: A Pilgrim in the Buddhist World. Chicago: University of Chicago Press. Forthcoming.

The Lotus Sutra: A Biography. Princeton: Princeton University Press. 2016.

"When Vehicles Collide: A Tibetan in Sri Lanka, 1941." *Himalayan Passages: Tibetan and Newar Studies in Honor of Hubert Decler.* 2014.

The Princeton Dictionary of Buddhism. Princeton: Princeton University Press. 2013.

Number of dissertations/theses supervised in the past 5 years: 8

Distinctions: John H. D'Arms Faculty Award, University of Michigan, 2007; Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies, University of Michigan, 2005-present; Arthur F. Thurnau Professorship, University of Michigan, 1998-present.

MAHALINGAM, RAMASWAMI

Title, Department & Tenure Status: Professor, Department of Psychology and Department of Women's Studies (Tenured)

Education: BE, Annamalai Univ., 1982; MEd, University of Pittsburgh, 1994; PhD, University of Pittsburgh, 1998

Academic Experience: Postdoctoral fellow, University of Michigan, 1998-2001; Assistant/Associate/Full Professor, University of Michigan, 2001-present

Overseas Experience: India

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): Tamil (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: [1] Psychology of Mindfulness, Creativity, and Leadership

Research & Teaching Specialization: Social psychology; personality and social contexts; education and psychology; social work and psychology; dignity; mobile phones; mindfulness

Recent Publications and Works in Progress:

Celf: Mobile Identities in the making (in progress).

"Decasticizing the Indian mind and corporate irresponsibility: Dignity and dirty work at the intersections of caste, class, and disaster management," (in progress).

"Teaching mindfulness to undergraduates: A mixed methods study," *Journal of transformative education*, 2018.

"Intersectional reflexivity: Methodological challenges and possibilities for qualitative, equality, diversity, and inclusion research," *Handbook of research methods on diversity management, equality, and inclusion at work*, 2018.

"Good Asian moms: Engendering the model minority myth among Indian immigrant working women," *Gendered Journeys: Women, migration, and feminist psychology lens*, 2015

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: John Dewey Award, University of Michigan, 2017; Senior Fellow, Michigan Society of Fellows, 2017-present; Best Paper on Diversity Award, University of Michigan, 2014; Finalist, Provost Teaching Innovation Prize, University of Michigan, 2012; Fellow, American Psychological Association, 2011; Excellence in Education Award, University of Michigan, 2011.

MASUZAWA, TOMOKO

Title, Department & Tenure Status: Professor, Department of Comparative Literature; Professor, Department of History (Tenured)

Education: BA, International Christian University, Tokyo, 1975; MA, Yale University, 1979; PhD, University of California-Santa Barbara, 1985

Academic Experience: Assistant/Associate Professor, University of North Carolina, 1986-1999; Associate/Full Professor, University of Michigan, 1999-present

Overseas Experience: Freie Universitat Berlin (presenter), 2013; Friedrich-Alexander Universitat Erlangen-Nurnberg, Germany (presenter), 2013

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: [1] Methods and Theories in the Study of Religion

Research & Teaching Specialization: Discourses on religion; history of human sciences; psychoanalysis

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters – 5]

“The Bible as Literature?—Note on a Litigious Ferment of the Concept.” *Comparative Literature*. Michael Allan (ed.). 2013.

“The University and the Advent of the Academic Secular: the State’s Management of Public Instruction.” Winnifred Fallers Sullivan, Mateo Taussig-Rubbo, & Robert Yelle (eds.). *Law after Secularism*. Stanford University Press. 2011.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: John Simon Guggenheim Foundation Fellowship, 2010; Visiting Scholar, The Getty Research Institute, 2007; University of Michigan Humanities Award, 2000.

MILLER, KEVIN F.

Title, Department & Tenure Status: Professor of Education, School of Education; Professor of Psychology, Department of Psychology (Tenured); Associate, Research Center for Group Dynamics, Institute for Social Research.

Academic Experience: Assistant Professor, Michigan State University, 1982-1984; Assistant Professor, University of Texas, 1984-1990; Assistant/Associate Professor, University of Illinois, 1990-2004; Professor, University of Michigan, 2005-present

Overseas Experience: Beijing and Xi’an, China (coordinate student group from Michigan), 2010-present; Beijing Normal University, Chinese Academy of Sciences, China (teaching), 2003

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (3), German (2)

East Asia Instructional Content Expertise: 25%

Area Courses Taught:[3] Cognition and Instruction, Research in Educational Settings, Research Methods in Education and Cross-Cultural Contexts

Research & Teaching Specialization: Nature and sources of early mathematical and literacy development, cross-cultural similarities and differences in academic learning and performance, and utilizing video records to engage teachers with issues of instructional practice

Recent Publications and Works in Progress: [Articles and Chapters - 24]

Stigler, J. W., & Miller, K. F. Expertise and Expert Performance in Teaching. To appear in: Hoffman, R. (Ed.), *Cambridge handbook on expertise and expert performance*. Forthcoming.

Samudra, P. G., Min, I., Cortina, K. S., & Miller, K. F. No second chance to make a first impression: The “thin-slice” effect on instructor ratings and learning outcomes in higher education. *Journal of Educational Measurement*, 53(3), 1-20. 2016.

Rodriguez, F., Rhodes, R. E., Miller, K. F., & Shah, P. Examining the influence of anecdotal stories and the interplay of individual differences on reasoning. *Thinking & Reasoning*, 22(3), 1-23. 2016.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Fellow, Psychonomics Society, 2014; Fellow, Association for Psychological Science, 2011; Fellow, American Educational Research Association, 2009.

MUEGLER, ERIK A.

Title, Department & Tenure Status: Professor, Department of Anthropology (Tenured)
Education: BA, Cornell University, 1987; MA, Johns Hopkins University, 1990; PhD, Johns Hopkins University, 1996
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1996-present
Overseas Experience: Northern Yunnan, China (fieldwork), 2001, 2005, 2012, 2017; Yunnan Social Sciences Academy, Kunming, China (fieldwork), 1991-1993
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (4), Lolongo (3), Spanish (2), French (1)
East Asia Instructional Content Expertise: 30%
Area Courses Taught: [3] Culture, Thought, and Meaning; Death, Dying, and the Afterlife; Chinese Society and Cultures
Research & Teaching Specialization: Social and cultural theory, focusing on the politics of ghosts, the history of natural history, and the ritualization of death in China's border regions
Recent Publications and Works in Progress:[**Books - 2, Articles and Chapters – 8**]
Songs for Dead Parents: Body and World in Southwest China. Chicago: University of Chicago Press. Forthcoming.
“Playing with Corpses: Assembling and Disassembling Bodies for the Dead.” In Tony Robben (ed.) *A Companion to the Anthropology of Death.* Wiley-Blackwell. Forthcoming.
Mediating Religion: Sound, Matter, and New Media. Lin Weiping (ed.). National Taiwan University Press. Forthcoming.
Number of dissertations/theses supervised in the past 5 years: 30
Distinctions: Senior Fellow, Michigan Society of Fellows, University of Michigan, 2015-present; Michigan Humanities Fellowship, University of Michigan, 2014; Julian Steward Award, best monograph in Environmental Anthropology, American Anthropological Association, 2013.

NORNES, MARKUS

Title, Department & Tenure Status: Professor, Department of Screen Arts & Cultures, Professor, Department of Asian Languages & Cultures; Professor of Art & Design, Penny W. Stamps School of Art & Design (Tenured).
Education: BA, St. Olaf College, 1986; MA, University of Southern California, 1990; PhD, University of Southern California, 1996
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1996-present
Overseas Experience: Waseda University, Tokyo, Japan (Visiting Professor), 2017-2018; Josai University, Tokyo (Visiting Professor), 2015; Tokyo University (Visiting Professor), 2014-2015
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)
East Asia Instructional Content Expertise: 50%
Area Courses Taught: [4] Fascist cinemas, Documentary, Japanese Cinema, Cinema Babel: Subtitling & Dubbing Practicum
Research & Teaching Specialization: Asian Cinema, Japanese studies, documentary and translation theory
Recent Publications and Works in Progress: [**Books - 6, Articles and Chapters - 7**]
Digital reprint of “Suzuki Seijun Problem Collection.” Ann Arbor: Center for Japanese Studies Electronic Publications. Forthcoming.
Nihon Senzen Eigaron Shusei [Collection of Prewar Japanese Film Theory]. Iwamoto Kenji and Aaron Gerow (eds.). Tokyo: Yumani Shobo. Forthcoming.
Staging Memories: Hou Hsiao-hsien's City of Sadness. With Yeh Yueg-yu. Ann Arbor: UM Maize Publishing. 2015.
Number of dissertations/theses supervised in the past 5 years: 4
Distinctions: Japan Society for the Promotion of Science Fellowship, 2017-2018; Fulbright Scholars Fellowship, 2014-2015; Japan Foundation Fellowship, 2004-2005.

OH, SE-MI

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, University of California-Los Angeles, 1999; MA, University of Illinois-Urbana-Champaign, 2001; PhD, Columbia University, 2008

Academic Experience: Visiting Lecturer, University of Michigan, 2009-2010; Adjunct Assistant Professor, Columbia University, 2011; Assistant Professor Faculty Fellow, New York University, 2011; Assistant Professor, University of Wisconsin-Madison, 2011-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Korea

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5), Japanese (3), Chinese (3), French (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] North Korea: Real and Imagined; Seoul: History and Places; Film Culture in Korea; Spectacular History of Korea

Research & Teaching Specialization: Modern Korean history; visual culture; theories of modernity

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters -6]

Seoul Streets: Surface Matters, Speech Matters (in progress).

“Elluvium of Dreams: Master Plans and Development of Yoido,” *Cultures of Yushin, Perspectives on Contemporary Korea*, The University of Michigan Press (in progress).

“Elsewhere, Nowhere, Everywhere; Reading utopia in Colonial Seoul” (in progress).

“Continent, Full Moon, Starts, Turtle ships: Rubber Shoes in Colonial Korea” (in progress).

“The Cat’s Cradle: Middle Class Optics of Desire in Kim Ki-young’s *The Housemaid*,” *Transgressions: A New Conceptual Metaphor for Understanding Korean History*, University of Michigan Press (forthcoming).

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2004-05; Korea Foundation Post-Doctoral Fellow, Harvard University, 2008-09; Kyujanggak Fellow, Seoul National University, 2013; Academy of Korean Studies Grant, 2016-21.

ÖZBEY, SONYA

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures; Assistant Professor, Department of Philosophy (Tenure Eligible)

Education: BA, Koc University, 2006; MA, University of South Carolina, 2008; PhD, DePaul University, 2015

Academic Experience: Postdoctoral Fellow, University of Michigan, 2015-2017; Assistant Professor, University of Michigan, 2017-present

Overseas Experience: China, Singapore

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Turkish (5), Latin (2), French (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[5] Art of War; Death and Mourning in Early China; Introduction to Chinese Philosophy; The Happiness of the Fish: Early Daoist Themes; What Makes Us Human? Philosophical and Religious Perspectives from Classical China

Research & Teaching Specialization: Classical Chinese philosophy; conceptions of human and animal identity; animality; gender; ethnicity

Recent Publications and Works in Progress: [Articles and Chapters - 5]

“Undermining the Person, Undermining the Establishment in the Zhuangzi,” *Comparative and Continental Philosophy* (forthcoming).

“Diversity in Adequacy: the complexity of the body and the adequacy of knowledge in Spinoza,” *Journal of the History of Philosophy* (in progress);

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Mentoring Fellowship, DePaul University, 2010-11; John T. Richardson fellowship, 2012; Dissertation Writing fellowship, Nanyang technological University, 2012; Chinese government Scholarship, 2013; Tang Junyi Postdoctoral Research fellowship, University of Michigan, 2015-16; Postdoctoral Research and Teaching Fellowship, University of Michigan, 2016-17.

PINCUS, LESLIE B.

Title, Department & Tenure Status: Associate Professor, Department of History (Tenured); Director of Graduate Studies, Center for Japanese Studies

Education: BA, University of California-Los Angeles, 1972; MA, University of California-Berkeley, 1975; MA, University of Chicago, 1984; PhD, University of Chicago, 1990

Academic Experience: Assistant Professor, University of California-Los Angeles, 1990-1995; Assistant/Associate Professor, University of Michigan, 1995-present

Overseas Experience: Tokyo, Kyoto, Hokkaido & Hiroshima, Japan (research scholar), 2002-2012; Kyoto, Japan (Visiting Professor), 2005-2006

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4), French (3), German (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[6] Study Abroad in Japan: Community Revitalization in Detroit and Regional Japan; Studies in Modern Japanese History; Japan's Modern Transformations; Doing Environmental History in Japan; Environmental Encounters in Japan: Past, Present, Prospect; Japan: Green Archipelago / Toxic Archipelago;

Research & Teaching Specialization: Modern Japan, cultural studies, aesthetics and nationalism

Recent Publications and Works in Progress:[Articles and Book Chapters - 6]

"The School for Human Rights: A Case of Police Brutality in Onomichi, 1979." Forthcoming

Movements on the Margins of Japan's Recent Past. Forthcoming.

"On the Shores of Japan's Postwar Left: An Intimate History." *A New Insurgency: The Port Huron Statement and its Times*. Howard Brick and Gregory Parker (eds.). University of Michigan Library. 2015.

Number of dissertations/theses supervised in the past 5 years: 8

Distinctions: Faculty Fellow, Eisenberg Institute for Historical Studies, University of Michigan, 2008-2009; Research Fellowship, Japan Foundation, 2005.

PLATT, ROBERT D.

Title, Department & Tenure Status: Associate Professor, School of Art & Design (Tenured)

Education: BA, Nottingham Trent University of Art & Design, 1996; MA, The Royal College of Art, 2001; PhD, Kyoto City University of Arts, 2010

Academic Experience: Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Doctoral study, Kyoto, Japan; Faculty leader, Stamps School of Art Study Abroad Program, Seinenryo, Shigaraki, Shiga, Japan, 2013

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5), Spanish (2), French (2)

East Asia Instructional Content Expertise: 20%

Area Courses Taught:[1] Tools, Materials and Processes II

Research & Teaching Specialization: Contemporary Japanese painting; creative potential of cave exploration in contemporary art; relations between Japanese history and developments in contemporary art practices

Recent Publications and Works in Progress: [Articles and Chapters - 5]

Lines and Constellations, Exhibition Catalogue. The University of Michigan. 2014.

"Art in America." John C. Corso (ed.). Exhibition Reviews. 2013.

"Terra Nullius." Birmingham Bloomfield Art Center. 2013.

Flatland, Exhibition Catalogue. Kyoto City University of Arts, 2010; Holbein Scholar Perspective 20, Catalogue. 2009

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Holbein Art Scholar, 2009; Judges Prize Exhibition, ArtJam Kyoto, 2008; Kyoto Arts Center Residency Award Studio, Diffuse Asia, 2003.

PORTER, DAVID L.

Title, Department & Tenure Status: Professor, Department of English Language & Literature and Professor, Department of Comparative Literature (Tenured); Chair, Department of English Language and Literature.

Education: BA, Cornell University, 1988; BA, MA, Cambridge University, 1990; PhD, Stanford University, 1996

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1996-present

Overseas Experience: Fudan University, Shanghai (Visiting Professor), 2013

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (5), German (5), Spanish (3), Chinese (3)

East Asia Instructional Content Expertise: 35%

Area Courses Taught: N/A

Research & Teaching Specialization: Chinese early modern culture; Seventeenth and Eighteenth-Century Britain; comparative literature; material culture; postcolonial studies

Recent Publications and Works in Progress:[Books -2, Articles and Chapters -5]

Comparative Early Modernities: 1100-1800. New York: Palgrave. 2012.

“The Crisis of Comparison and the World Literature Debates.” *Profession*. 2011.

The Chinese Taste in Eighteenth-Century England. Cambridge: Cambridge University Press. 2010.

Ideographia: The Chinese Cipher in Early Modern Europe. Stanford: Stanford University Press. 2001.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Charles A. Ryskamp Fellowship, American Council of Learned Societies, 2003-2005; National Humanities Center Fellowship, 2002-2003; Institute for Advanced Study Fellowship, 1999-2000.

POWERS, MARTIN J.

Title, Department & Tenure Status: Sally Michelson Davidson Professor of Chinese Arts and Cultures, Department of History of Art (Tenured).

Education: BA, Shimer College, 1971; MA, University of Chicago, 1974; PhD, University of Chicago, 1978

Academic Experience: Assistant Professor, University of California-Los Angeles, 1977-1987;

Assistant/Associate/Full Professor, University of Michigan, 1987-present

Overseas Experience: China Academy of Arts, Hangzhou (lecturer), 2013; Zhejiang University, Hangzhou (Visiting Professor), 2013

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Chinese (4), Classical Chinese (4), Japanese (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [4] Imagining Private Life: Love, Marriage, and Family in Early Modern China; Human Rights in China from Classical Times through the 18th Century: A Historical and Cultural Survey; Art & Moral Autonomy in Song China; Modernistic Readings of Early Modern Asian Art

Research & Teaching Specialization: Chinese art; comparative culture

Recent Publications and Works in Progress:[Books -3, Articles and Chapters – 5]

Powers, M. J. *Picturing Social Justice in Early Modern China and England.* Routledge, Taylor & Francis Group. Forthcoming.

Lam, Joseph, Shuen-fu Lin, Christian de Pee, Martin Powers (eds.). *Senses of the City: Perceptions of Hangzhou and Southern Song China. 1127–1279.* Hong Kong: Hong Kong University Press. 2017.

Powers, M.J., and Katherine R. Tsiang (eds.). *The Blackwell Companion to Chinese Art.* Oxford: Wiley-Blackwell Publishers. 2015.

Number of dissertations/theses supervised in the past 5 years: 4

Distinctions: Fellow, School of Historical Studies, Institute for Advanced Study, 2008-2009; Sally Michelson Davidson Professor of Chinese Arts and Cultures, 1999-present.

RAY, MARY-ANN

Title, Department & Tenure Status: Taubman Centennial Professor of Practice in Architecture, A Alfred Taubman College of Architecture and Urban Planning (Tenured)

Education: BFA, University of Washington, 1981; MArch, Princeton University, 1987

Academic Experience: Taubman Centennial Professor of Architecture, University of Michigan, 2007-present; Core Graduate Faculty, Southern California Institute of Architecture, 1988-2009; Visiting Wortham Professor of Architecture, Rice University, 1995-99, 2004; Chair, Environmental Arts, Oits College of Art & Design, 1997-99; Saarinen Professor of Architectural Design, Yale University, 1996

Overseas Experience: Co-Founder & Co-Director, BASE Beijing, China, 2005-present

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
N/A

East Asia Instructional Content Expertise: 50%

Area Courses Taught: Contemporary Chinese Urbanism; travel courses to China

Research & Teaching Specialization: Chinese urbanism and architectural design; alternative informal human habitats; hybrid urban-rural environments

Recent Publications and Works in Progress:

“Infrastructures of the New Urban/Rural Continuum in Early 21st Century China,” *New Urban Configurations*, pp. 432-38; April 2014. (with Robert Mangurian)

“Informal Settlements with Chinese Characteristics,” *Villages in the City* (ed. Bruno de Meulder & Kelly Shannon), pp. 90-101; 2014.

“‘China Time’ in the Design Field,” *Landscape Architecture Frontiers* (October 2013).

Caochangdi; Beijing Inside Out: Farmers, Floaters, Taxi Drivers and the Contemporary Art Mob Challenge and Remake the City (Beijing: Timezone 8 Press, 2009) (with Robert Mangurian).

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Honorable Mention, UM Taubman College Spring Show, 2014; Stirling Prize, Chrysler Design Institute; Rome Prize Fellowship in Architecture, American Academy in Rome, 1987-88

REW, KARL T.

Title, Department & Tenure Status: Assistant Professor of Family Medicine and Assistant Professor of Urology, Medical School (Tenure Eligible)

Education: BS, University of California-Davis, 1986; MD, University of California-San Diego, 1993

Academic Experience: Assistant Professor, University of Michigan, 2011-present

Overseas Experience: Shizuoka Family Medicine Residency Program, Shizuoka, Japan (Visiting Instructor, Visiting Assistant Professor), 2010-present

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: N/A

Research & Teaching Specialization: Primary care management of urological issues; cross-cultural communication

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 13]

Rew KT, Smith MA. Kidney Stones. Usatine RP, Ferenchick G, Smith MA, Mayeaux Jr EJ, Chumley H (eds.). *Color Atlas of Internal Medicine*. McGraw-Hill. 2015.

Rew KT. Pediatric Kidney Stones. Usatine RP, Sabella C, Smith MA, Mayeaux Jr EJ, Chumley H, Appachi E (eds.). *Color Atlas of Pediatrics*. McGraw-Hill. 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Walter Weiss Preventive Medicine Scholarship, University of California-San Diego, 1993; Brython P. Davis Scholarship, University of California-San Diego, 1989.

ROBERTSON, JENNIFER E.

Title, Department & Tenure Status: Professor, Department of Anthropology, Department of History of Art, Department of Women's Studies, and Penny W. School of Art & Design (Tenured); Faculty Affiliate, Michigan Robotics, College of Engineering.

Education: BA, Cornell University, 1975; MA, University of Hawaii, 1977; MA, Cornell University, 1983; PhD, Cornell University, 1985

Academic Experience: Assistant Professor, University of California-San Diego, 1991; Associate/Full Professor, University of Michigan, 1991-present

Overseas Experience: University of Tokyo (Visiting Professor), 2007; University of Michigan, Israel (research), 1997-present

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (4), French (3), German (2), Hebrew (1)

East Asia Instructional Content Expertise: 90%

Area Courses Taught:[4] Ethnic Diversity in Japan; Sex and Gender in Japan; Japanese Culture and Society; Bio-Art International: Biotechnology, Genetics, and Contemporary Art

Research & Teaching Specialization: Socio-cultural and historical anthropology and ethnography; art, science, and technology; bio-art; robotics; sex, gender, sexuality; Japanese modern painting, printmaking, and ceramics

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 14]

Robo Sapiens Japonicus: Robots, Gender, Family and the Japanese Nation. University of California Press. 2017.

"Cyborg Able-ism: Critical Insights from the Not So 'Uncanny Valley' of Japan." Invited chapter, *Robot Anthology*. Cathrine Hasse (ed.). London & New York: Routledge. 2017.

"Sex, Gender, and Sexuality through an Androgynous Looking Glass." Invited chapter, *Routledge Handbook of Contemporary Japan*. Hiroko Takeda (ed.). London & New York: Routledge. 2017.

Number of dissertations/theses supervised in the past 5 years: 12

Distinctions: John Simon Guggenheim Memorial Foundation Fellowship, 2011-2012; Abe Fellowship, Social Science Research Council, 2010-2012; Fellowship, National Endowment for the Humanities/Advanced Research in the Social Sciences on Japan, 2008.

ROLSTON, DAVID L.

Title, Department & Tenure Status: Associate Professor of Chinese Language & Literature, Department of Asian Languages & Cultures (Tenured)

Education: BA, Montclair State College, 1977; PhD, University of Chicago, 1988

Academic Experience: Assistant/Associate Professor, University of Michigan, 1988-present

Overseas Experience: National Academy of Chinese Theater Arts, Beijing, China (Visiting Professor), 2002, 2016; Fu-Hsing Dramatic Arts Academy, Taipei, Taiwan (Foreign Language Secretary), 1981-1982

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Japanese (1)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] Crime and Detection in Chinese Literature, The Travels of the Monkey King in China and Abroad; Looking at Traditional China through its Most Famous Novel, The Story of the Stone; The Development of Chinese Fiction, Chinese Drama and Theater

Research & Teaching Specialization: Traditional Chinese fiction, drama, and theater

Recent Publications and Works in Progress: [Chapters and Articles - 4]

"Recent Chronologically Organized Reference Books Concerning Chinese Indigenous Theater (Xiqu)."

CHINOPEL: Journal of Chinese Oral and Performing Literature 34.2: 185-87. 2015.

"Recent Color Reproductions of Qing Palace Multi-Colored Play Scripts." *CHINOPEL: Journal of Chinese Oral and Performing Literature* 34.2: 188-93. 2015.

"Xikao zhong Mei Lanfang de yingzi" 戲考中梅蘭芳的影子 [Traces of Mei Lanfang in Xikao]." *Wenhua yichan 文化遺產 [Cultural Heritage]* 4: 34-40. 2013.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Rackham Faculty Recognition Award, University of Michigan, 1991; ACLS Chiang Ching-kuo Fellowship, 1991; Fulbright-Hays Dissertation Fellowship, 1985-1986.

RUBINSTEIN, ELLEN

Title, Department & Tenure Status: Research Fellow, Department of Family Medicine, Medical School (Non-tenure track)
Education: BA, Columbia University, 2003; MA, Yale University, 2007; M.Phil., Yale University, 2010; PhD, Yale University, 2012
Academic Experience: Postdoctoral Fellow, Rutgers University, 2015-2017; Postdoctoral Fellow, University of Michigan, 2017-present
Overseas Experience: Tokyo, Keio University School of Medicine, Department of Neuropsychiatry (Translator/Editor), 2016-present, Kurashiki, Japan, Seishin Notre Dame Junior/Senior High School (Princeton-in-Asia Fellow), 2004-2006
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4)
East Asia Instructional Content Expertise: N/A
Area Courses Taught: N/A
Research & Teaching Specialization: Mental health, patient-centered medical home, culture in/of medicine, global primary care, qualitative and mixed methods research
Recent Publications and Works in Progress:
Defining Moral Care for Mental Illness in Japan: Lessons from a Family Support Group. In progress.
“This is Something I Have to Do, Right?” Moral Struggles in Caring for Mental Illness in Japan. In progress.
“Emplotting Hikikomori: Japanese Parents’ Narratives of Social Withdrawal.” *Culture and Psychiatry* 40(4):641-663. 2016
Number of dissertations/theses supervised in the past 5 years: N/A
Distinctions: Japan-U.S. Educational Commission (Fulbright IIE) Dissertation Research Fellowship, 2010-2011; Social Science Research Council Dissertation Proposal Development Fellowship, 2009

RYU, YOUNGJU

Title, Department & Tenure Status: Associate Professor, Department of Asian Languages & Cultures (Tenured); Director, Korean Language Program, Department of Asian Languages & Cultures
Education: BA, Harvard University, 1998; MA, University of California-Los Angeles, 2001; PhD, University of California-Los Angeles, 2006
Academic Experience: Assistant/Associate Professor, University of Michigan, 2007-present
Overseas Experience: Yonsei University, Korea, 2007; Sungkyunkwan University, Korea, 2006-2007
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5), Japanese (3)
East Asia Instructional Content Expertise: 100%
Area Courses Taught: [5] The China Problem in Korea; Korean War in Fiction and Film; Modern Korean Literature; The Korean Family: Tradition and Transformation; Multi-Ethnic Korea; Introduction to Korean Civilization
Research & Teaching Specialization: Modern Korean literature; aesthetics of dissidence; cultures of authoritarianism; philosophies of reconciliation in 20th-century Korea
Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 4]
Writers of the Winter Republic: Literature and Resistance in Park Chung Hee’s Korea. Honolulu: University of Hawaii Press, 2015.
“Creating Language Teaching through Film and Literature,” *Korean Language in America*, 19(1), 2015
Number of dissertations/theses supervised in the past 5 years: N/A
Distinctions: Kyunjanggak Fellowship in Korean Studies, 2009-10; Class of 1923 Memorial Teaching Award, University of Michigan, 2015.

SAINT ARNAULT, DENISE M.

Title, Department & Tenure Status: Associate Professor, School of Nursing (Tenured)
Education: BS, Grand Valley State University, 1980; MS, University of Michigan, 1989; PhD, University of Michigan, 1998
Academic Experience: Assistant/Associate Professor, Madonna University, 1990-1999; Postdoctoral Fellow, University of Michigan, 1999-2000; Assistant/Associate Professor, Michigan State University, 2000-2011; Associate Professor, University of Michigan, 2012-present
Overseas Experience: Various cities in Japan (visiting scholar, researcher, field work), 1993-present
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (2)
East Asia Instructional Content Expertise: N/A
Area Courses Taught: N/A
Research & Teaching Specialization: Women's mental health; immigrant women; culture and mental health; gender specific gender health risks; transcultural psychiatry
Recent Publications and Works in Progress: [Articles and Chapters - 11]
Shaku, F. and Saint Arnault, D.M. Measuring the effects of Zen training on quality of life and mental health among Japanese monk trainees: a cross-sectional study. *Journal of Alternative and Complementary Medicine*. 2014.
Saint Arnault, D.M. The Mental Health System in Japan. James Babb (ed.). *Handbook of Modern Japanese Studies*. Sage: Thousand Oaks, CA. 2014.
Number of dissertations/theses supervised in the past 5 years: 12
Distinctions: Research Chair, U.S.A. Body Psychotherapy Association, 2015-present; President, Council on Nursing and Anthropology, 2007-2012.

SANTOS, ERIK R.

Title, Department & Tenure Status: Associate Professor of Music (Composition), School of Music, Theatre & Dance (Tenured)
Education: BFA, Indiana University of Pennsylvania, 1989; MM, University of Michigan, 1991; DMA, University of Michigan, 1995
Academic Experience: Assistant Professor, Indiana University of Pennsylvania, 1995-1997; Assistant/Associate Professor, University of Michigan, 1997-present
Overseas Experience: Music performance tour, Japan, 2005, 2008; Dairakudakan dance troupe, Japan (composer in residence), 2002
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
N/A
East Asia Instructional Content Expertise: 25%
Area Courses Taught: N/A
Research & Teaching Specialization: Acoustic and electronic music; dance and theater production music; music composition
Recent Publications and Works in Progress:
"Reflections of an American Composer in Search of Dairakudakan Butoh." *Dairakudakan Newsletter* 4. 2002.
Number of dissertations/theses supervised in the past 5 years: 3
Distinctions: Charles Ives Fellowship, American Academy of Arts and Letters, 2001; Distinguished Composer of the Year, Music Teachers National Association, 1998.

SHENG, BRIGHT

Title, Department & Tenure Status: Leonard Bernstein Distinguished University Professor of Composition, School of Music, Theater & Dance (Tenured).

Education: B.Mus., Shanghai Conservatory of Music, 1982; M.Mus., Queens College-CUNY, 1984; D.M.A., Columbia University, 1993

Academic Experience: Professor, University of Michigan, 1995-present

Overseas Experience: Hong Kong University of Science and Technology (Visiting Professor), 2010-present; Wuhan Conservatory of Music, China (Honorary Professor), 1996-present

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), French (2), Italian (2)

East Asia Instructional Content Expertise: 20%

Area Courses Taught: N/A

Research & Teaching Specialization: Acoustic and electro-acoustic concert music; theatrical and dance productions; electronic music

Recent Publications and Works in Progress: [Publications - 5]

Dream of the Red Chamber the Opera: a Creator's Thoughts. Beijing: China Music. 2017.

Dream of the Red Chamber. Opera. Hwang, D., & Sheng, B. 2016.

Deep Red. Marimba and Chamber Ensemble. 2014

Angel Fire Duo. Violin and Viola. 2014.

Number of dissertations/theses supervised in the past 5 years: 20

Distinctions: Honorary Doctorate, Hong Kong University of Science and Technology, 2013; Grammy nomination for *Flute Moon*, 2011; Leonard Bernstein Distinguished University Professorship, University of Michigan, 2003; ASCAP Achievement Award, 2002.

SHUMER, GREGORY D.

Title, Department & Tenure Status: Assistant Professor of Family Medicine, Medical School (Tenure Eligible)

Education: BS, University of Michigan, 2008; MD, Georgetown University, 2013; MHA, University of Michigan, 2017

Academic Experience: Residency, Family Medicine, University of Michigan Medical School, 2013-16; Integrative Medicine Fellowship, Department of Family Medicine, University of Michigan, 2016-17

Overseas Experience: Shizuoka Family Medicine Residency Program (presentation), Shizuoka, Japan, 2015; Assistant Language Teacher, The Japan Exchange and Teaching Program, Oita, Japan, 2008-2009

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (4)

East Asia Instructional Content Expertise: 25%

Area Courses Taught: N/A

Research & Teaching Specialization: Integrative medicine, Japanese healthcare, cross-cultural comparisons in medicine and health policy

Recent Publications and Works in Progress: [Articles and Chapters - 6]

Acupuncture Use in Rural Japanese Family Medicine Populations: A Cross-Sectional Survey Study. *Medical Acupuncture.* 28:1. 2016.

Complementary and alternative medicine use by visitors to rural Japanese family medicine clinics: results from the international complementary and alternative medicine survey. *BMC Complement Altern. Med.* 14:360. 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Fellowship, Integrative Medicine, University of Michigan, 2017.

SIEGEL, JORDAN

Title, Department & Tenure Status: Associate Professor of Strategy, Stephen M. Ross School of Business (Tenured).

Education: BA, MA, Yale University, 1998; PhD, Massachusetts Institute of Technology, 2003

Academic Experience: Assistant/Associate Professor, Harvard University, 2003-2015; Associate Professor, University of Michigan, 2015-present

Overseas Experience: South Korea, Japan

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Spanish (4)

East Asia Instructional Content Expertise: 80%

Area Courses Taught:[1] Competing in the Global Business Environment

Research & Teaching Specialization: Competitive advantage; global strategy; sustainable corporations; corporate governance and human resource management

Recent Publications and Works in Progress:[Books - 1, Articles and Chapters - 8]

Licht, Amir, Christopher Poliquin, Jordan I. Siegel, and Xi Li. "What Makes the Bonding Stick? A Natural Experiment Involving the U.S. Supreme Court and Cross-Listed Firms." *Journal of Financial Economics*. Forthcoming.

Siegel, Jordan I., Amir N. Licht, and Shalom H. Schwartz. "Egalitarianism, Cultural Distance, and Foreign Direct Investment: A New Approach." *Organization Science* 24: 1174-1194. 2013.

Number of dissertations/theses supervised in the past 5 years: 6

Distinctions: Michael R. and Mary Kay Hallman Faculty Fellow, University of Michigan Ross School of Business, 2015-present; Wyss Award for Excellence in Mentorship, Harvard Business School, 2009; Fulbright Scholar, Institutional Strategy and Cross-Border Alliance, 2000-2002

SUZUKI, RIE

Title, Department & Tenure Status: Associate Professor of Public Health, Department of Public Health & Health Sciences, School of Health Professions and Studies, University of Michigan-Flint (Tenured)

Education: BSoc, Bukkyo University, 1995; MSoc, Bukkyo University, 1997; MA, University of Texas, 2001; PhD, University of Texas, 2005

Academic Experience: Assistant/Associate Professor, University of Michigan-Flint, 2008-present

Overseas Experience: Wakayama Hospital Nursing School, Wakayama, Japan (Lecturer)

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

East Asia Instructional Content Expertise: N/A

Area Courses Taught: N/A

Research & Teaching Specialization: Development, implementation, and evaluation of health promotion programs for the aging; people with disabilities living in a low SES community; intervening mediational factors of health behaviors

Recent Publications and Works in Progress: [Books - 1, Articles and Book Chapters -13]

"The interaction effects between race and functional disabilities on the prevalence of self-reported periodontal diseases-National Health and Nutrition Examination Survey 2011-2012." *Community dental health*, 2017.

"Is complementary and alternative medicine use associated with cancer screening rates for women with functional disabilities?" *Complementary therapies in medicine*, 2016; "Physical Accessibility and Health Care Use for Women with Physical Disabilities: A Case Study Approach." *Californian Journal of Health Promotion*, 2013.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Summer Workshop Fellow, Michigan Center for Urban African American Aging Research, National Institute of Aging, 2014.

TANG, XIAOBING

Title, Department & Tenure Status: Helmut F Stern Professor of Chinese Studies; Professor, Department of Asian Languages & Cultures; Professor, Department of Comparative Literature (Tenured).

Education: BA, Peking University, 1984; PhD, Duke University, 1991

Academic Experience: Assistant Professor, University of Colorado, 1991-1995; Assistant/Associate Professor, University of Chicago, 1995-2005; Associate Professor, University of Southern California, 2005-2008; Associate/Full Professor, University of Michigan, 2007-present

Overseas Experience: China

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), French (3), German (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] Translating World Literatures: Poetic Expressions; Soundscapes and Aural Imagination in Modern China; Introduction to Modern Chinese Culture; Modern Chinese Visual Culture; Lu Xun and Modern China;

Research & Teaching Specialization: Modern Chinese literature, art, cinema, and culture

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 12]

“Resonances of a Visual Image in the Early twentieth century,” *A New Literary History of Modern China*, 2017.

“Street Theater and Subject Formation in Wartime China: Toward a New Form of Public Art,” *Cross-Currents: East Asian History and Culture Review*, 5(1), 2016.

“Socialist Visual Experience as Cultural Identity,” *Red Legacies in China: Cultural Afterlives of the Communist Revolution*, 2016.

Visual Culture in Contemporary China: Paradigms and Shifts, London: Cambridge University Press, 2015.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Institute for the Humanities Fellowship, University of Michigan, 2011; Helmut F. Stern Professor of Modern Chinese Studies, University of Michigan, 2007-present.

TARDIF, TWILA Z.

Title, Department & Tenure Status: Professor, Department of Psychology; Research Professor, Center for Human Growth & Development (Tenured).

Education: BSc, University of Toronto, 1986; MS, Yale University, 1988; M.Phil., PhD, Yale University, 1993

Academic Experience: Assistant Professor, Chinese University of Hong Kong, 1996-2001; Assistant/Associate/Full Professor, University of Michigan, 2002-present

Overseas Experience: Scientific Advisory Board, Singapore (member), 2012-present; Tokyo Women’s Christian University (Visiting Fellow), 2008

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Cantonese (5); Chinese (5); French (3); German (3); Japanese (2); Italian (2)

East Asia Instructional Content Expertise: N/A

Area Courses Taught: N/A

Research & Teaching Specialization: Cross-language comparison in Chinese- and English-speaking children; caregiving in Chinese families; beliefs in preschool children

Recent Publications and Works in Progress: [Articles and Book Chapters - 17]

“Relations of parenting and temperament to Chinese children’s experience of negative life events, coping efficacy, and externalising problems.” *Understanding Child Development: Psychological*, 2018.

“The influence of early linguistic skills and family factors on literacy acquisition in Chinese children: Follow-up from age 3 to age 11.” *Learning and Instruction*, 2017.

Culture, Language, and Emotion: Explorations in Development.” *Minnesota Symposium on Child Psychology*, Volume, 2016.

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions: Fellow, American Psychological Society, 2009.

THORNTON, ARLAND D.

Title, Department & Tenure Status: Professor of Sociology; Research Professor, Survey Research Center, Institute for Social Research; Research Professor, Population Studies Center, Institute for Social Research; Director, Population Studies Center, Institute for Social Research (Tenured).

Education: BS, Sociology, Brigham Young U., 1968; MA, Sociology, UM, 1973; PhD Sociology, UM, 1975.

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1977-present

Overseas Experience: Buenos Aires, Argentina, visitor, CENEP (research), 2012; China, visitor, Peking U. (research), 2009; Nepal, visitor, Inst. for Social & Environmental Research (research), 2008; Austria, visitor, Vienna Inst. of Demography (research), 2007-13; Iran, visitor, U. of Tehran (research), 2004-08.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Globalization, Culture, and Social Change; Culture, Social Change & Population;

Research/Teaching Specializations: Sociology of population, sociology of family, sociology of life course.

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 24]

Thornton, A. and Xie, Y. "Developmental Idealism and China." *Chinese Journal of Sociology*, 2(4): 483-496. 2016.

Thornton, A., and Yang, L. "Perceptions of Developmental Hierarchies in Taiwan --Conceptual, Substantive, and Methodological Insights." *Chinese Journal of Sociology*, 2(4): 547-576. 2016.

Melegh, A., Kiss, T., Csánóová, S., Young-DeMarco, L., and Thornton, A. "The perception of global hierarchies. South Eastern European patterns in comparative perspectives." *Chinese Journal of Sociology*, 2(4): 497-523. 2016.

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

Distinctions: Irene B. Taeuber Award, Population Association of America, 2011; MERIT Award, National Institute of Child Health and Human Development, 2010-13; President, Population Association of America, 2001.

TOBIER, NICHOLAS A.

Title, Department & Tenure Status: Professor of Art & Design, Penny W Stamps School of Art & Design (Tenured); Senior Counselor to the Provost, Vice Provost for Global and Engaged Education

Education: BA, Swarthmore College, 1989; M.F.A., Bard College, 1997; MA, Harvard University, 2000

Academic Experience: Assistant Professor, NYSCC-Alfred University, 1999-2003; Assistant/Associate/Full Professor, University of Michigan, 2003-present

Overseas Experience: Creator of various community projects, Ishinomaki, Japan, 2017; exhibition, Renmin University, Beijing, China, 2014

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (5), Spanish (2), Italian (2), Dutch (2), Japanese (1)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: [1] Global Intercultural Experience for Graduates- Ishinomaki, Japan

Research & Teaching Specialization: Focused around creating spaces and projects for youth self-agency through the design and hands-on building of grassroots enterprises and projects.

Recent Publications and Works in Progress: [Books - 4, Articles and Chapters -7]

smallCities. Model-scale constructions of envisioned futures installed throughout the city, Ishinomaki, Japan, 2017.
Ishino Game Night. Designed intergenerational event and designed/built modular stage. Irori, Ishinomaki, Japan. 2017.

Number of dissertations/theses supervised in the past 5 years: 10

Distinctions: Play Everywhere Challenge Winner, for Brightmoor Runway, kaBOOM, 2016; National Endowment for the Arts, in collaboration with Community Action Network, Ann Arbor, 2015.

TONOMURA, HITOMI

Title, Department & Tenure Status: Professor, Department of History; Professor, Department of Women's Studies (Tenured).

Education: BA, Wagner College, 1970; MA, University of Oregon, 1979; PhD, Stanford University, 1986

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1986-present

Overseas Experience: University of Tokyo Historiographical Institute, Kyoto University, Osaka University of Foreign Languages, International Christian University (research), 1984-present

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5), Chinese (2), French (1)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [6] Japan to 1700: Origin Myth to Shogun Dynasty; Samurai and their Women in War and Peace; Gender and War; Japan's 16th Century Revolution: Christians, Samurai, Tea Masters, and Merchants; Keywords and Concepts in Japanese Society and History

Research & Teaching Specialization: Premodern patterns of gender construction and representation, war and manhood, work and environment, reproduction and lineage, impurity and law, violence and heroism, samurai films

Recent Publications and Works in Progress: [Articles and Chapters -8]

"Preface" and "Afterword" in Amino Yoshihiko, *Rethinking Japanese History*. Ann Arbor: CJS Publications, pp.xi-xii, 277-286. 2012.

"Gender Relations in an Age of Violence." In Karl Friday (ed.), *Japan Emerging: Premodern History to 1850*. Westview Press, pp. 267-277. 2012.

"Court and Bakufu in Her Flesh: Nijo's Contribution to Dual Polity." In Lorraine F. Harrington, G. Cameron Hurst III, Gordon Burger and Andrew E. Goble (eds.), *Currents in Medieval Japanese History: Essays in Honor of Jeffrey P. Mass*. Los Angeles: Figueroa Press, pp. 219-268. 2009.

Number of dissertations/theses supervised in the past 5 years: 10

Distinctions: Center for Japanese Studies Faculty Fellowship, University of Michigan 2016; Richard Hudson Research Fellowship, Department of History, University of Michigan, 2011; Japan Foundation Professional Fellowship, 2002-2003.

TSUTSUI, KIYOTERU

Title, Department & Tenure Status: Associate Professor, Department of Sociology (Tenured); Associate Chair, Department of Sociology; Director, Center for Japanese Studies; Director, Donia Center for Human Rights.

Education: BA, Kyoto University, 1993; MA, Kyoto University, 1995; MA, Stanford University, 1996; PhD, Stanford University, 2002

Academic Experience: Assistant Professor, SUNY-Stony Brook, 2002-2007; Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Sungkyunkwan University, Seoul, Korea (presenter), 2014; Max Planck Institute, Goettingen, Germany (presenter), 2013; Kanasai Sociological Association annual meeting, Osaka, Japan (presenter), 1995;

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] Human Rights and the United Nations, Human Rights in a Globalizing World: How Human Rights Evolved and Changed the World, Sociology of Japan

Research & Teaching Specialization: Political/comparative sociology, social movements, globalization, human rights, and Japanese society

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 10]

Rights Make Might: Global Human Rights and Minority Social Movements in Japan. Oxford University Press. Forthcoming.

"Human Rights and Minority Activism in Japan: Transformation of Movement Actorhood and Local-Global Feedback Loop." *American Journal of Sociology* 122:1050-1103. 2017.

Kiyoteru Tsutsui and Alwyn Lim (eds.). *Corporate Social Responsibility in a Globalizing World*. Cambridge University Press. 2015.

Number of dissertations/theses supervised in the past 5 years: 20

Distinctions: Best scholarly article award, The American Sociological Association Section on Human Rights, 2017; Representative, the United States-Japan Leadership Program, the United States-Japan Foundation, 2006-2007.

WANG, ZHENG

Title, Department & Tenure Status: Professor, Department of Women's Studies; Professor, Department of History; Research Scientist, Institute for Research on Women & Gender (Tenured).

Education: BA, Shanghai Normal University, 1982; MA, University of California-Davis, 1988; PhD, University of California-Davis, 1995

Academic Experience: Fellow, Stanford University, 2000-2001; Assistant/Associate Professor, University of Michigan, 2002-present

Overseas Experience: Chinese Women's College, China (teaching), 2011; Fudan University, China (faculty and graduate workshop), 2004-present; Ford Foundation, throughout China, 1999

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)

East Asia Instructional Content Expertise: 50%

Area Courses Taught:[3] Feminist Practices in a Global Context; Race, Gender, and Nation; Women in Modern China

Research & Teaching Specialization: Feminism in China; changing gender discourses in China's socioeconomic, political, and cultural transformations of the past century

Recent Publications and Works in Progress:

Finding Women in the State: A Socialist Feminist Revolution in the People's Republic of China, 1949-1964. University of California Press. 2017.

Gender and Visuality (an anthology in Chinese). Lu Xinyu (co-ed.). Fudan University Press. 2016.

Translating Feminism in China (an anthology in Chinese). Dorothy Ko (co-ed.). Fudan University Press. 2016.

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions: Faculty Fellowship, University of Michigan, 2014-2015; Research Award, American Council of Learned Societies, 1999; Shaler Adams Foundation Award, 1999.

WEST, MARK D.

Title, Department & Tenure Status: Nippon Life Professor of Law (Tenured); Dean, University of Michigan Law School.

Education: BA, Rhodes College, 1989; J.D., Columbia University, 1993

Academic Experience: Professor, University of Michigan, 1998-present; Law School Dean, University of Michigan, 2013-present

Overseas Experience: Kyoto University, Japan (Research Scholar, Visiting Instructor)

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4)

East Asia Instructional Content Expertise: 25%

EA Courses Taught: Japanese Law.

Research/Teaching Specializations: Comparative corporate governance; Japanese law; organized, corporate, and white-collar crime

Recent Publications:

Lovesick Japan: Sex / Marriage / Romance / Law (Ithaca, NY: Cornell University Press, 2011).

The Japanese Legal System: Cases, Codes, and Commentary (Foundation Press, 2006 and 2nd edition, 2011) (with Curtis J. Milhaupt & J. Mark Ramseyer).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Hessel Yntema Prize (for "most outstanding" article by an under-40 scholar), American Society of Comparative Law, 2004; Fulbright Research Scholar, 2002.

WILCOX, EMILY E.

Title, Department & Tenure Status: Assistant Professor, Department of Asian Languages & Cultures (Tenure Eligible)

Education: BA, Harvard University, 2003; M.Phil., University of Cambridge, 2004; PhD, University of California-Berkeley, 2011

Academic Experience: Assistant Professor, University of Michigan, 2011-present

Overseas Experience: Shanghai Theater Academy (postdoctoral fellow), 2012-2014; William & Mary in Beijing at Tsinghua University (full-time program director), Summer 2011; Beijing Dance Academy (Fulbright Scholar and research fellow), 2008-2009

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Modern Chinese (5), Classical Chinese (3), French (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [4] Introduction to Asian Studies; Revolution in Life: How Communism Changed China; Dance in Modern Asia: History, Identity, Politics; Critical Studies in Asian Performance: Indonesia and China

Research & Teaching Specialization: Chinese dance and performance culture, twentieth-century history, transnationalism, gender, and social movements

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 17]

Dancing East Asia: Critical Choreographies and Their Corporeal Politics. Forthcoming.

“The Postcolonial Blind Spot: Chinese Dance in the Era of Third World-ism, 1949-1965.” *positions: asia critique.* Forthcoming.

“Dynamic Inheritance: Representative Works and the Authoring of Tradition in Chinese Dance.” In Levi Gibbs (ed.), Special Issue “Faces of Tradition.” *Journal of Folklore Research.* Forthcoming.

Number of dissertations/theses supervised in the past 5 years: 7

Distinctions: Junior Fellow, Social Science Research Council Inter-Asia Program, 2016; American Council of Learned Societies International and Area Studies Fellowship, 2014; Shanghai Theater Academy Postdoctoral Fellowship, 2011.

WU, XUN (BRIAN)

Title, Department & Tenure Status: Associate Professor of Strategy, Stephen M. Ross School of Business, (Tenured).

Education: BA, Tsinghua University, 1998; MS, National University of Singapore, 2001; MS, University of Pennsylvania, 2005; PhD, University of Pennsylvania, 2007

Academic Experience: Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Strategic Management Society Annual Conference, Berlin, 2016; University of Hong Kong Strategy Group Seminar, 2014; National University of Singapore (research scholarship), 1999-2001

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)

East Asia Instructional Content Expertise: 30%

Area Courses Taught: [2] Mergers, Acquisitions, and Corporate Development; Doctoral Seminar in Strategy: Boundaries of the Firm

Research & Teaching Specialization: Corporate scope; industry dynamics; firm capabilities; entrepreneurship; innovation; Chinese economy

Recent Publications and Works in Progress: [Articles and Chapters - 8]

Ma, H., Wu, B. and Zeng, S. *The Impact of High-speed Railways on Income Distribution in China.* Forthcoming.

Wan, Z. and Wu, B. When Suppliers Climb the Value Chain: A Theory of Value Distribution in Vertical Relationships. *Management Science.* 63(2): 477-496. 2017.

Kaul, A. and Wu, B. A Capabilities-based Perspective on Target Selection in Acquisitions. *Strategic Management Journal.* 37(7): 1220-1239. 2016.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Top 40 Business School Professors under 40 in the World, CNN Money, 2016; Sanford R. Robertson Professorship, University of Michigan Ross School of Business, 2014.

XU, HONGWEI

Title, Department & Tenure Status: Research Assistant Professor, Survey Research Center, Institute for Social Research (Tenure Eligible); Faculty Associate, Population Studies Center, Institute for Social Research

Education: BA, Peking University, 2003; MA, Brown University, 2007; PhD, Brown University, 2012

Academic Experience: Research Assistant Professor, Survey Research Center at the Institute for Social Research, University of Michigan, 2014-present

Overseas Experience: Institute for Social Science Research, Peking University, Beijing, (Research Associate), 2011-2014

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [1] Reading Applied Statistics in Studies of Contemporary China: A Social Science Perspective

Research & Teaching Specialization: Social demography, health inequalities, epidemiologic and nutrition transitions, child well-being, and residential segregation

Recent Publications and Works in Progress: [Articles and Chapters - 24]

Zhenmei Zhang, Lydia W. Li, Jinyu Liu, and Hongwei Xu. "The Long Arm of Childhood in China: Early Life Conditions and Cognitive Function Among Middle-Aged and Older Adults." *Journal of Aging & Health*. Forthcoming.

Xu, Hongwei, and Yu Xie. "Socioeconomic Inequalities in Health in China: A Reassessment with Data from the 2010-2012 China Family Panel Studies." *Social Indicators Research*. 2017.

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions: Poster Session Winner, Population Association of America annual meeting, 2015; Global Health Framework Scholarship, Brown University, 2009; Travel Awards for Short Course in Longitudinal Analysis: Hazard Models, University of Colorado, 2009.

XU, MING

Department & Tenure Status: Associate Professor, School for Environment and Sustainability; Associate Professor, Department of Civil & Environmental Engineering, College of Engineering (Tenured)

Education: BS, Tsinghua University, 2003; MS, Tsinghua University, 2006; PhD, Arizona State University, 2009

Academic Experience: Postdoctoral Fellow, Georgia Institute of Technology, 2009-2010; Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Tsinghua University, China (Visiting Professor), 2017; Shanghai Jiao Tong University, China (Visiting Professor), 2013, 2016

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 50%

Area Courses Taught: [1] Global Enterprise and Sustainable Development

Research & Teaching Specialization: Sustainable engineering and industrial ecology, trade and environment, environmental impacts of emerging technologies, autonomous vehicles, electric vehicles, biofuels, and big data and data science applications in urban sustainability.

Recent Publications and Works in Progress: [Articles and Chapters - 29]

Qu, S., Liang, S., Xu, M. CO 2 emissions embodied in interprovincial electricity transmissions in China. *Environmental Science & Technology*. Forthcoming.

Chang, J., Yu, M., Shen, S.-Q., Xu, M. Location design and relocation of a mixed car-sharing fleet with a CO 2 emission constraint. *Service Science*, 9 (3), 205-218. 2017.

Gu, Y.-F., Wu, Y.-F., Xu, M., Wang, H.-D.; Zuo, T.-Y. To realize better extended producer responsibility: redesign of WEEE fund mode in China. *Journal of Cleaner Production*, 164. 2017.

Number of dissertations/theses supervised in the past 5 years: 21

Distinctions: Frontier Research Award, Chinese-American Professors in Environmental Engineering and Science, 2017; Career Award, National Science Foundation, 2016; Robert A. Laudise Medal, International Society for Industrial Ecology, 2015

YOSHIHAMA, MIEKO

Title, Department & Tenure Status: Professor, School of Social Work (Tenured)

Education: BA, Sophia University, 1984; MSW, University of California-Los Angeles, 1986; PhD, University of California-Los Angeles, 1996

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1996-present

Overseas Experience: Ochanomizu University, Tokyo (Visiting Scholar), 2005-2006; Meiji Gakuin University, Tokyo (Lecturer), 2002

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: N/A

Research & Teaching Specialization: Violence against women, community organizing and participatory action research in immigrant and marginalized communities, theatre-based prevention, mental health

Recent Publications and Works in Progress: [Books - 1, Articles and Chapters - 15]

Yoshihama, M. Yunomae, T., Tsuge, A., Ikeda, K., & Masai, R. Gender-based violence in the aftermath of the Great East Japan Disaster. Forthcoming.

Yoshihama, M. Policies and systems addressing Intimate partner violence in Japan. Forthcoming.

Muramoto, K., Kamiyama, M., Yoshihama, M., Dan, S., Hisata, M. Community empowerment after the East Japan Great Earthquake. *Japanese Journal of Community Psychology*, 19(1), 1-36. 2015.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Wave of Change Award, Michigan Coalition to End Domestic & Sexual Violence, 2014; Sarah Goddard Power Award, University of Michigan, 2013.

ZHANG, FANG

Title, Department & Tenure Status: Lecturer I in Art & Design, Penny W Stamps School of Art & Design; Lecturer I, Department of History of Art (Non-tenure track)

Education: BA, Inner Mongolia Polytechnic University, 1992; MA, Foreign Affairs College, 1997; MA, University of Notre Dame, 1999; PhD, University of Notre Dame, 2000

Academic Experience: Lecturer, B.A.S.E. Beijing, 2009-2013; Lecturer, University of Michigan, 2017-present

Overseas Experience: Organized delegation of contemporary Chinese art scholars, Israel Cultural Ministry, Israel; Lecturer on the topic of Chinese Economic Reform in Synch with Contemporary Art, International School of Beijing, 2011

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[2] Contemporary Chinese Art, Contemporary Chinese Women Artists

Research & Teaching Specialization: Contemporary art and visual culture, international relations, cultural politics, Chinese women artists research

Recent Publications and Works in Progress: [Articles and Chapters - 4]

“China Long March: Part Ten.” *Art.es* Issue 61, 2014.

“Ai Weiwei: Who is AWW?” *Arte Al Limite* Issue 62. 2013.

“Aides: Husband and Wife in Chinese Art World.” *Arte el Limite*. 2012.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

LANGUAGE INSTRUCTORS

GRANDE, LAURA A. S.

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, Mount Holyoke College, 1981; PhD, University of Michigan, 1997

Academic Experience: Lecturer, University of Michigan, 1997-present

Overseas Experience: Beijing (study abroad), 1981-1982

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), German (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] First Year Chinese; Mandarin for Cantonese Speakers; Accelerated Elementary Chinese

Research & Teaching Specialization: Language pedagogy; application of phonetics/phonology; pronunciation instruction; web-based multimedia instructional materials

Recent Publications and Works in Progress:[Articles and Chapters – 3]

“The Phonetics of Standard Chinese: A Multimedia Tool for Pronunciation Mastery.” University of Michigan. 2006.

“Web-based Materials for Advanced Spoken Mandarin. University of Michigan, 2005.

“The discourse function of obligation expressions.” Joan Bybee and Suzanne Fleischmann (eds.). *Modality in Grammar and Discourse*. 1994.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: B.A. with honors, 1981; Foreign Language & Area Studies Fellowship

Language Pedagogy Background: Language Assessment Workshop, University of Michigan.

GU, KAREN

Department and Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, Guangzhou Zhongshan University, 1982; MA, University of Minnesota, 1995; MA, University of Northern Iowa, 2007

Academic Experience: Instructor, Beijing Language University, 1982-1987; Teaching Assistant, University of Minnesota, 1989-1991; Research assistant, University of Northern Iowa, 1999-2000; Lecturer, University of Michigan, 2002-present

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[5] Chinese Calligraphy; Chinese for Heritage Speakers; Second year Chinese; Intensive Second Year Chinese in Nanjing; Fourth Year Chinese

Research & Teaching Specialization: Chinese Language Pedagogy

Recent Publications and Works in Progress:

Zhongguo Gudai Shenhua Gushi Xundu. Beijing Languages University Press, 1983.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

Language Pedagogy Background: Language Resource Center workshops, University of Michigan.

HAN, SANGKYUNG

Title, Department & Tenure Status: Lecturer II in Korean, Department of Asian Languages & Cultures (Non-tenure track).

Education: BA, Hanyang University, 1998; MA, Arizona State university, 1991; PhD, University of Pennsylvania, 2005

Academic Experience: University of Pennsylvania, 1994-2009; University of Pennsylvania, 2007-2008; Princeton University

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5), Japanese (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Second Year Korean, First Year Korean, Readings in Modern Korean

Language Pedagogy: University of Michigan Asian Languages and Cultures, "Designing Effective Exams," 2014

Research & Teaching Specialization: Second language acquisition, teaching Korean as a foreign language and pragmatics

Recent Publications and Works in Progress: [Articles and Chapters - 2]

"Does L2 proficiency make a difference in choosing between WDCT and ODCT?" *The Korean language in America* 11, pp. 17-38. 2006.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Faculty Conference Travel / Nam Center for Korean Studies, University of Michigan, 2011, 2013

Language Pedagogy Background: Department of Asian Languages and Cultures, 'Designing effective exams', University of Michigan, 2014.

JUNG, HUNJIN

Title, Department & Tenure Status: Lecturer II in Korean, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, University of Utah, 2008; M.Ed., University of Minnesota, 2011

Academic Experience: Utah Korean School, 2008-2009; University of Minnesota, 2010-2011; University of Michigan, 2011-present.

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[4] Media Korean; Third Year Korean; Reading and Writing Korean; Advanced Spoken Korean

Research & Teaching Specializations: Korean language pedagogy

Recent Publications: N/A

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

Distinctions: N/A

Language Pedagogy Background: Teaching with International Videoconferencing Workshop, Ann Arbor, MI, 2012; American Association of Teachers of Korean Workshops, 2012; CARLA Summer Institute, 2013; Developing Materials for Less Commonly Taught Languages Workshop, Minneapolis, MN, 2013.

KIM, HYUN-JU

Title, Department & Tenure Status: Lecturer I in Korean, Asian Languages & Cultures Department (Non-tenure track); Lecturer I, School of Education (Non-tenure track).

Education: BA, Silla University, Korea, 1997; MA, Pusan National University, Korea, 2000, MA, University of Delaware, 2006

Academic Experience: Pusan National University, 1998-1999; Youngsan University, 2000-2001; University of Delaware, 2006; University of Michigan, 2007-present

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] Teaching Korean in the Community; First Year Korean; Second Year Korean

Research & Teaching Specialization: Korean language pedagogy, reading and literacy

Recent Publications and Works in Progress: [1]

Moje, E.B., Stockdill, D.B., Kim, K., and Kim, H. The role of text in disciplinary learning. *Handbook of Reading Research*, 4, 453-486. 2010.

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

Distinctions: N/A

Language Pedagogy Background: N/A

KIM, SO YEON

Title, Department & Tenure Status: Lecturer I in Korean, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, Seoul National University, 2004; MA, Seoul National University, 2006; PhD, University of California, Los Angeles, 2016.

Academic Experience: Lecturer, University of California, Los Angeles, 2016-17; Lecturer I, University of Michigan, 2018-present

Overseas Experience: Korea, 2019, Faculty Leader, Global Course Connections (short term study abroad course), University of Michigan

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: First Year Korean; Second Year Korean; Elementary Korean for Korean Heritage Speakers; Reading and Writing in Korean; Advanced Korean Conversation; Teaching Korean in the Community; Structure of Korean; Asian Language Pedagogy; Introduction to Language Learning and Teaching; Language in Action: Perspectives from Applied Linguistics; Language and Gender: Introduction to Gender and Stereotypes

Research & Teaching Specialization: Korean language pedagogy, conversation analysis; corpus linguistics; service-learning; instructional technology

Recent Publications and Works in Progress:

“Service-learning, an integral part of heritage language education: A case study of an advanced-level Korean language class,” *Heritage Language Journal*, 13(3), 354-381, 2016.

“Korean heritage language learners in multi-cultural American society.” Paper presented at the International Conference of Korean Language and Culture Education Society, 2016.

“The effects and challenges of incorporating service-learning into a Korean language program. Paper presented at the Annual Meeting of the American Association of Teachers of Korean, 2015.

“The use of possessive pronouns in Korean person reference: The case of the first-person plural possessive pronoun wuli in family member reference. Paper presented at the Workshop on East Asian Linguistics, 2014.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Managing Editor, *Issues in Applied Linguistics*.

Language Pedagogy Background: PhD, Applied Linguistics, UCLA; ACTFL Workshop on Integrating Skills and Modes for Proficiency-oriented Curriculum Design, 2018; Teacher Training for Teachers of Korean, 2015; ACTFL Modified Oral Proficiency Interview Assessment Training Workshop, 2013.

KONDO, JUNKO

Title, Department & Tenure Status: Lecturer II in Japanese, Asian Languages & Cultures Department (Non-tenure track)

Education: BS, Doshisha Women's College, 1987; BA, Madonna University, 1998; MA, Columbia University, 2001

Academic Experience: Teaching Assistant of Japanese, Madonna University, 1997-1998; Instructor, Madonna University, 1998-2001; Lecturer II, University of Michigan, 2001-present

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Japanese through Business and Social Topics, Second Year Japanese, Third Year Japanese,

Research & Teaching Specialization: Japanese Language Pedagogy

Recent Publications and Works in Progress: [Books - 2, Article and Chapters - 3]

Kore de Mi ni Tsuku Bynpooryoku: Tobira Grammar Power. Michio Tsutsui, Shoko Emori, Yoshiro Hanai, Satoru Ishikawa and Mayumi Oka (co-authors). Tokyo: Kuroshio. 2012.

Jookyuu e no Tobira Kyooshi no Tebiki: Teaching Intermediate Japanese Teacher's Guide. Mayumi Oka, Michio Tsutsui, Yoshiro Hanai, Satoru Ishikawa and Shoko Emori (co-authors). Tokyo: Kuroshio. 2011.

Kitaeyoo Kanjiryoku: Power up Your Kanji. Satoru Ishikawa, Mayumi Oka, Michio Tsutsui, Shoko Emori, and Yoshiro Hanai. Tokyo: Kuroshio. 2010.

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

Language Pedagogy Background: Japanese Pedagogy M.A. Program, Columbia University, 1998-2001.

LEVIN, QIULI ZHAO

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).

Education: BS, Beijing Language and Culture University, 2005; MS, Beijing Language and Culture University, 2008

Academic Experience: Instructor, Beijing Language and Culture University, 2005-2006; Instructor, Harvard-Beijing Academy, 2007; Lecturer, University of Michigan, 2008-present

Overseas Experience: Program Instructor, CGIS-IES, University of Michigan, Beijing, 2013; Chinese Academic Program, Chinese Educational Tour – Foreign Service Institute, Department of State, 2007-2008

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[6] Business Chinese; Second Year Chinese; Third Year Chinese; Advanced Spoken Chinese; Literary Chinese; Intensive Second Year Chinese in Beijing

Research & Teaching Specialization: Digitized teaching methods; business Chinese; Classic Chinese, media Chinese

Recent Publications, Presentations and Works in Progress:[Articles and Book Chapters -3]

“Digitalization of Business Chinese Learning: An Experiment in a Mobile App,” The Annual Conference of Chinese Language Teachers Association, 2015; “Business Chinese course offerings at US Universities and colleges,”

Business Chinese Workshop at the University of Michigan, 2013

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: N/A

Language Pedagogy Training: ACTFL Oral Proficiency Interview Assessment Workshop, 2013; Business Chinese Workshop, 2012-2013; ACTFL Annual Conference, 2011-2013.

LI, KENING

Title, Department & Tenure Status: Lecturer III in Chinese, Asian Languages & Cultures Department (Non-tenure track); Director, Chinese Language Program, Department of Asian Languages & Cultures.
Education: BA, Peking University; MA, University of Washington, 2002; PhD, University of Washington, 2009.
Academic Experience: Chinese Preceptor, Harvard University, 2006-10; Resident Director, Inter-University Program for Chinese Language Studies, Beijing, 2010-2015; Lecturer III and Director, Chinese Language Program, University of Michigan, 2015-present.
Overseas Experience: Beijing, China (2010-15).
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5), German (2), French (1), Sanskrit, (1), Japanese (1)
East Asia Instructional Content Expertise: 100%
Area Courses Taught: [4] Classical Chinese in Modern Context; Advanced Reading and Writing Chinese; Advanced Spoken Chinese; Chinese Language Pedagogy
Research & Teaching Specialization: Chinese linguistics; Chinese language teaching pedagogy.
Recent Publications and Works in Progress: N/A
Number of dissertations/theses supervised in the past 5 years: N/A
Distinctions: Distinction in Teaching Award, Harvard University, 2008-2009
Language Pedagogy Background: PhD, Linguistics, University of Washington, 2009; MA, Linguistics, University of Washington, 2002.

LI-STEVENSON, JINYI

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).
Education: BA, Beijing Language and Culture University, 2005; M.Ed., Beijing Language and Culture University, 2008
Academic Experience: Instructor, Beijing Language and Culture University, 2005-2008; Lecturer, University of Michigan, 2008-present
Overseas Experience: China
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5), Japanese (1), Korean (1)
East Asia Instructional Content Expertise: 100%
Area Courses Taught:[4] Chinese Language Pedagogy; First Year Chinese; Intensive First Year Chinese; Third Year Chinese
Language Pedagogy: Language Assessment Workshop, University of Michigan, 2010
Research & Teaching Specialization: Learner-centric practice design, learner autonomy
Recent Publications, Presentations and Works in Progress: [Articles and Chapters - 3]
“The Chinese Character Trainer in First-year Chinese: An App for student practice, self-testing and online grade reporting,” The Chinese Language Association of Michigan, 2015.
“Language Etiquette in teaching Chinese,” Annual Convention of the ACTFL, 2013.
“Online Interactive Language Exercises for Introductory Chinese,” Annual Convention of the ACTFL, 2011
Number of dissertations/theses supervised in the past 5 years: N/A
Distinctions: Center for Chinese Studies grant, 2015; Lecturers’ Employee Organization Professional Development Funds, 2013; Faculty Project Grants, University of Michigan, 2012.
Language Pedagogy Background: Beijing Language & Culture University Master’s Program in Teaching Chinese as a Second Language, 2005-2008; Qualification Certificate for Teaching Chinese as a Foreign Language, Ministry of Education of China.

LIU, QIAN

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, China Communication University, 2004; MA, Hong Kong Baptist University, 2005

Academic Experience: Instructor, University of Hong Kong, 2008-2009; Lecturer, University of Michigan, 2012-present

Overseas Experience: Japan (teaching), 2005-2006

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [4] Media Chinese, Business Chinese, First Year Chinese, Second Year Chinese

Research & Teaching Specialization: Chinese language Pedagogy

Recent Publications and Works in Progress: N/A

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Certificate in Translation, Hong Kong University; Professional Workshop on Linguistics and Teaching Chinese as a Second Language, Hong Kong Polytechnic University

Language Pedagogy Background: Postgraduate Certificate in Translation, Hong Kong University; Becoming an Excellent Teacher, Chinese University of Hong Kong; Technology in Chinese Instruction: Professional Workshop on Linguistics and Teaching Chinese as a Second Language, Hong Kong Polytechnic University.

LIU, WEI

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, Beijing Language and Culture University, 1991; MA, University of Nevada-Reno, 1998

Academic Experience: Lecturer, Beijing Language and Culture University, 1991-1996; Lecturer, University of Michigan, 2001-present

Overseas Experience: Beijing Language and Culture University (Lecturer), 1991-1996

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
China (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Intermediate Spoken Chinese; Third Year Chinese, Second Year Chinese

Research & Teaching Specialization: Error analysis of interlingual sentences; syntactical features and the approach of Learner-Centered language education

Recent Publications and Works in Progress: [Books - 1, Chapters and Articles - 10]

A Trip to China: Spoken Chinese at the Intermediate and Advanced Level (a multi-media textbook and courseware), (Press of the University of Nanjing, Nanjing, China, 2013), deputy editor.

“Issues with Learning Materials Development for Elementary Chinese Language Education,” *Teacher’s Review* 3rd issue, (Jiangxi, China, 2013).

“The Necessity of Classical Chinese Instruction in Elementary Chinese Education,” *Inner Mongolia Education* 4th issue, (Inner Mongolia, China, 2013).

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

Distinctions: Seed Grant for Chinese Studies, 2011-13; Grant for course development, 2012-13; Freeman Foundation, 2003.

Language Pedagogy Background: N/A

MOCHIZUKI, YOSHIHIRO

Title, Department & Tenure Status: Lecturer II in Japanese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, University of Tokyo, 2000; MA, University of Hawaii-Manoa, 2005; PhD, University of Texas-Austin, 2009

Academic Experience: Graduate Assistantship, University of Hawaii-Manoa, 2003-2006; Instructor, University of Hawaii-Manoa, 2006; Teaching Assistantship, University of Texas-Austin, 2007-2009; Lecturer, University of Michigan, 2009-present

Overseas Experience: Japan

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5), French (3), Chinese (2)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] Practicum in Japanese Translation; Third Year Japanese; Second Year Japanese; First Year Japanese; Classical Japanese I

Research & Teaching Specialization: Translation in language teaching; content-based instruction; peer-learning and autonomous learning

Recent Publications and Works in Progress: [Article and Chapters - 8]

“In Dialogue with PhotoVoice: contributing to Communities through Practicum in Japanese translation,” Proceedings of the Canadian Association for Japanese Language Education Annual Conference, 2016.

“Improving Translation Skills Through Peer-Learning: Practicum in Japanese Translation” in *Embracing the New Phase in Japanese Education in the United States: Proceedings of the 23rd Annual Conference of the Central Association of Teachers of Japanese (CATJ 23)*(2013).

Distinctions: Conference Travel Support Grant, University of Michigan, 2014; Lecturers’ Professional Development grant, U of Michigan, 2012.

Language Pedagogy Background: East Michigan Univ., Backward Design Workshop, 2013; Ohio State Univ., ACTFL Writing Proficiency Workshop, 2013; UM, ACTFL Oral Proficiency Interview Workshop, 2010; ACTFL OPI Certified Tester, 2011.

MORI, YUTA

Title, Department & Tenure Status: Lecturer I in Japanese, Asian Languages & Cultures Department (Non-tenure track).

Education: BA, Waseda University, 2010; MA, Indiana University, 2012

Academic Experience: Japan Asian Cultural Exchange, 2009; Waseda University, 2006-2007 and 2009-2010; Indiana University, 2010-2012; Middlebury College, 2013-2012; Harvard University, 2012; Lecturer, University of Michigan, 2014-present

Overseas Experience: Japan, Japanese Teaching Assistant Volunteer, 2006-2007, 2009-2010; Cambodia, Japanese/English Teacher, 2009

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] First Year Japanese through Anime and Manga, First Year Japanese, Academic Japanese

Research & Teaching Specialization: Japanese Language Pedagogy

Recent Publications, Presentations and Works in Progress: [Articles and Chapters - 6]

“Increasing Reading Engagement; Visual Novel games for Novice Learner,” ACTFL Annual Convention and World Languages Expo, 2017; “Development on an Online novel for Japanese language learners at the novice level,” Annual Conference Seminar of Association of Teachers of Japanese, 2017.

“Collaborative writing activities in the JFL classroom: Product, process, and students’ reflections,” Annual Conference Seminar of Association of Teachers of Japanese, 2016.

“The Effects of Collaborative Writing Activity in the JFL Classroom,” (Paper presentation at the Princeton Japanese Pedagogy Forum, Princeton, NJ, 2012).

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

Distinctions: Certificate of Distinction in Teaching, Harvard University, 2012-2013.

OKA, MAYUMI

Title, Department & Tenure Status: Lecturer IV in Japanese, Department of Asian Languages & Cultures Department (Non-tenure track); Director, Japanese Language Program.

Education: BA, Chuo University, 1975; MA, University of Rochester, 1985

Academic Experience: Lecturer, Columbia University, 1989-1996; Lecturer, Princeton University, 1996-2000; Lecturer, University of Michigan, 2000-present

Overseas Experience: Japan

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Third Year Japanese, Academic Japanese, Japanese Pedagogy

Research & Teaching Specialization: Japanese pedagogy; language acquisition

Recent Publications and Works in Progress: [Books -2, Articles and Chapters - 5]

“Opening New Horizons in Japanese Language Instruction,” in O. Kamata and M. Tsutsui (Eds.). *The Potential of Cross-Cultural Understanding Contained in Metaphors and the Utility of Employing Metaphors in Japanese Language Instruction*, (Tokyo, Japan, 2014) (with Hitsuji Shoboo).

Rapid Reading Japanese: Improving Reading Skills of Intermediate and Advanced Students 2nd ed. (Japan Times, Tokyo, Japan, 2013).

Bilingual Dictionary of Similar Metaphors in English and Japanese. Tokyo: Kurosio Publishers. 2012.

TOBIRA: Teaching Intermediate Japanese - Teacher's Guide. Tokyo: Kurosio Publishers. 2011.

“The Benefits of Including Metaphors in Japanese Language Instruction.” *Nihongo-kyoiku no Shin-tenkai*, O. Kamada, et al (eds.). Tokyo: Hituzisyobo. 2005.

Number of dissertations/theses supervised in the last 5 years: N/A

Distinctions: N/A

Language Pedagogy Background: Princeton University, ACTFL Oral Proficiency Interview workshop, 2003; Graduate School of Arts and Sciences, Columbia University, Program in Japanese Pedagogy (elementary, intermediate and advanced levels), 1992.

OKUNO, TOMOKO

Title, Department & Tenure Status: Lecturer III in Japanese, Residential College (Non-tenure track)

Education: BA, Doshisha University, 1999; MA, Eastern Michigan University, 2002; MA, Eastern Michigan University, 2004; PhD, Michigan State University, 2013

Academic Experience: Michigan State University, 2008-2012; Hokkaido International Foundation, 2009-2013

Overseas Experience: Hokkaido, Japan, Hokkaido International Foundation (Visiting instructor of Japanese, 2009-2013)

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [2] Intensive Japanese, Residential College Japanese

Research & Teaching Specialization: Second language (L2) acquisition, L2 phonology, foreign language pedagogy, Japanese linguistics.

Recent Publications/Presentations:

“Jiritsu to Kyoodoo: egao to tasseekan o mezashite [Self-directed and collaborative learning: for smile and feeling achievements in the study-abroad program],” *Proceedings of International Symposium of Japanese Association of Language Proficiency* (2010) (with A. Saito, Y. Sakakibara, T. Ito, M. Osaka, and N. Asaoka).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Conference Travel Grants, Michigan State University, 2009-2010; Conference Travel Grants, Michigan state University, 2013.

Language Pedagogy Background: MA, TESOL, Eastern Michigan University, 2002; PhD, Second Language Studies, Michigan State University, 2013.

RYU, YOUNGJU

Title, Department & Tenure Status: Associate Professor, Asian Languages and Cultures (Tenured); Director, Korean Language Program, Department of Asian Languages & Cultures

Education: BA, Harvard University, 1998; MA, University of California-Los Angeles, 2001; PhD, University of California-Los Angeles, 2006

Academic Experience: Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Yonsei University, Korea, 2007; Sungkyunkwan University, Korea, 2006-2007

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean (5), Japanese (3)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [5] The China Problem in Korea; Korean War in Fiction and Film; Modern Korean Literature; The Korean Family: Tradition and Transformation; Multi-Ethnic Korea; Introduction to Korean Civilization

Research & Teaching Specialization: Modern Korean literature; aesthetics of dissidence; cultures of authoritarianism; philosophies of reconciliation in 20th-century Korea

Recent Publications and Works in Progress: [Books - 2, Articles and Chapters - 4]

Writers of the Winter Republic: Literature and Resistance in Park Chung Hee's Korea, University of Hawaii Press, 2015.

"Creating Language Teaching Through Film and Literature," Korean Language in America, 19(1), 2015

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Kyunjanggak Fellowship in Korean Studies, 2009-2010; Class of 1923 Memorial Teaching Award, University of Michigan, 2015.

Language Pedagogy Background: N/A

SAKAKIBARA, YOSHIMI

Title, Department and Tenure Status: Lecturer II in Japanese, Asian Languages and Cultures Department (Non-tenure track)

Education: BA, Kansai Gaidai University, 1993; MA, Columbia University, 2000

Academic Experience: Inter Communication Nagoya, 2000-2001; Michigan State University, 2001-2008; Kansai Gaidai University, 2008-2010

Overseas Experience: Hirakata, Osaka, Japan, Kansai Gaidai University (Japanese instructor), 2008-2010

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Advanced Spoken Japanese; Japanese Kanji and Calligraphy: Learning Strategies and Orthography; Media Japanese

Research & Teaching Specialization: Japanese language pedagogy.

Recent Publications, Presentations and Works in Progress: [Articles and Chapters - 3]

"Discourse analysis of giving advice in Japanese," Annual Spring Conference of the American Association of Teachers of Japanese in Toronto, 2017; "Developing grammar Materials for Next Generations," Proceedings of the 26th Central Association of teachers of Japanese Conference, 2015.

"短期留学における自律学習と協働学習の試み-笑顔と達成感をめざして(Independent Study in a Summer Program-How Can the Project Bring a Smile and a Sense of Achievement to Students?-)," *Journal publication JALP: Japanese Association of Language Proficiency* "日本語プロフィシエンシー研究," (Bonjinsha, 2013): 58-83 (co-author with Azusa Saito).

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

Distinctions: College Board Advanced Placement World Languages Best Practices Course Study by the Educational Policy Improvement Center (EPIC), 2008.

Language Pedagogy Background: MA, Japanese Pedagogy, Columbia University, 1997-2000; Princeton University, Oral Proficiency Interview Training, 2002; The Japan Foundation Japanese-Language Institute, Urawa, Japan, "Kenkyu Ronbun Course " (Research Paper Course), 2001.

SOGABE, AYAKA

Title, Department & Tenure Status: Lecturer II in Japanese, Asian Languages and Cultures (Non-tenure track)

Education: BA, Kansai Gaidai University, 1999; MA, University of Iowa, 2006

Academic Experience: Iowa City Japanese School, 2005-06; Beloit College, 2005-06; University of Iowa, 2004-06; Vanderbilt University, 2006-10; Kansai Gaidai University, 2010-11; Middlebury College, 2009-14.

Overseas Experience: Osaka, Japan, (Japanese instructor), 2010-11; Osaka, Japan, Minami Senior High, Higashi Commercial High, Izuo Technical High (English instructor), 1999-2001

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[2] Third Year Japanese; Mastering the Basics of Kanji: Learning Strategies & Orthography

Research & Teaching Specialization: Japanese Language Pedagogy

Recent Publications and Works in Progress:[**Article and Chapters - 1**]

“Integration of rakugo in upper beginner’s Japanese language learning (hokyu kohan deno rakugo o mochiita jyugyokatsudo no jissen hokoku.” With K. Yonemoto. Journal CAJLE 13: 63-83. 2012.

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

Distinctions: N/A

Language Pedagogy Background: MA, Asian Civilization (Japanese Pedagogy Track), University of Iowa, 2004-06, courses including Second Language Acquisition Theory and Research, Multimedia and Second Language Acquisition, Second Language Acquisition of Japanese, Reading in a Second Language, Teaching Japanese as a Foreign Language, Japanese Linguistics; BA, Kansai Gaidai University, Teaching Japanese as a Second Language, 1997-2001, courses include Introduction to Japanese Linguistics, Japanese Phonetics, Japanese Semantics, Teaching Japanese as a Second Language I, II, Basics of Pedagogy, Methods in English Teaching, Study of Student Guidance, Teaching of English-Theory I, II.

YASUDA, MASAE

Title, Department & Tenure Status: Lecturer II in Japanese, Asian Languages and Cultures (Non-tenure track)

Education: BA, Doshisha Women’s College, 1982; MA, Eastern Michigan University, 2002

Academic Experience: Wayne State University, 2007; Oakland Community College, 2003-2009; Oakland University, 2006-2010; Lecturer I/II, University of Michigan, 2010-present

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5), Korean (1)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] First Year Japanese, Intensive First Year Japanese, Third Year Japanese

Research & Teaching Specialization: Japanese language pedagogy

Recent Publications and Works in Progress: [**Books - 1, Articles & Book Chapters -3**]

“Kotobira,” (in progress).

“Material development to foster effective reading and writing strategies in beginning learners: A report,” Proceedings of the 2013 Conference of the Central Association of Teachers of Japanese, 2013.

“Not only teaching a different language, but also giving a different point of view of the world,” Teaching and Learning Winter 2010 Newsletter, 2010 .

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

Distinctions: N/A

Language Pedagogy Background: ACTFL Certificate, 2011, University of Michigan, Japanese Pedagogy, 2005; Eastern Michigan University, TESOL Practicum, 2001; Eastern Michigan University, Foundation of Second Language Pedagogy, 1999.

YU, XIAOYING

Title, Department & Tenure Status: Lecturer I in Chinese, Asian Languages and Cultures (Non-tenure track)

Education: BA, Beijing Foreign Studies University, 2015; MA, University of Southern California, 2016

Academic Experience: Instructor, Duke University in Beijing, 2016; Visiting Lecturer, Oberlin College, 2017-present; Lecturer, University of Michigan, 2017-present

Overseas Experience: China

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5)

East Asia Instructional Content Expertise: 100%

Area Courses Taught:[3] Business Chinese; Second Year Chinese; First Year Chinese

Language Pedagogy: Harvard International Conference on Chinese Pedagogy, 2016

Research & Teaching Specialization: Chinese Language Pedagogy

Recent Publications and Works in Progress: [Books - 1] *Reflections on promoting the Benign Development of Strategic Emerging Industries on Higher Education of China*, 2011

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Excellent Students in Leadership, BFSU, 2014-2015; Liu Shimu Scholarship, 2013-2014

Language Pedagogy Background: Chinese Language Teachers' Association Annual Conference, 2018; Harvard International Conference on Chinese Pedagogy, Harvard University, 2016.

ZHONG, YAN

Title, Department & Tenure Status: Lecturer II in Chinese, Asian Languages and Cultures (Non-tenure track)

Education: BA, Northeast Normal University, 1991; MA, Eastern Michigan University, 2009

Academic Experience: Lecturer, University of Michigan-Flint, 2009-2012; Lecturer, University of Michigan-Ann Arbor, 2013-present

Overseas Experience: Kyoto University of Education, Japan (Research Student), 1996-1997; Osaka, Japan (teaching), 1996-1998

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Chinese (5), Japanese (4)

East Asia Instructional Content Expertise: 100%

Area Courses Taught: [3] Third Year Chinese, Advanced Spoken Chinese, Accelerated Elementary Chinese

Research & Teaching Specialization: Chinese language and pop culture, exploring the similarities and differences between Chinese and Japanese languages and cultures

Recent Publications and Works in Progress: N/A

Number of dissertations/theses supervised in the past 5 years: N/A

Distinctions: Golden Apple Teaching Award, University of Michigan-Flint, 2010-2012

Language Pedagogy Background: Japanese Language Proficiency Level 1, 1998; Applied Linguistics, University of Massachusetts-Boston, 2007-2008.

EANRC STAFF

BEGHI, CLEMENTE

Title, Department & Tenure Status: Outreach Coordinator, Nam Center for Korean Studies (Non-tenure track)

Education: PhD, University of Cambridge, 2014

Academic Experience: Postdoctoral Fellow & Adjunct Professor, (2008-2016) Department of Asian & North African Studies, Ca' Foscari University of Venice, 2008-16

Overseas Experience: Japan, Tohoku University, Tokyo University and Keio University, 2003-04 (postgraduate research), Korea, Sogang University, Italy, U.K., China, Somalia, France, Germany

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Japanese (4), Korean (3), Italian (5), Mandarin Chinese (1), Sanskrit (1), German (1), French (1)

Professional Employment:

2016-present Outreach Coordinator, U-M Nam Center for Korean Studies

2008-2016 Ca' Foscari University of Venice, 2016-present Nam Center for Korean Studies

Percent of Time Dedicated to EA: 100%

Recent Publications: "Wrathful Deities in East Asia" in *Brill's Encyclopedia of Buddhism* vol. 2. Leiden, The Netherlands: BRILL, 2015.

Distinctions: MA, Summa cum laude, 2003 Japanese Ministry of Education (Mombukagakusho) Postgraduate Scholarship, 2003-04; Cambridge University Yasuda Trust Ph.D. Fellowship, 2005-08.

CANOSA, EMILY F.

Title, Department & Tenure Status: East Asia Outreach Assistant, Center for Japanese Studies (Non-tenure track)

Education: BA, History of Art & Ideas in the Humanities, University of Michigan, 2007; MA, Japanese Studies, University of Michigan, 2011.

Overseas Experience: Japan (summer intensive language study & master's thesis research), 2010; Japan (teaching), 2007-08.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Japanese (4)

Professional Employment:

2013-present Manager, Sustainable Food Program, University of Michigan, Ann Arbor, MI

2011-present Translator, Arbor Translation

2009-12 Youth Program Coordinator, Edible Avalon

2011-12 Adjunct Lecturer, College of Creative Arts, Detroit, MI

Percent of Time Dedicated to EA: 10%

Distinctions: BA with Distinction, 2007; Highest Honors in Arts & Ideas in the Humanities, 2007; Foreign Language & Area Studies Fellowship, 2010.

COUILLARD, ERIC

Title, Department & Tenure Status: Social Media Coordinator, Lieberthal-Rogel Center for Chinese Studies (Non-tenure track)

Education: BA, University of Michigan, 2011

Academic Experience: N/A

Overseas Experience: China, Korea, Japan, Cambodia

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Mandarin Chinese (5)

Professional Employment: Google, 2011-2013; Eric Couillard Coaching, 2013-Present; LRCCS, 2015-Present

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

FUKAZAWA, YURI

Title, Department & Tenure Status: Programs & Initiatives Manager, Center for Japanese Studies (Non-tenure track).

Education: BA, English Linguistics, Seisen University, 1990; MA, Public Relations, Michigan State University, 1992.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Japanese (5)

Professional Employment:

2013-present: Programs & Initiatives Manager, UM Center for Japanese Studies, Ann Arbor, MI

2008-12 Program Administrator, UM Center for Japanese Studies, Ann Arbor, MI

2007-08 Translator, Michigan State University, College of Nursing, East Lansing, MI

2001-07 Administrator, UM Center for Japanese Studies, Ann Arbor, MI

1997-2001 Special Projects Coordinator, Nissin Travel Service (U.S.A.), Inc., Dublin, OH

1996-97 Translator, University of Maryland, International Business and Management Institute, Tokyo, Japan

1993-96 International Public Relations Account Executive, Hill & Knowlton Japan Ltd., Tokyo, Japan

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

HAMMOND, BRAD

Title, Department & Tenure Status: Engaged Learning and Japan Partnerships Coordinator, Center for Japanese Studies (Non-Tenure Track)

Education: BA, Florida International University, 2013; MA, University of Michigan, 2015

Academic Experience: N/A

Overseas Experience: Japan, Graduate student assistant, Global Course Connections, University of Michigan (short term faculty-led study abroad program), 2014; Japan, Staff assistant, Global Intercultural Experience for Undergraduates (faculty-led short term service learning program), 2017& 2018; Philippines, Italy

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Japanese (5)

Professional Employment:

2015-present: Engaged Learning and Japan Partnerships Coordinator, UM Center for Japanese Studies

2015 Corporate Strategy Office, Toyota Technical Center, Ann Arbor, MI

2012-13 Administrative Assistant, Department of Modern Languages, Florida International University

Percent of Time Dedicated to EA: 100%

Distinctions: BA with Honors, 2013; Japan Foundation Graduate Study Fellowship, 2013-15

KINZER, BARBARA

Title, Department & Tenure Status: Project Coordinator; Center for Japanese Studies (Non-Tenure Track)

Education: BS, Washington State University

Academic Experience: N/A

Overseas Experience: Yugoslavia, Czechoslovakia, Tanzania, Mauritius, France, Belgium: Foreign Service Spouse

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): **Serbo-Croatian, Czech, French, German** (*1=poor*)

Professional Employment:

2017-present: Project Coordinator; Center for Japanese Studies

2013-17: UM International Institute

2010-13: Project Coordinator, UM Gerald Ford School of Public Policy

1992-2010: Manager, Borders Books & Music

1967-91 Foreign Service Spouse (1967-1991);

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

LANCINA, KELSEY

Title, Department & Tenure Status: Academic Program Specialist, Nam Center for Korean Studies (Non-tenure track)

Education: BAA Central Michigan University

Academic Experience: N/A

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Spanish (1)

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

MCKENNA, NEAL

Title, Department & Tenure Status: Project Coordinator, Lieberthal-Rogel Center for Chinese Studies; (Non-tenure track)

Education: BA, University of Redlands, 2009; MA, University of Michigan, 2016

Academic Experience: Adjunct Lecturer, University of Redlands, 2012-13

Overseas Experience: Beijing, China (summer intensive language study), 2015; Beijing, China, English Language Teacher, 2010-11 & 2011-12; Peking University, China (study abroad), 2008; Singapore, Belize, Costa Rica, Nicaragua, Mexico, France, Italy, Sweden, Norway

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Mandarin Chinese (4), Spanish (1)

Professional Employment:

2014-present Project Coordinator, UM Lieberthal-Rogel Center for Chinese Studies

2013-14 Pre-School Teacher, Gretchen's House Preschool and Daycare

2010-13 Coordinator of Children's Programs, Office of Community Service Learning, University of Redlands

Percent of Time Dedicated to EA: 100%

Distinctions: Summer Foreign Language and Area Studies Fellowship, 2015; Graduate Academic Year Foreign Language and Area Studies Fellowship, 2015-16

MORSMAN, DO-HEE

Title, Department & Tenure Status: Center Administrator, Nam Center for Korean Studies (Non-tenure track)

Education: BA, Mass Communication & Linguistics, York University, 1997; MA, Theoretical & Applied Linguistics, York University, 1999.

Academic Experience: Michigan Language Center, 2010-present; Myongji University, 2003-05; BCM Language Institute, 2003; University of Toronto, 1999-2002; York University, 1998-99.

Overseas Experience: Seoul, Korea, English Conversation Instructor, BCM and Myongji University, 2003-05; Seoul, Korea, Writer/Editor, Chungsol Educational Company, 2007.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Korean (3); French (2); Japanese (1)

Professional Employment:

2013-present Center Administrator, UM Nam Center for Korean Studies

2011-13 Outreach Coordinator, UM Nam Center for Korean Studies

2008 Lobby Ambassador, Manpower Onsite @ Cisco Systems, Overland Park, KS

2007 Writer/Editor, Chungsol Educational Company, Seoul, Korea

2003-05 English Conversation Instructor, Dept of General Education, Myongji University, Seoul, South Korea

1999-2002 Teaching Assistant, Linguistics Department, University of Toronto, Toronto, Canada

1998-99 Teaching Assistant, Languages, Literatures & Linguistics Dept., York University, Toronto, Canada

Percent of Time Dedicated to EA: 100%

Recent Publications:

“The Variable Phonological Phrase in Seoul Korean.” in *Selected Papers from the 12th International Conference of Korean Linguistics July 13-16 2000*. (Seoul: KyeongJin Munhwa, 2003).

The Perception of the English Liquids /r/ and /l/ by Native Speakers of Korean. MA Thesis, Department of Linguistics, York University, Toronto, Canada, 1999.

Distinctions: BA with honors, 1997.

RUDBERG, MARGARET

Title, Department & Tenure Status: Operations Coordinator, East Asia Cluster (Non-tenure track)

Education: BS, Psychology & History, Seton Hill College, 1969.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
German (2), Greek (1), Latin (1)

Professional Employment:

2013-present Operations Coordinator, East Asia Cluster, UM International Institute

2010-13 Administrative Clerk, UM Center for Japanese Studies, Ann Arbor, MI

2003-05 Academic Secretary II, UM Center for Chinese Studies, Ann Arbor, MI

2002-03 Temporary Staff, UM Center for Japanese Studies, Ann Arbor, MI

1999-2002 Clerk/ Closer, Wild Birds General Store, Grand Rapids, MI

1972-78 Owner/Operator, Totem Pole Restaurant, Ironwood, MI

1969-72 Junior High History Teacher, Indianapolis Public Schools, Indianapolis, IN

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

SCHLORFF, HELENA

Title, Department & Tenure Status: Academic Program Specialist, Lieberthal-Rogel Center for Chinese Studies (Non-Tenure track)

Education: AA, Business Administration, Cleary College, 1985.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Spanish (1)

Professional Employment:

2014-present: Academic Program Specialist, UM Lieberthal-Rogel Center for Chinese Studies

1992-2014 Program Coordinator, UM Center for Chinese Studies, Ann Arbor, MI

1985-1992 Academic Secretary III, UM Center for Chinese Studies, Ann Arbor, MI

1978-1985 Restaurant employee in cooperatively run business, Del Rio, Ann Arbor, MI

1978-1981 Cook and Caterer, Moveable Feast, Ann Arbor, MI

1980-1981 Graphic Artist, Ann Arbor Observer, Ann Arbor, MI

1977-1978 Secretary to the Dean, Monteith College, Wayne State University, Detroit MI

1970-1977 Interdisciplinary Secretary, Monteith College, Wayne State University, Detroit MI

Percent of Time Dedicated to EA: 100%

Distinctions: N/A

STEPANCHUK, CAROL

Title, Department & Tenure Status: Outreach & Academic Program Coordinator, Lieberthal-Rogel Center for Chinese Studies (Non-tenure track).

Education: BA, Chinese Language, University of Massachusetts, Amherst, 1977; MA, Asian Studies, University of California, Berkeley, 1984; MA, Museum Studies, John F. Kennedy University, San Francisco, 1984.

Academic Experience: Editorial Board, *Education About Asia*, Association for Asian Studies, 2009-present.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Chinese (3), German (2)

Professional Employment:

2013-present Outreach & Academic Program Coordinator, UM Lieberthal-Rogel Center for Chinese Studies

2007-13 Outreach Coordinator, UM Lieberthal-Rogel Center for Chinese Studies

2005-present Director of Education, UM Stearns Collection of Musical Instruments

1988-2005 Associate Director, Folk Art International Resources for Education (FAIRE), San Francisco, CA

2002-05 Writer/Arts Consultant, Detroit Institute of Arts, Detroit, MI

2002-08 Writer/Arts Consultant, UM Museum of Art, Ann Arbor, MI

1995-96 Cultural Specialist, Michigan State University, East Lansing, MI

1983-86 Education/Publicity Coordinator, Chinese Culture Center, San Francisco, CA

Percent of Time Dedicated to EA: 100%

Recent Publications:

Film Review Essay: “*My Life in China*,” *Education About Asia*, 21:3 (Winter 2016)

“Book Review: Things Chinese by Ronald G. Knapp,” *Education About Asia*, 17:3 (Winter 2012)

“The Chinese Festival Calendar and the Allure of the Double Fifth (University of Michigan China Theme Year),” *The Journal of the International Institute*, University of Michigan, 15:1 (Fall 2007)

“Exploring Chinatown,” *Pacific View Press*, Berkeley, 2002.

“Red Eggs and Dragon Boats,” *Pacific View Press*, Berkeley, 1994.

Mooncakes and Hungry Ghosts: Festivals of China (San Francisco: China Books & Periodicals, 1991).

Distinctions: N/A

INTERNATIONAL INSTITUTE STAFF

PATTISON, SARAH

Title, Department & Tenure Status: Academic Services Manager, International Institute (Non-tenure track)

Education: BA, University of Illinois-Springfield, 2009; MA, St. John's University: Global Development & Social Justice, 2013; MEd, St. John's University, 2017; PhD in progress: University of Minnesota: Organizational Leadership & Policy Development, anticipated 2021.

Overseas Experience: Italy, Study Abroad, University of St. John's, 2011; Italy, Study Abroad, University of St. John's, 2013; Greece, Study Abroad, University of St. John's, 2014.

Professional Employment:

2014-2017: Coordinator, Study Abroad & Exchange Program, University of Central Missouri, Warrensburg, MO;

2016-2017: Director, Center for Global Education, University of Central Missouri, MO;

2017-present: Academic Services Manager, International Institute, University of Michigan, Ann Arbor, MI

Percent of Time Dedicated to EA: 5%

Distinctions: University of Central Missouri, Learning to a Greater Degree Nominee, 2016; St. John's University, Certificate of Academic Excellence, 2013; BA, magna cum laude, University of Illinois Springfield, 2009.

TAKATA, AZUMI ANN

Title, Department & Tenure Status: Graduate Academic Services Coordinator and Foreign Language and Area Studies Fellowships Coordinator, International Institute (Non-tenure track).

Education: BSE, Electrical Engineering and Computer Science, Princeton University, 1987; Certificate of Proficiency, East Asian Studies, Princeton University, 1987; AM, Sociology, Stanford University, 1988; AM, East Asian Studies, Stanford University, 1991; PhD, Sociology, Stanford University, 1994.

Overseas Experience: Japan, Foreign Research Scholar, University of Tokyo (dissertation research), 1991-93; Japan, Visiting Scholar, Bunkyo Gakuin University, Saitama (postdoctoral fellowship), 1999-2001.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Japanese (5), German (2), Spanish (2)

Professional Employment:

2013-15 Academic Projects Coordinator, UM Center for Japanese Studies, and East Asia Foreign Language and Area Studies Fellowships Coordinator, UM East Asia National Resource Center

2006-13 Academic Services Coordinator, UM Center for Japanese Studies,

2004-10 Japanese Medical Interpreter (part time), Michigan Medicine Interpreter Services Program

2004-06 Administrator, Michigan Undergraduate Asian Studies Initiative, UM Center for Japanese Studies

1995-2002 Assistant Professor of Sociology, University of Michigan, Ann Arbor, MI

1994-95 Lecturer II, Department of Sociology, University of Michigan, Ann Arbor, MI

1988-91 Research Assistant, Department of Sociology, Stanford University, Stanford, CA

Percent of Time Dedicated to EA: 80%

Recent Publications:

“Amerika kara miru nihon shakai no henkaku” [Changes in Japanese society as seen from America]. Bunkyo joshi daigaku sōgō kenkyūjo kiyō [Annals of the Bunkyo Women's University Research Institute], 2001. In Japanese.

“Meiji zenki kaisha teikan no naiyō jūjitsu to Shibusawa Eiichi” [Shibusawa Eiichi's role in the improvement of corporate charter content in Meiji Japan]. Shibusawa kenkyū 13 (2000): 3-24. In Japanese.

Distinctions: Graduated magna cum laude, 1987; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1991-92; Japan Society for the Promotion of Science Postdoctoral Fellowship (long term), 1999-2000; Staff Spotlight Award, UM College of Literature, Science & the Arts, 2017.

VOWELL, EVAN

Title, Department & Tenure Status: Title VI Reporting and Evaluation Coordinator, International Institute (Non-tenure track).

Education: B.A. University of Michigan, 2016; **M.Mgmt.** University of Michigan, 2017

Overseas Experience: Brussels, Belgium, U.M.-U.Windsor, European Union Study Abroad Program, 2015

Professional Employment:

2017-present: Title VI Reporting and Evaluation Coordinator, UM International Institute

2017: Intern, Treasury Department, The Dow Chemical Company, Midland, MI

Percent of Time Dedicated to EA: 60%

Distinctions: N/A

ASIA LIBRARY STAFF

ANDERSON, KAZUKO

Title, Department & Tenure Status: Information Resources Assistant Senior, Asia Library (Non-tenure track).

Education: BA, Education, Showa Women's University, 1987.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Japanese (5); French (2)

Professional Employment:

1995-present Information Resources Assistant Senior, UM Asia Library

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

BAEK, SARAH HEH-YOUNG

Title, Department & Tenure Status: Korean Cataloger, Asia Library (Non-tenure track)

Education: BA, Audio-Visual Education, Ewha Women's University, 1979; MLS, Library Science, University of Wisconsin, 1993.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Korean = 5 (native)

Professional Employment:

2013-present Korean Cataloger, UM Asia Library

1999-2008 Director of the Michigan Area Resource Center, The United Methodist Church;

1993-97 Cataloging Librarian, University of Southern California

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

FU, LIANGYU

Title, Department & Tenure Status: Chinese Studies Librarian, Asia Library (Non-tenure track)

Education: BA, Editing & Publishing, Wuhan University, 2003; LLB, Law, Wuhan University, 2003; MA, Library Science, Nanjing University, 2006; PhD, Communication, University of Pittsburgh, 2013; Advanced Certificate, Asian Studies, University of Pittsburgh, 2013.

Academic Experience: Andrew Mellon Research Fellow, Needham Research Institute (Cambridge), residency, 2009.

Overseas Experience: Cambridge, UK, Needham Research Institute, (research project on science translation), 2009.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Professional Employment:

2013-present Chinese Studies Librarian, UM Asia Library

2006-10 Graduate Teaching Fellow, University of Pittsburgh, Pittsburgh, PA

Recent Publications:

“Indigenizing Visualized Knowledge: Translating Western Science Illustrations in China, 1870-1910.” *Translation Studies* 6:1 (2013): 78-102.

“Invention and Implementation: New Bibliographical Features in Chinese Translations of Western Science Books, 1860-1920.” *Papers of the Bibliographical Society of America* 105:4 (2011): 469-502.

Chinese translation of Kai-wing Chow’s book *Publishing, Culture and Power in Early Modern China*. (Stanford: Stanford University Press, 2004). Forthcoming in Spring 2014 by the Commercial Press in Beijing.

Distinctions: Andrew Mellon Predoctoral Fellowship, University of Pittsburgh, 2012-13; Chiang Ching-Kuo Foundation Dissertation Fellowship, 2011-12; Malkin New Scholar, Bibliographical Society of America, 2010; Chancellor’s Fellowship in Chinese Studies, University of Pittsburgh, 2010; Mellon Research Fellowship, Needham Research Institution, Cambridge (UK), 2009

KIM, MYUNG HEE

Title, Department & Tenure Status: Information Resources Assistant Senior, Korean Acquisitions, Asia Library (Non-tenure track).

Education: BA, English Language & Literature, Yonsei University, 1990; AAS, Accounting, Washtenaw Community College 2004; MS, Library & Information Science, University of Wisconsin, Milwaukee, in progress.

Overseas Experience: South Korea (work in private industry), 1990-91.

Foreign Language Proficiency (**1=poor, 2=fair, 3=good, 4=excellent, 5=fluent**) Korean = 5 (native)

Professional Employment:

2008-present Information Resources Assistant Senior, Korean Acquisitions, UM Asia Library

2004-08 ESL Bilingual Tutor, Ann Arbor Public Schools, Ann Arbor, MI

2004-07 Volunteer Treasurer, Women’s Center of America, Ann Arbor, MI

1990-91 Administrative Assistant, Allied-Signal Inc., Korea

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Distinctions: Fostering East Asian Librarianship Scholarship, Institute of Museum and Library Services, 2013.

LAWSON, DAWN

Title, Department & Tenure Status: Head, Asia Library (Non-tenure track)

Education: BA, Oberlin College; MA, Harvard University; MLS, Long Island University; PhD, New York University

Academic Experience: Librarian, New York University, 2004-2015; Head, Asia Library, University of Michigan, 2015-present

Overseas Experience: Mombukagakusho Scholarship, Fulbright Scholarship, employment at Kondansha Ltd., Japan; Korean language study, Yonsei University, Korea; Chinese language study, Inter-University Program for Chinese Language Studies

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (4)

Research and Teaching Specialization: Japanese literature

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Distinctions: N/A

SUNG, YUNAH

Title, Department & Tenure Status: Senior Associate Librarian, Asia Library (Non-tenure track)

Education: BA, Japanese Language & Literature, Sungshin Women's University, 1983; ME, Teaching Korean as a Second Language, Yonsei University, 1985; MLS, Library Science, University of Alabama, 1993.

Overseas Experience: Seoul, South Korea (teaching), 1986.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Korean (5); Japanese (4); Chinese (3)

Professional Employment:

2013-present Senior Associate Librarian, UM Asia Library

2010-13 Korean Studies Librarian / Coordinator of Technical Services, UM Asia Library, Ann Arbor, MI

2003-10 Korean Studies Librarian, UM Asia Library, Ann Arbor, MI

1994-2003 Asian Bibliographer, Cleveland Museum of Art Ingalls Library, Cleveland, OH

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Recent Publications:

"Chapter on acquisitions," *Handbook for Korean Studies librarianship Outside Korea* (Seoul: National Library of Korea, forthcoming 2014).

"Panel exhibition of the Korean language Collection at the University of Michigan." In *Trends in Overseas Korean Studies Libraries*, 7 (June 2012): 124-125, 134-135.

"Overview of the digitization projects at the University of Michigan Library: Focusing on Korean Studies resources." In *2012 Overseas Koreanology Librarian Workshop*. (Seoul: National Library of Korea, 2012), pp. 235-52.

"The rapid development of the Korean studies and Korean Library Collection in Michigan." *Journal of Publishing*, (December 2012): 38-49.

"Current Development of the Korean Collection" in *Nam Center for Korean Studies Newsletter*, 2012.
<http://www.ii.umich.edu/ncks/aboutus/newsletters>

SUZUKI, MARI

Title, Department & Tenure Status: Public Service/Japanese Language Materials Librarian, Asia Library (Non-tenure track).

Education: BA, Art History, University of California, Los Angeles, 1993; MLIS Library and Information Science, Wayne State University, 2002; MA, Asian Studies: Japan, University of Michigan, 2010.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (5)

Professional Employment:

2012-present Public Service/Japanese Language Materials Librarian, UM Asia Library

2004-2012 Assistant Librarian, UM Asia Library, Ann Arbor, MI

2000-2004 Information Resources Specialist II, The University of Michigan, Ann Arbor, MI

1997-2000 Information Resource Associate, The University of Michigan Asia Library, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Distinctions: Rackham Block Grant, Center for Japanese Studies, University of Michigan, 2009; CJS Endowment Fellowship, University of Michigan, 2008, 2006; Alumni Club Fellowship, Center for Japanese Studies, University of Michigan, 2007; Peter and Jane Spyers-Duran Scholarship, Wayne State University, 2000; Elizabeth Fay Evans Memorial Scholarship, UCLA, 1990.

WANG, GENGNA

Title, Department & Tenure Status: Information Resources Cataloging Specialist, Chinese Cataloger, appointed 2010.

Education: BS, Electronic Engineering, Dalian University of Technology, 1982; MS, Computer Science, Eastern Michigan University, 1998.

Overseas Experience: Dalian, China., Lecturer, Dalian University of Technology, 1982-94.

Foreign Language Proficiency (**1=poor, 2=fair, 3=good, 4=excellent, 5=fluent**) Chinese = 5 (native)

Professional Employment:

2008-10 Part Time Cataloging Assistant, Asia library, University of Michigan, Ann Arbor, MI

2001-07 Senior Software Engineer, Symorex Ltd., Ann Arbor, MI

1998-2001 Senior Software Engineer, Amphion Inc., Ann Arbor, MI

1982-94 Lecturer, Electronics Department, Dalian University of Technology, Dalian, China

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

WANG, I-CHUN

Title, Department & Tenure Status: Info Resources Assistant Senior, Asia Library, appointed 2007.

Education: BA, Accounting, Eastern Michigan University, 2007.

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)Chinese (Mandarin) = 5 (native);
Taiwanese = 5 (native)

Overseas Experience: Taiwan, work in private industry, 1999-2004.

Professional Employment:

2003-04 Accountant, Harvest Financial Consulting Co., Ltd, Taiwan

1999-2002 Clerk, SinPac Securities Co., Ltd, Taiwan

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

WANG, MEI

Title, Department & Tenure Status: Information Resource Specialist Senior, Asia Library, appointed 2007.

Education: BA, English and Literature, Anhui Normal University, 1982; MA Library and Information Sciences, Wayne State University, 2009.

Overseas Experience: Anhui, China Instructional Coordinator, Railroad High School (teaching and research), 1998.

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)Chinese = 5 (native), Japanese = 2

Professional Employment:

2000-07 Librarian & Acquisitions of Technical Service, Taubman Medical Library, University of Michigan, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

YOKOTA-CARTER, KEIKO

Title, Department & Tenure Status: Japanese Studies Librarian, appointed 2012

Education: BA, International Relations, Tsuda College, 1980; BA, Sociology & Women's Studies, Fairhaven College, Western Washington University, 1982; MA, International Development Education (concentration on Japan), Stanford University, 1990; MILS, Information & Library Science, University of Michigan, 1997.

Academic Experience: Chair, Cooperative Collection Development Working Group, North American Coordinating Council on Japanese Studies Library Resources, 2013-present; Chair, North American Coordinating Council on Japanese Studies Library Resources, 2010-12; Chair, Japanese Materials Committee, Council on the East Asian Libraries, 2005-08.

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)Japanese = 5 (native); Spanish = 1

Professional Employment:

1999-2012 Japanese Studies Librarian and Coordinator of Information Literacy at East Asia Library University of Washington, Seattle, WA

1998-99 Japanese Material Specialist, Online Computer Library Center (OCLC) Inc., Asia Link

1994-95 Lecturer, Japanese Language, Smith College, Northampton, MA

1993-95 Program Coordinator, Residential Academic Program, University of Massachusetts, Amherst, MA.

1989-93 Lecturer, Japanese Language, Amherst College, Amherst, MA

1988-89 Teaching Associate, Japanese Language, Cornell University, Ithaca, NY

1983-86 High School English Teacher, Osaka Municipal High Schools, Osaka, Japan

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Recent Publications:

“Creating a world standard materials for library and service; from the viewpoint of an American university library”, *Joho Kanri [Journal of Information Processing and Management]* Part I in 51: 3 (2008), Part II in 51:7 (2008), Part III in 51:11 (2009).

“Sekai no johō no kosaten de daisuki na watashi ni natte iku,” *Amerika shakai ni ikiru Nihon joseitachi: Zaipei Tsudajuku dososesi no kiseki* (“becoming my better self at the crossroad of information from the world” Japanese women in America: Tsuda College alumnae in America) (Tokyo: Domesu Shuppan, 2005)

“Providing Access to Foreign Language Electronic Resources,” *Information Technology and Libraries* 23:3 (September, 2004): 119-122 (with Eileen Llona, Emalee Craft, & David Pham).

Amerika no tabunka kyoiku (Multicultural education in America) (Tokyo: Akashi Shoten, 1995).

Distinctions: Opportunity Tuition Scholarship, University of Michigan School of Information, 1996-97; American Association of University Women Career Development Grant, 1996-97.

UNIVERSITY OF MICHIGAN MUSEUM OF ART (UMMA) STAFF

OYOBE, NATSU

Title, Department & Tenure Status: Associate Curator of Asian Art, University of Michigan Museum of Art (Non-tenure track).

Education: BA, History, Aoyama Gakuin University; 1989; MA, History of Art, The University of Michigan, 2000; PhD, History of Art, The University of Michigan, 2005.

Overseas Experience: Tokyo, Japan, Assistant Curator, Sezon Museum of Art, 1989-93.

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Japanese (5); Chinese (3); Korean (2); French (2)

Professional Employment:

2008-11 Research Curator of Asian Art, University of Michigan Museum of Art, Ann Arbor, MI

2008 Interim Associate Curator of Asian Art, University of Michigan Museum of Art, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 80%

Research/Teaching Specializations: Japanese modern and contemporary art; history of Japanese tea ceremony and tea wares; East Asian ceramics

Recent Publications and Works in Progress: [Books -2 Articles and Chapters -6]

Art of Communications and Expressions in East Asia. Exhibition. Forthcoming, 2020; Red Circle: Designing Japan in Contemporary Posters. Exhibition. 2018; Xu Weixin: Monumental Portraits. Ann Arbor: University of Michigan Museum of Art. 2016; Japanese Prints of Kabuki Theater from the Collection of University of Michigan Museum of Art. 2016.

“Recent Museum of Art Acquisition: Korean Lacquer Box.” *The University of Michigan Museum of Art and Archaeology Bulletin*. XVII (2007-2008): 98-101.

“Minagawa Gekka’s Haori with Flaming Chrysanthemum Design.” *The University of Michigan Museum of Art and Archaeology Bulletin*. XVI (2005-2006): 104-107.

REISTER, PAMELA

Title, Department & Tenure Status: Curator of Museum Teaching and Learning, Museum of Art, appointed 2009.

Education: BA, History of Art, Carleton College, 1978; **Secondary Teaching Certificate**, University of Michigan, 1980; MA, History of Art, University of Michigan, 1987.

Academic Experience: Carleton College, 1977-78; Washtenaw Community College, 1996; University of Michigan History of Art Dept., 1996-98; Wayne State University, 2005.

Foreign Language Proficiency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French = 3; German = 2

Professional Employment:

2000-09 Assistant Curator and Associate Curator for Education, University of Michigan Museum of Art, Ann Arbor, MI

2000-01 Assistant Curator for Education, University of Michigan Museum of Art, Ann Arbor, MI

1982-86 Registrar, Kelsey Museum of Archaeology, University of Michigan, Ann Arbor, MI

1979-82 Assistant Registrar, Kelsey Museum of Archaeology, University of Michigan, Ann Arbor, MI

1978-79 Inventory & Cataloging, Photographs, The Detroit Institute of Art, Detroit, MI

Percent of Time Dedicated to EA Teaching/Research/Consulting: 10%

Distinctions: Undergraduate Research Opportunity Program Faculty Recognition Award, 2007; James G. Ravin Special Fellowship, History of Art Dept., University of Michigan, 1993-94; Henry P. Tappan Dissertation Award, History of Art Dept., University of Michigan, 1991-92.

OTHER PROFESSIONAL STAFF

BAO, SHUMING

Title, Department & Tenure Status: Associate Research Scientist, Inter University Consortium for Political & Social Research (Tenured), and Director, China Data Center

Education: BS, Computer Science & Information Engineering, Hefei University of Technology, 1982; MA, Applied Statistics, Shanghai University of Finance & Economics, 1987; PhD, Applied Economics, Clemson University, 1996.

Academic Experience: President, Int'l Association of Chinese Professionals in GIS, 1999-2000; Vice President, Chinese Economist Society, 2002-03.

Overseas Experience: Shanghai, China (work in private industry & university teaching), 1982-95

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Chinese (5)

East Asia Instructional Content Expertise: 100%

Professional Employment:

1997-2012 Senior Research Associate, UM China Data Center

1996-97 Research Scientist, MathSoft, Inc., Seattle, WA

1987-91 Lecturer, Applied Statistics Dept., Shanghai University of Finance & Economics, Shanghai, China

1982-95 Research Engineer, Shanghai Research Institute of Power Equipment, Shanghai, China

Research/Teaching Specializations: Data collection and analysis

Recent Publications and Works in Progress: [Articles and Chapters - 14; Books - 2]

“Religious Diversity and Regional Development.” *China. China Economic Review*, Vol. 46C (2017): 1-9 (with Zheng Ying, Shibao Liu, and Jianbo Zhou).

China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change. Rowman & Littlefield Publishers, 2016. (With Gregory Veeck, Clifton W. Pannell, and Youqin Huang).

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

Distinctions: National Social Sciences Foundation of China grant, 2016-18; Spatial Religion Information Network Project, Henry Luce Foundation Grant, 2014-17, 2011-14.

DREYER, CHRISTOPHER

Title, Department & Tenure Status: Acquiring Editor for Asian Studies and German Studies, University of Michigan Press (Non-tenure track).

Education: BA, University of Michigan, 2010.

Academic Experience: Teaching Assistant, Sweetland Center for Writing, University of Michigan, 2010-11; Co-Project Director, Michigan Asian Studies Open Access Books Collection, National Endowment for the Humanities, 2018-20.

Overseas Experience: N/A

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Japanese (3)

East Asia Instructional Content Expertise: 50%

Professional Employment:

2016-present Acquiring Editor for Asian Studies and German Studies, University of Michigan Press

2008-16 Editorial Associate, University of Michigan Press

2010-11 Teaching Assistant UM, Sweetland Center for Writing

Distinctions: Co-Project Director, Michigan Asian Studies Open Access Books Collection, National Endowment for the Humanities, 2018-20.

UM PROJECT COLLABORATORS

BAIN, ROBERT B.

Title, Department & Tenure Status: Associate Professor of Education, School of Education; Associate Professor, Department of History (Tenured); Faculty Affiliate, Museum Studies Program; Director, World History & Literature Initiative (WHaLI).

Education: PhD, Case Western Reserve University.

Academic Experience: Assistant/Associate Professor, University of Michigan, 1998-present; History & Social Studies Teacher, Beachwood City Schools, 1972-98

Overseas Experience: Korea, Visiting Scholar, 2005; Singapore, 2017; Israel, 2010.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): N/A

East Asia Instructional Content Expertise: N/A

Area Courses Taught [4]: Teaching & Learning History at Scales; Teaching of Social Studies in the Elementary School; Teaching of Social Studies in the Secondary School; Teaching Methods for Social Studies Minors

Research/Teaching Specializations: World history; history of education; historical cognition; teaching & learning

Recent Publications and Works in Progress: [Articles – 2]

“Enquiry in History Education,” *International Review of History Education*, forthcoming 2018.

“Challenges of Teaching and Learning World History,” In *A Companion to World History* (ed. Douglas Northrop) Cambridge: Wiley-Blackwell, 2014, pp. 111-27.

Distinctions: University Educator of the Year, Michigan Council of Social Studies (2008; 2012); UM Provost’s Innovation in Teaching Award, 2010.

CASTRO, CHRISTI-ANNE

Title, Department & Tenure Status: Associate Professor of Music (Musicology), School of Music, Theater & Dance (Tenured); Director, Center for Southeast Asian Studies

Education: BA, Yale University, 1991; PhD, University of California-Los Angeles, 2001

Academic Experience: Assistant/Associate Professor, University of Michigan, 2005-present; Lecturer, Pomona College, 2003-04; Lecturer, University of California Riverside, 2003; Lecturer, University of California-San Diego, 2002; Lecturer, California State University, 2001.

Overseas Experience: Philippines, Austria, Switzerland, Belgium, United Kingdom, Netherlands

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Filipino (3), Spanish (2)

East Asia Instructional Content Expertise: 5%

Area Courses Taught: Introduction to World Music; Music of Asia; Ethnography in Ethnomusicology, Music and Nation: A Global Perspective

Research/Teaching Specialization: Philippine and Filipino America music; Asian American Music; Cultural politics; nationalism; identity; gender and sexuality

Recent Publications and Works in Progress: [Articles – 5]

“Queerness, Ambiguity, Ethnography,” *Queering the Field: Sounding Out Ethnomusicology* (forthcoming 2018).

“Colonized by Rote: Music Education in the First two Decades of U.S. Colonial Rule in the Philippines,” *Philippine Modernities: Music, Performing Arts, and Language, 1880-1941* (forthcoming 2017);

“Colonized by Rote: Music Education in the First Two Decades of U.S. Colonial Rule in the Philippines (abridged essay),” *Saysay Himig* (forthcoming 2017);

“The Musical Performances of Charice Pemengco and Arnel Pineda,” *Communication and Media Theories*, 2014.

“Southeast Asia,” *Oxford Bibliographies in Music*, 2014.

Number of dissertations/theses involved with in the past 5 years: 19

Distinctions: Ki Mantle Hood Prize, Society of Ethnomusicology Conference, 2001; Rackham Faculty Fellowship, 2006; Honorable Mention, Woodrow Wilson Career Enhancement for Junior Faculty Award, 2007; Global Filipino Literary Award for Non-Fiction, 2012.

COOLICAN, MARIA J.

Title, Department & Tenure Status: Clinical Assistant Professor of Educational Studies, School of Education (Tenure Eligible); Director, Ann Arbor Language Partnership

Education: BA, Foreign Affairs, University of Virginia, 1987; MEd, Secondary Education & Foreign Language Teaching, George Washington University, 1990; PhD, Educational Studies & Higher Education, University of Michigan, 1996.

Academic Experience: Lecturer IV/Clinical Assistant Professor, Educational Studies Department., School of Education, 1997-present; Member, World Languages Advisory Council, Michigan Department of Education, 2013-present; Co-Director, Ann Arbor Girls Middle School, 2000-03; Adjunct Faculty, School of Education, University of Portland, 1998-2003; Principal, University High School, 1995-97; Instructor, Illinois State University, 1995-97; University Instructor, Secondary Teacher Education & Secondary Foreign Language Education, University of Michigan, 1990-95; Assistant Principal & Dean of Faculty, Father Gabriel Richard High School, Ann Arbor, MI, 1992-95.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

French (4)

East Asia Instructional Content Expertise: 5%

Area Courses Taught: Teaching Methods for World Language Minors; Teaching World Languages in the Secondary School; Teaching Languages for Social Access and Global Citizenship

Research/Teaching Specializations: Reform in teacher education; Second language acquisition and language learning; Organizational learning and design; Student teaching; National standards; Public school restructuring & reform; Urban education.

Recent Publications and Works in Progress: [Articles – 1]

“Learning to Teach Spanish: Identifying, Inducting, and Supporting Apprentice Teachers in the Ann Arbor Languages Partnership,” in *Case Studies in Language Curriculum Design: Concepts and Approaches in Action around the World* (ed/ J. Macalester & I. S. P. Nation) (London: Taylor & Francis, 2011 (co-authored).

Distinctions: Nominee, Golden Apple Outstanding teaching Award, University of Michigan, 2017; Global Teaching with Videoconferencing Award, UM Vice Provost for International Affairs, 2012.

STOCKDILL, DARIN

Title, Department & Tenure Status: Instructional and Program Design Coordinator, Center for Education Design, Evaluation, and Research, School of Education (Non-tenure track)

Education: BA, University of Michigan, 1991; MA, Eastern Michigan University, 2005; PhD, University of Michigan, 2011

Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present

Overseas Experience: Ukraine, El Salvador

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Spanish (4)

East Asia Instructional Content Expertise: N/A

Area Courses Taught: N/A

Research and Teaching Specialization: Learning experiences; access to education; innovative teaching models

Recent Publications and Works in Progress: [Articles – 3]

“Research...Paper, Process, or Both? Building a new model to engage students as researchers.” Michigan Reading Journal 49. pp. 34-44. 2016.

“Adolescents as readers of social studies: Examining the relationship between youth’s everyday and social studies literacies and learning.” Berkeley Review of Education 4. pp. 35-68. 2013.

Disjuncture, Design, and Disruption: Bridging the gap between students’ everyday and academic knowledge through historical inquiry. University of Michigan. 2011

Number of dissertations/theses involved with in the past 5 years: N/A

Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009

EXTERNAL PROJECT COLLABORATORS

HERNANDEZ, JUAN

Title, Department & Tenure Status: Lecturer I, Department of History, University of Puerto Rico (Non-tenure track)
Education: BA, University of Puerto Rico, 2000; MA, University of Michigan, 2002; PhD, University of Michigan, 2007
Academic Experience: Adjunct Professor, University of Puerto Rico, 2008-present; Lecturer I, University of Michigan, 2013-present
Overseas Experience: Chile, Brazil, Cuba, Mexico
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Spanish (5), Portuguese (5)
East Asia Instructional Content Expertise: 5%
Area Courses Taught: N/A
Research and Teaching Specialization: Latin American contemporary history, violence and memory in Chilean postdictatorship culture, postauthoritarian societies in late 20th Century Latin America urban space and culture in Latin America, death and mourning in Latin America, Latin American music
Recent Publications and Works in Progress: [Articles – 3]
Sombras, ausencias, estéticas y memorias: historiografía y espacio en el Monumento a las Víctimas del Holocausto en Puerto Rico (under review, 2018).
Yukash: Jíbaro Samurai y la identidad puertorriqueña en el género manga, (under review, 2018).
“History, space and nation in Chile’s transition to democracy.” *Historial de la Revista* N. 20-21, 27-52, 2010.
Number of dissertations/theses supervised in the past 5 years: 3 (at University of Puerto Rico)
Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014

NAZAROVA, GULNISA

Title, Department & Tenure Status: John D. Soper Senior Lecturer, Department of Central Eurasian Studies, School of Global & International Studies, Indiana University (Non-tenure track)
Education: MA, Russian Language & Literature, Ivanovo State University, Russia, 1987; PhD, Philological Sciences, Institute of Linguistics, Almaty, Kazakhstan, 1992
Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present
Overseas Experience: Ukraine, El Salvador
Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Spanish (4)
East Asia Instructional Content Expertise: N/A
Area Courses Taught: N/A
Research and Teaching Specialization: Uyghur language and culture; Comparative lexicology of Turkic languages; Problems of Etymology; Ethnography; Methods of Teaching; Uyghur migration in 1950s and 1960s from Xinjiang to the Soviet Central Asia
Recent Publications and Works in Progress: [Book – 2; Articles – 2]
An Intermediate Uyghur textbook “Voices from the Tengritagh” Georgetown University Publishing House, 2016. (with Qurban Niyaz)
An Elementary Uyghur Textbook “Voices from the Tengritagh” Georgetown University Press, 2013. (with Qurban Niyaz)
Number of dissertations/theses involved with in the past 5 years: N/A
Distinctions: N/A
Language Pedagogy Training: Uyghur Language Tester, American Council on the Teaching of Foreign Languages/ Interagency Language Roundtable Oral Proficiency Interview (ACTFL/ILR OPI), 2012; Certificate in Distance Education: System Planning and Management, Indiana University, 2009.

REDONDO, JUAN C.

Title, Department & Tenure Status: Professor, Foreign Languages Department, Washtenaw Community College (Tenured); Chair, Foreign Languages Department, Washtenaw Community College

Education: PhD, University of Wisconsin

Academic Experience: Assistant/Associate/Full Professor, Washtenaw Community College, 1996-present

Overseas Experience: Norway, 1980-81; The Netherlands, 1981-82; Taiwan/PRC, 1987-88

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Spanish (4)

East Asia Instructional Content Expertise: N/A

Area Courses Taught: N/A

Research and Teaching Specialization: Early modern Europe; economic history; Spanish literature; Medieval French literature

Recent Publications and Works in Progress:

Silver and the World Market, 1565-1815.

Saavedra Fajardo and the End of Spanish World Hegemony.

Number of dissertations/theses involved with in the past 5 years: N/A

Distinctions: Bravo Awards: Excellence in Teaching, 2015, 2016, 2018; Norwegian government scholarship for linguistic research.

SYPRIS, THEO S.

Department & Tenure Status: Director, International Studies Program, Kalamazoo College Community College, appointed 1989, and Director, Midwest Institute for International and Intercultural Education.

Education: BS, Psychology & Biology, University of Michigan, 1982; MA, Economics, Western Michigan University, 1986.

Academic Experience: Director, International Studies Program, Kalamazoo College Community College, 1989-present; Director, Midwest Institute for International and Intercultural Education, 1992-present; History Dept., Kalamazoo Valley Community College, 1992-present; Economics Dept. & Political Science Dept., Kalamazoo Valley Community College, 1986-present; Economics Dept. & Political Science Dept., Western Michigan University, 1986-93.

Overseas Experience: Project Director, Fulbright-Hays GPA, Russia, 2006; Project Director, Fulbright-Hays GPA, China, 2005; Project Director, Fulbright-Hays GPA, Botswana, Swaziland, South Africa, 2003; Project Director, Fulbright-Hays GPA, Vietnam, 2002.

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Greek (5), German (5)

East Asia Instructional Content Expertise: 10%

Area Courses Taught: History of the Far East, China: Culture & History, World Civilizations, International Relations, Comparative Government, Comparative Politics, International Economics.

Research/Teaching Specializations: East Asian history, comparative politics, international economics.

Distinctions: Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994; Employee Enrichment Award, Kalamazoo Valley Community College, 1991-92.

TICE, KARIN E.

Title, Department & Tenure Status: President & Senior Partner, Formative Evaluation Research Associates, Inc. (Tenure N/A).

Education: BA, Latin American Studies, Friends World College, 1978; MA, Applied Anthropology, Teachers College, Columbia University, 1982; Graduate Certificate in Latin American Studies, Institute of Latin American and Iberian Studies, School of International Affairs, Columbia University, 1983; PhD, Anthropology, Teachers College, Columbia University, 1989.

Academic Experience: Lecturer, Anthropology, Eastern Michigan University, 1986.

Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America.

Professional Experience:

1986 Consultant, Office of Educational Evaluation, New York City Board of Education, New York, NY
1985 Consultant, New Age Inc., "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference."

Foreign Language Proficiency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Spanish (5); Portuguese (4); Catalan (2); Kackchiquel (2); Kuna (2)

Research/Teaching Specializations: Strategic leadership; evaluation design & implementation; dissemination of evaluation findings; teaching about evaluation.

Recent publications:

Jewish Community Youth Foundation: Ten Years of Impact. Princeton, NJ: Jewish Youth & Family Services, 2013.

The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career. Grand Haven, MI: Council of Michigan Foundations, 2012.

Advancing the Common Good: Baseline Health Evaluation Report (2009-2011). Battle Creek, MI: United Way of the Battle Creek and Kalamazoo Region, 2012.

Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010). Denver, CO: Rose Youth Foundation, 2011.

Global Fund for Community Foundations Final Evaluation Report (2006-2008). Brussels, Belgium: Global Fund for Community Foundations/European Foundation Center, 2008. (Available at www.wings-globalfund.org)

Distinctions: N/A

ACTIVE EA EMERITI FACULTY

LIEBERTHAL, KENNETH G.

Title, Department & Tenure Status: Arthur Thurnau Professor of Political Science, Department of Political Science, appointed 1983, tenured; William Davidson Professor of Business Administration, Stephen M. Ross School of Business (Retired)

Education: BA, Dartmouth College, 1965; MA, Columbia University, 1968; PhD, Columbia University, 1972.

Academic Experience: Swarthmore College, 1972-1983.

Foreign Language(s) with Proficiency Level(s): Mandarin Chinese = 3; Russian = 1

Research/Teaching Specializations: The evolution of China's political economy; multinational corporate investment in China and India; foreign policy decision-making in China; U.S. foreign policy; US-China cooperation on global climate change, and Asian security issues.

Recent Publications:

China's Political Development: Chinese and American Perspectives (Washington, DC: Brookings Institution Press, 2014), Contributing Co-editor (with Cheng Li and Yu Keping).

"Overview of the US-China Relationship," in Nina Hachigian, ed., *Debating China* (New York: Oxford University Press, 2014):1-20 (coauthored with Wang Jisi).

China's Political Development: From the View of American and Chinese Scholars.[中国的政治发展：中美学者的视角] (Beijing: Social Sciences Academic Press [中国科学文献出版社], 2013). (with Yu Keping).

Addressing U.S.-China Strategic Distrust (Washington, DC: The Brookings Institution, 2012), (with Wang Jisi).

Bending History: Barack Obama's Foreign Policy (Washington, DC: Brookings Press, 2012), Translated into Polish as *Zmienia Jac Historie: Polityka Zagraniczna Baracka Obamy* (Warszawa: Polski Instytut Spraw Miedzynarodowych, 2013), (with Martin Indyk & Michael O'Hanlon).

Distinctions: Honorary Senior Fellow, Institute of American Studies, Chinese Academy of Social Sciences, 2008-present; University of Michigan's Center for Chinese Studies renamed as "Kenneth G. Lieberthal and Richard H. Rogel Center for Chinese Studies" (May 15, 2014).

LIM, LINDA YUEN-CHING

Title, Department & Tenure Status: Professor Emerita, Corporate Strategy and International Business, Stephen M Ross School of Business (Retired)

Education: BA, University of Cambridge, 1972; MA, Yale University, 1973; MA, University of Cambridge, 1975; PhD, University of Michigan, 1978

Academic Experience: Assistant Professor, Swarthmore College, 1977-1980, Assistant/Associate/Full/Emerita Professor, University of Michigan, 1985-present

Overseas Experience: National University of Singapore (essay contest judge), 2016; Institute Teknologi Bandung School of Business Management, Indonesia (international advisory council member), 2005-present; various presentations/business consulting throughout Southeast Asia

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Malay (2), Mandarin (1), French (1)

Time devoted to East Asian Studies: 50%

Area Courses Taught: [2] Business in Asia/Southeast Asia, The World Economy

Research & Teaching Specialization: Political economy of multinational and local business in Southeast Asia, and the changing international trade and investment environment

Recent Publications and Works in Progress: Business, Government and Labor in the Economic Development of Singapore and Southeast Asia. Singapore: World Scientific Publications. Forthcoming; "The Haze and the Palm Oil Industry: Outline of a Class Discussion." In Euston Quah (ed.), *Pollution Across Borders: Transboundary Fire, Smoke and Haze in Southeast Asia*. Singapore: World Scientific Publications. Forthcoming; Singapore's Economic Development: Retrospection and Reflections. Singapore: World Scientific Publications. 2016.

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions: Victor L. Bernard Teaching Leadership Award, 2014; First place book award, National Book Development Council, Singapore, 1991; International Relations Fellowship, Rockefeller Foundation, 1981-1983

MUNRO, DONALD J.

Department & Tenure Status: Professor of Philosophy & Chinese, appointed 1970, tenured; Emeritus 1996.

Education: AB, Harvard College, 1953; PhD, Columbia University, 1964.

Academic Experience: University of California, 1969-70; Chinese Academy of Social Sciences, Beijing, 1983; Beijing University, 1990;

Overseas Experience: Philippines, 1953-57; Chinese Academy of Social Sciences, Beijing, 1983; Trent University, Ontario, 1983; Beijing University, 1990; Chinese University of Hong Kong, 2006;

Foreign Language(s) with Proficiency Level(s): N/A

Research/Teaching Specializations: Classical Chinese Philosophy; Neo-Confucianism; The Confucian Legacy in Modern China; Current Research: Recent discoveries in evolutionary biology and evolutionary psychology and their relevance for Chinese ethics.

Recent Publications:

A Chinese Ethics for the New Century: The Ch'ien Mu Lectures in History and Culture, and Other Essays on Science and Confucian Ethics_Hong Kong (Hong Kong: Chinese University Press, 2005).

Ethics in Action: Workable Guidelines for Private and Public Choices (Hong Kong: Chinese University Press, 2006).

"Mencius and an Ethics of the New Century," in Alan Chan, ed., *Mencius*, (Honolulu: University of Hawaii Press, 2001).

"A Modern Way to Justify Ethical Rules," in James St. Andre, ed., *Hanxue zhongheng (Excursions in Sinology)* (Hong Kong: Shangshu yinshuguan, 2002): 180-194.

"Reciprocal Altruism and the Biological Basis of Ethics in Neo-Confucianism," in *Dao: A Journal of Comparative Philosophy* 1.2 (2002): 131-141.

Distinctions: Tang Chunyi visiting Professor, The Chinese University of Hong Kong, 2006; Ch'ien Mu Lecturer, The Chinese University of Hong Kong, 2003; Warner G. Rice Humanities Award, 1993-94; LS&A Excellence in Teaching Award, 1992; National Academy of Sciences, Committee on Scholarly Communication with the PRC, Grant, for research at Beijing University, 1990.

YOUNG, ERNEST P.

Department & Tenure Status: Professor of History, appointed 1968, tenured; Emeritus 2002.

Education: AB, Harvard College, 1954; MA, East Asian Regional Studies, Harvard University, 1958; PhD, History & Far Eastern Languages, Harvard University, 1965.

Academic Experience: Kumamoto University, 1954-56; Dartmouth College, 1965-68;

Overseas Experience: Louvain-la-Neuve, Belgium (historical research), 1993; Rome, Italy, Nantes, France, Paris, France (historical research), 1987, 1991, 1993, 1996, 2006; Taipei, Taiwan, Inter-University Program for Chinese Language Studies (language study), 1980; London, UK, Taipei, Taiwan, Sydney, Australia (historical research), 1967-68; Tokyo, Japan, Foreign service officer, American embassy (Staff aide to the ambassador), 1961-63; Kumamoto, Japan, English instructor, Kumamoto University, 1954-56.

Foreign Language(s) with Proficiency Level(s): Japanese = 4; Chinese = 2; French = 3; Italian = 2; Latin = 2

Research/Teaching Specializations: Chinese history

Recent Publications:

Ecclesiastical Colony: China's Catholic Church and the French Religious Protectorate, (Oxford University Press, 2013).

"China in the Early Twentieth Century: Tasks for a New World," in *Historical Perspectives on Contemporary East Asia*, ed. Merle Goldman and Andrew Gordon (Harvard University Press, 2000).

Constructing China: The Interaction of Culture and Economics, ed. with Kenneth Lieberthal & Shuen-fu Lin (Ann Arbor: Center for Chinese Studies, University of Michigan, 1997).

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

Distinctions: N/A

POSITION DESCRIPTIONS

1 UM-UPR OUTREACH ASSISTANT

Project Narrative: A.1.vi, p. 4

Budget Category: 1.B, University of Puerto Rico (UPR) Collaboration, p. BN-1

The UM-UPR Outreach Assistant will work closely with the five National Resource Centers (NRCs) at the University of Michigan to plan and manage logistical needs related to the annual University of Michigan (U-M)-University of Puerto Rico (UPR) Symposium.

Roles and responsibilities:

- Assist the U-M NRCs with the UM-UPR Symposium planning process
- Develop and maintain partnerships with the Center for Education Design, Evaluation, and Research (CEDER), and the University of Puerto Rico (UPR)
- Manage logistics associated with planning the annual UM-UPR Symposium
- Manage and coordinate domestic travel for symposium participants and all Puerto Rico travel logistics (requires travel)
- Maintain the UM-UPR website of bilingual instructional materials
- Translate educator toolkits from English to Spanish

Required skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in global education at the K-12 level
- Demonstrated interest in outreach endeavors
- Detail-oriented
- Experience in administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively within an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite
- Fluency in English and Spanish

Full/Part Time: This is a full-time position, with .5 FTE dedicated to UPR; the remaining .5 FTE will be the Latin American and Caribbean Studies Outreach Coordinator.

Salary: Full time salary will be \$35,000 - \$45,000

2 WHALI STUDENT ASSISTANT

Project Narrative: A.1.i, p. 1

Budget Category: 8.B, World History and Literature Initiative, p. BN-5

The World History and Literature Initiative (WHaLI) Student Assistant will plan and execute the annual WHaLI conference.

Roles and responsibilities:

- Schedule and coordinate speakers
- Track registration and manage logistics, including technology and workshop needs
- Maintain communication with participants before, during and after the conference
- Prepare and submit the SB-CEU application to the Michigan Department of Education (MDE)
- Manage SB-CEU registration for teachers and report SB-CEU to MDE
- Collect relevant pedagogical resources and research relevant scholarly articles on the workshop topics

- Disseminate workshop flyers and manage publicity
- Coordinate with Grand Valley State U (GVSU) to livestream the three-day workshop to teachers in western Michigan
- Hire a facilitator at the remote site to lead breakout sessions and exercises
- Recruit and pair beginning teachers with veteran teachers around “intergenerational” WHaLI activities
- Freely publicize WHaLI resources to all educators and the general public via Creative Commons Licensing, and grant access for WHaLI participants to the resource archive
- Livestream content to recruit teachers from Greater Detroit, MSI teacher-training programs (e.g. UPR and EMU), and two-year colleges (e.g. HFC)
- Maintain appropriate workshop records, documents, and files for future use

Required Skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in the international affairs and K-12 education
- Demonstrated interest and skill in outreach endeavors
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Starting Salary: \$20/hour for 50 hours of work between January-June.

3) STUDENT ASSISTANT, EA LANGUAGE TEACHER CERTIFICATION

Project Narrative: A.1.v, p. 3

Budget Category: 8.B, p. EA Language Teacher Certification Program, BN-6

The EA Language Teacher Certification Program Student Assistant will assist the Lead Faculty for World Languages Teacher Education with research and data analysis regarding Chinese Teacher Certification.

Roles and responsibilities:

- Work with the Chinese language program on campus to determine current student demographics
- Create outreach and advertising to the campus community around opportunities to pursue Chinese teacher certification
- Obtain state level data from the Michigan Department of Education regarding the status and the design of all current Chinese teacher education programs in Michigan
- Obtain district level data to determine the number of Chinese teachers in the state, including their teacher education experiences as well as current certification status
- Analyze state and national data to assist in determining programmatic design
- Research local clinical placement opportunities

Required skills and competencies:

- Currently enrolled as a UM undergraduate or graduate student
- Have some familiarity or interest in the Chinese language instruction and/or K-12 education
- Ability to perform qualitative and quantitative research and analysis
- Detail-oriented
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills

- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite, including Microsoft Word and Excel

Desired skills and competencies: Experience and skill in using statistical software such as STATA or a similar program for quantitative research purposes

Full/Part Time: Part-time

Salary: \$16/hr for 312.5 hours starting September through August.

4) COURSE PROCTOR, UYGHUR LANGUAGE

Project Narrative: A.1.xi, p. 6

Budget Category: 8.C, Uyghur Language, p. BN-8

The Course Proctor will serve as instructor's representative in the remote classroom, have the contact information for technical support at their own campus and the other remote locations, proctor exams and quizzes, make sure the powerpoint and videoconference feed is working correctly (the amount of tech support varies depending on the venue and whether tech stays in the class or not), and generally monitor and supervise the classroom on behalf of the instructor. The Course Proctor also works with our campus faculty liaison in case things need to be communicated to the coordinator as well as assist with faculty campus visits. Other activities are done in conjunction with Big Ten Academic Alliance Courseshare.

Course Proctor must be available to attend all scheduled class sessions including quizzes and exams, and be able to assist the instructor during class with PowerPoint slides etc

Required skills and competencies:

- Currently enrolled UM undergraduate or graduate student
- Familiarity with classroom audio/visual equipment and videoconferencing software
- Familiarity with University policies and procedures

Full/Part Time: Part-time

Salary: \$16/hr.

5) LANGUAGE TUTOR, UYGHUR LANGUAGE

Project Narrative: A.1.xi, p. 6

Budget Category: 8.C, Uyghur Language, p. BN-8

Provide tutorial assistance to students. Assist students with defining academic success and monitor progress. Meet punctually with students for all scheduled appointments, individually and in small groups. Schedule regular office hours. Answer student questions on grammar and vocabulary. Assist students with conversational practice, reading, and writing. Maintain accurate records of student attendance and participation. Refer students to other avenues of support. Confer with course instructor and campus course coordinator as needed.

Required qualifications:

- Advanced proficiency in spoken and written Uyghur
- Native/near native proficiency in English
- Familiarity with University policies and procedures

Desired qualifications:

- Previous experience with language tutoring
- Pedagogical training (e.g., GSI training)

Full/Part Time: Part-time

Salary: \$12/hour

6) STUDENT ASSISTANT, CKS COLLOQUIUM SERIES

Project Narrative: A.1.xiv, p. 7

Budget Category: 8.D, CKS Colloquium Series p. BN-8

Student Assistant will be responsible for supporting the day-to-day activities of the Center and assisting full-time staff members with Center projects.

Roles and responsibilities:

- Event preparation and logistics
- Social media and public relations
- Data-entry and maintaining files and records
- Coordinate Center mailings
- Assist with set-up and take-down of Center events
- Assist with logistical coordination for EANRC guests
- Assist full-time EANRC staff with general operations of the Center, as needed
- Other duties as assigned

Required skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Familiarity or interest in East Asia
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Salary: \$12/hour for undergraduate students and \$16-\$18 for graduate students.

7) STUDENT ASSISTANT, EA SOCIAL MEDIA

Project Narrative: A.1.xv, p. 8

Budget Category: 8.D, EA Social Media, p. BN-9

Student Assistant will be responsible for supporting the day-to-day activities of the Center and assisting full-time staff members with Center projects that utilize social media.

Roles and responsibilities:

- Social media and public relations
- Photo and video recording of Center events, including post-processing and editing
- Assist in design and copyediting of posters, brochures and other publicity materials
- Draft social media postings and coordinate Center mailings
- Data-entry and maintaining files and records
- Assist with event preparation & logistics, including set-up and take-down of Center events
- Assist full-time EANRC staff with general operations of the Center, as needed
- Other duties as assigned

Required skills and competencies:

- Currently enrolled UM undergraduate or graduate student
- Familiarity or interest in East Asia
- Familiarity with social media platforms, e.g., Facebook, Twitter
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment

- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Desired skills and competencies:

- Photography and video recording
- Digital photo and video processing and editing
- Graphic design

Full/Part Time: Part-time

Salary: \$12/hour for undergraduate students and \$16-\$18 for graduate students.

8) STUDENT ASSISTANT, ASIA LIBRARY

Project Narrative: A.1.xvi, p. 8

Budget Category: 8.E, Library, p. BN-9

Student assistant to help Asia Library staff in handling EA language materials: preparing for book orders, unpacking book packages, checking books against invoices, receiving books to the library cataloging system, checking-in periodicals, organizing cataloging backlogs, and other related tasks. Assist librarians with preparation and execution of library exhibits: prepare materials for digitization; conduct research on archival materials; design a display plan for digital display of materials; create a research guide; assist in planning the opening reception; assist in publicity and promotion of exhibit; assist exhibit installation; assist with conference planning and preparation. Other clerical tasks as assigned.

Required skills and competencies:

- Currently enrolled UM undergraduate or graduate student
- Reading knowledge of one or more EA language (Chinese, Japanese, and/or Korean)
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Salary: \$12/hr

Number of positions: 3 or more

Acronyms Guide

- AATJ** – American Association of Teachers of Japanese
- AATK** – American Association of Teachers of Korean
- ACTFL** – American Council for Teachers of Foreign Languages
- ALC** – Department of Asian Languages and Cultures
- AS** – Asian Studies
- AY** – Academic Year
- BTAA** – Big Ten Academic Alliance
- CC** – Community college(s)
- CCS** – Lieberthal-Rogel Center for Chinese Studies
- CDC** – China Data Center
- CEDER** – Center for Education Design, Evaluation, and Research
- CGIS** – Center for Global and Intercultural Study
- CJK** – China, Japan & Korea
- CJS** – Center for Japanese Studies
- CKS** – Nam Center for Korean Studies
- CLTA** – Chinese Languages Teachers Association
- COA** – Cost of Attendance
- CoE** – College of Engineering
- CNKI** – Chinese Knowledge Infrastructure
- CRL** – Center for Research Libraries
- CRLT** – Center for Research on Learning and Teaching
- DGS** – Director of Graduate Studies
- EA** – East Asia(n)
- EANRC** – East Asia National Resource Center (The University of Michigan)
- EFC** – Expected Family Contribution
- FAFSA** – Free Application for Federal Student Aid
- FASAC** – Foreign Area Studies Advisory Committee
- FERA** – Formative Evaluation Research Associates
- GSI** – Graduate Student Instructor
- GSP** – Global Scholars Program

ICP – International Career Pathways
II – International Institute
ILL – Interlibrary loan
IPE – International Programs in Engineering
IS – International Studies
IU – Indiana University
IUC – Inter-University Center for Japanese Language Studies
IUC at SKKU – Inter-University Center for Korean Language Studies at Sungkyunkwan U.
IUP – Inter-University Program for Chinese Language Studies
JFHP – Japanese Family Health Program
JII – Japan Internship Initiative
K-12 – Kindergarten through 12th grade
LRC – Language Resource Center
LSA – College of Literature, Sciences and the Arts
MAP – Multidisciplinary Action Project
MIIE – Midwest Institute for International/Intercultural Education
MIRS – Master’s in International and Regional Studies
MSI – Minority-Serving Institution
NEKST – International Conference of NextGen Korean Studies Scholars
NERL – Northeast Research Libraries
NGO – Non-governmental Organization
OPI – Oral Proficiency Interview
SMTD – School of Music, Theater & Dance
SOE – School of Education
SSD – Office of Services for Students with Disabilities
UM – The University of Michigan
UMMA – The University of Michigan Museum of Art
UMNRC – The University of Michigan’s National Resource Center
UPR – University of Puerto Rico
WCC – Washtenaw Community College
WHaLI – World History and Literature Initiative

APPENDIX II – COURSE LIST

PART A: LANGUAGE COURSES

1

Languages are listed in alphabetical order, and by subject code and course number within each language. This order corresponds to 1) traditional in person classes; 2) distance learning (course share); and 3) language courses taken in study abroad programs. With the exception of study abroad courses, the first digit of the three-digit course number represents the language level. Language courses numbered 100-399 are undergraduate credit only; all 400 level language courses are approved for both undergraduate and graduate credit.

Chinese	1
Japanese	5
Korean	10
Uyghur	11

PART B: INTERNATIONAL & AREA STUDIES COURSES

12

Courses are listed in alphabetical order first by school and then by subject and within each subject in numerical order by course number. Cross-listed courses are listed under the course's home department. As a general rule, courses numbered 100-499 are undergraduate courses and 500-999 are graduate courses. Some 400-level courses may be taken by graduate students for graduate credit; some 500- and 600-level courses may be taken by undergraduates with instructor's permission.

Architecture & Urban Planning, A Alfred Taubman College of	12
Architecture	12
Urban and Regional Planning	13
Art & Design, Penny W Stamps School of	14
Art and Design	14
Art and Design Study Abroad	14
Business, Stephen M Ross School of	14
Business Abroad	14
Business Administration	22
Business Economics and Public Policy	22
Business Law	22
Entrepreneurial Studies	23

Business, Stephen M. Ross School of, cont.	
Executive Master of Business Administration	23
Finance	23
Management and Organizations	23
Marketing	24
Strategy	24
Technology and Operations	24
Weekend Master of Business Administration	25
Education, School of	25
Engineering, College of	26
Engineering Undergraduate Education	26
Industrial and Operations Engineering	28
Manufacturing	28
Environment and Sustainability, School for	28
Information, School of	29
Kinesiology, School of	30
Kinesiology	30
Sports Management	30
Law School	30
Literature, Science, & the Arts, College of	33
Afroamerican and African Studies	33
American Culture	33
Anthropological Archaeology	35
Anthropology, Cultural	35
Asian Studies	38
Chinese Studies	45
Classical Civilization	46
Communication Studies	46
Comparative Literature	47
Earth and Environmental Sciences	48
Economics	48
English Language Institute	49
English Language and Literature	50
Environment	50
History	51

Literature, Science, & the Arts, College of, cont.	
History of Art	56
Honors Program	58
International and Comparative Studies	58
Japanese Studies	59
Korean Studies	59
Linguistics	60
Philosophy	61
Political Science	62
Psychology	66
Residential College Core Courses	67
Residential College Humanities	67
Residential College Social Sciences	67
Screen Arts and Cultures	67
Sociology	68
Study Abroad	69
University Courses	77
Women's Studies	78
Music, Theater & Dance, School of	78
Dance	78
Music Education	79
Musicology	79
Music Performance	80
Music Theory	80
Theater	80
Nursing, School of	81
Health Science	81
Nursing	81
Public Health, School of	81
Environmental Health Sciences	81
Epidemiology	82
Health Behavior and Health Education	82
Health Management and Policy	82
Nutritional Sciences	83
Public Health	83
Public Policy, Gerald R Ford School of	84

Rackham School of Graduate Studies, Horace H	85
Social Work, School of	85

KEYS TO THE COURSE LIST

FA	Fall Term (September – December)
WN	Winter Term (January – April)
SS	Spring-Summer Term (May – August), including Spring Half-Term (May – June) & Summer Half-Term (July – August)
UG	Undergraduate Students
G	Graduate/Professional Students
*	Asterisk in front of course number indicates that the course is supported with Title VI funds
X	Indicates the term in which course was offered in AY2017-18 or is planned for AY2018-19
	Shaded enrollment cell indicates that the course was not offered in the term
Red Bold Text	Course information in red bold type indicates that the area studies course has 100% EA content

APPENDIX II-A: LANGUAGE COURSES

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Chinese															
ASIANLAN 100	Accelerated Elementary Chinese	3	1	46	1					X			X		
ASIANLAN 101	First Year Chinese I	5	1	53	0					X			X		
ASIANLAN 102	First Year Chinese II	5	1			86	2				X			X	
ASIANLAN 103	Intensive First Year Chinese	10	1					3	1			X			X
ASIANLAN 104	First Year Chinese for Heritage Speakers	4	1	42	0					X			X		
ASIANLAN 108	Chinese Calligraphy	2	1			13					X				
ASIANLAN 201	Second Year Chinese I	5	2	86	0					X			X		
ASIANLAN 202	Second Year Chinese II	5	2			98	0				X			X	
ASIANLAN 203	Intensive Second Year Chinese	10	2					9	2			X			X
ASIANLAN 204	Second Year Chinese for Heritage Speakers	4	2	18	0	64	0			X	X		X		
ASIANLAN 301	Third Year Chinese I	5	3	54	2					X			X		
ASIANLAN 302	Third Year Chinese II	5	3			45	2				X			X	
ASIANLAN 304	Third Year Chinese for Heritage Speakers	4	3	13	0	12	0			X	X		X		
ASIANLAN 305	Intermediate Spoken Chinese I	2	3	9	0					X			X		
ASIANLAN 306	Intermediate Spoken Chinese II	2	3			8	0				X			X	
ASIANLAN 400	Advanced Spoken Chinese	2	4	4	2										
ASIANLAN 401	Fourth Year Chinese I	4	4	4	1										
ASIANLAN 401	Advanced Spoken Chinese I	2	4							X			X		
ASIANLAN 402	Fourth Year Chinese II	4	4			4	3								
ASIANLAN 402	Advanced Spoken Chinese II	2	4								X			X	
ASIANLAN 403	Introduction to Chinese Linguistics	3	4										X		
ASIANLAN 405	Business Chinese I	3	4	10	2					X			X		
ASIANLAN 406	Business Chinese II	3	4			8	2				X			X	

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Chinese, cont.															
ASIANLAN 407	Advanced Chinese Reading and Writing I	3	4							X			X		
ASIANLAN 408	Advanced Chinese Reading and Writing II	3	4								X			X	
ASIANLAN 409	Classical Chinese in Modern Context	3	4			6	0				X			X	
ASIANLAN 410	Media Chinese I	3	4								X			X	
ASIANLAN 445	Chinese Language Pedagogy	3	4			4	1							X	
ASIANLAN 499	Independent Language Study: Chinese	1-5	5	0	0	0	0			X	X		X	X	
BUSABRD 407	Ross Global Initiative (Business School) Global Semester Exchange Program with Tsinghua University, China [semester study abroad with combination of business and language/area studies courses; individual student enrollment determined by placement test; specific course enrollment for AY16-17 listed below]										X			X	
BUSABRD 407	Global Semester Exchange Program with Tsinghua University, China: Intermediate Chinese I	2	3			1	0								
STDABRD 250	LSA Study Abroad Summer Intensive Chinese Language, Beijing, China [language level determined by placement test; student enrollment varies by placement; specific course enrollments for AY16-17 are listed below]	9	2-5									X			X

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Chinese, cont.															
STDABRD 250	Summer Intensive Chinese Language, Beijing, China : Intermediate Chinese	9	3					1	0						
STDABRD 250	Summer Intensive Chinese Language, Beijing, China: Pre-Advanced Chinese	9	4					2	0						
STDABRD 255	LSA Study Abroad Contemporary China and Intensive Chinese Language, Beijing, China [all students take one intensive comprehensive Chinese class of 6 credits; additional skill-specific language classes are optional; course enrollment by placement test; enrollment for AY16-17 listed below]	2-6	2-5							X	X		X	X	
STDABRD 255	Contemporary China and Intensive Chinese Language, Beijing, China: Writing Letters and Emails: Personal and Business Communication	2	3	1	0	0									
STDABRD 255	Contemporary China and Intensive Chinese Language, Beijing, China: Chinese Language: Emerging Competence Abroad II	6	3	1	0	0									
STDABRD 255	Contemporary China and Intensive Chinese Language, Beijing, China: HSK Preparation	2	4	0	0	1	0								
STDABRD 255	Contemporary China and Intensive Chinese Language, Beijing, China: Advanced Chinese II	6	4	0	0	1	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Chinese, cont.															
STDABRD 257	LSA Study Abroad University Study in China, Fudan University (Shanghai) Exchange [study abroad program with combination of language and area studies courses; individual enrollment varies by student; AY16-17 course enrollments listed below]	1-7.5	1-5								X	X		X	X
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Intensive Reading Chinese	7.5	2	1	0	0	0								
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Spoken Chinese	3	2	1	0	0	0								
STDABRD 257	University Study in China, Fudan University Exchange: Listening (Chinese)	3	2	1	0	0	0								
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Extensive Reading Chinese	1.5	2	1	0	0	0								
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Writing Chinese	1.5	2	1	0	0	0								
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Elementary Chinese	4	2	0	0	1	0								
STDABRD 257	University Study in China, Fudan University (Shanghai) Exchange: Intermediate Chinese	4	2	0	0	2	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Chinese, cont.															
STDABRD 325	LSA Study Abroad Chinese Studies in Beijing, China [study abroad program with a combination of language and area studies courses; specific course enrollment varies by student; AY16-17 course enrollments listed below]	5	1-5									X			X
STDABRD 325	Chinese Studies in Beijing, China: Beginning Chinese	5	1					1	0						
STDABRD 325	Chinese Studies in Beijing, China: Advanced Beginning Chinese	5	2					1	0						
STDABRD 325	Chinese Studies in Beijing, China: Intermediate High Chinese	5	4					1	0						
Japanese															
ASIANLAN 123	First Year Japanese through Anime and Manga	3	1	12	2					X			X		
ASIANLAN 124	First Year Japanese through Anime and Manga II	3	1			22	3				X			X	
ASIANLAN 125	First Year Japanese I	5	1	113	9					X			X		
ASIANLAN 126	First Year Japanese II	5	1			82	5				X			X	
ASIANLAN 127	Intensive First Year Japanese	10	1					6	1			X			X
ASIANLAN 128	Mastering the Basics of Kanji: Learning Strategies and Orthography	2	1			15	1				X			X	
RCLANG 196, ASIANLAN 129	Intensive Japanese I	10	1	9	2					X			X		
ASIANLAN 225	Second Year Japanese I	5	2	87	3					X			X		
ASIANLAN 226	Second Year Japanese II	5	2			76	2				X			X	
ASIANLAN 227	Intensive Second Year Japanese	10	2					5	5			X			X
RCLANG 296, ASIANLAN 229	Intensive Japanese II	10	2			8	4				X			X	
ASIANLAN 325	Third Year Japanese I	4	3	47	5					X			X		

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Japanese, cont.															
ASIANLAN 326	Third Year Japanese II	4	3			41	4				X			X	
ASIANLAN 425	Media Japanese I	3	4	9	3					X			X		
ASIANLAN 426	Advanced Spoken Japanese	2	4			7	3				X			X	
ASIANLAN 429	Japanese Through Business and Social Topics I	3	4	11	7					X			X		
ASIANLAN 430	Japanese Through Business and Social Topics II	3	4			7	2				X			X	
ASIANLAN 433	Classical Japanese I	4	4	1	6								X		
ASIANLAN 439	Academic Japanese I	2	5	12	0					X			X		
ASIANLAN 440	Academic Japanese II	2	5											X	
ASIANLAN 441	Practicum in Japanese Translation (Hon'yaku jisshū)	3	5			5	3				X		X	X	
ASIANLAN 450	Japanese Pedagogy I	3	5												X
ASIANLAN 499	Independent Language Study: Japanese	1-5	5	0	0	0	0			X	X		X	X	
CJS 592	Independent Study in Advanced Japanese Language	1-3	5	0	0	0	0			X	X		X	X	
STDABRD 343	LSA Study Abroad University Study in Japan, Hitotsubashi University Exchange: [study abroad program with a combination of language and area studies courses; specific course enrollment varies by student; AY16-17 course enrollments listed below]	1	1-5							X	X		X	X	
STDABRD 343	University Study in Japan, Hitotsubashi University Exchange: Intermediate Japanese IB	1	3	0	0	1	0								
STDABRD 343	University Study in Japan, Hitotsubashi University Exchange: Intermediate Japanese IC	1	3	0	0	1	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Japanese, cont.															
STDABRD 347	LSA Study Abroad University Study in Japan, Waseda University Exchange: [study abroad program with a combination of language and area studies courses; specific course enrollment varies by student; AY16-17 course enrollments listed below]	1-5	1-5								X	X		X	X
STDABRD 347	University Study in Japan, Waseda University Exchange: Explaining My Life's Journey in Japanese (Level 1)	3	1	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Kanji for Native Kanji Learners (Level 1)	1	1	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Appropriate Expressions for Various Situations (Level 1-2)	1	2	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Reading Japanese Children's Literature (Level 1-2)	1	2	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Comprehensive Japanese 2	5	2	1	0	0	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Honoric Expressions for Communication (Level 2-3)	1	2	1	0	0	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Japanese, cont.															
STDABRD 347	University Study in Japan, Waseda University Exchange: Life Story Interview (Level 3-4)	1	2	1	0	0	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: The Mind of Japanese Expression and Communication: For Mutual Understanding (Level 4)	1	3	1	0	0	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Universtanding Japanese Society: Watching, Summarization and Telling (Level 4-5)	1	3	1	0	0	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Learning Media Literacy in Japanese (Level 5)	1	3	1	0	0	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Let's Produce an Event (Level 5-8)	1	4	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Japanese Traditional Culture and Popular Culture (Level 6-8)	1	4	0	0	1	0								
STDABRD 347	University Study in Japan, Waseda University Exchange: Learning about Issues in Global Society and about Ourselves through Case Studies (Level 7-8)	1	4	0	0	1	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Japanese, cont.															
STDABRD 348	LSA Study Abroad Language and Culture in Kyoto, Kyoto Consortium for Japanese Studies: Third Year Japanese	8	3	1	0	0	0			X	X		X	X	
STDABRD 348	LSA Study Abroad Japan Center for Michigan Universities (JCMU) Summer Internship Program: Intercultural and Business Communication in Hikone, Japan [students enroll in a 3 credit advanced Japanese language course focused on language use during internship]	3	4					4	0			X			X
STDABRD 349	LSA Study Abroad Language and Culture in Hikone, Japan, Japan Center for Michigan Universities [all students enroll in intensive Japanese language class for 10 credits; level determined by placement test]	10	1-4							X	X		X	X	
STDABRD 349	Language and Culture in Hikone, Japan, Japan Center for Michigan Universities: Japanese Level 2	10	2	0	0	1	0								
STDABRD 349	Language and Culture in Hikone, Japan, Japan Center for Michigan Universities: Japanese Level 3	10	3	2	0	1	0			X	X		X	X	
STDABRD 349	Language and Culture in Hikone, Japan, Japan Center for Michigan Universities: Japanese Level 4	10	4	0	0	1	0								

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Japanese, cont.															
STDABRD 466	LSA Study Abroad University Study in Japan, Kyushu University Exchange [study abroad program with a combination of language and area studies courses; specific course enrollment varies by student; AY16-17 course enrollments listed below]	2-3	2-5								X	X		X	X
STDABRD 466	University Study in Japan, Kyushu University Exchange: Intermediate Speaking Japanese	2	2	0	0	1	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Intermediate Speaking Japanese 3	3	3	1	0	0	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Intermediate Japanese 3	3	3	1	0	0	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Intermediate Kanji 4	3	3	1	0	0	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Upper Intermediate Japanese 6	3	4	1	0	0	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Advanced Integrated Japanese	2	5	0	0	1	0								
STDABRD 466	University Study in Japan, Kyushu University Exchange: Advanced Writing Japanese	2	5	0	0	1	0			X	X		X	X	
Korean															
ASIANLAN 135	First Year Korean I	5	1	52	1					X			X		
ASIANLAN 136	First Year Korean II	5	1			45	1				X			X	

Course Number	Course Title	Cred Hrs	Level	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Korean, cont.</i>															
ASIANLAN 138	Reading and Writing Korean I	5	1	8	0					X			X		
ASIANLAN 235	Second Year Korean I	5	2	27	1					X			X		
ASIANLAN 236	Second Year Korean II	5	2			23	1				X			X	
ASIANLAN 238	Reading and Writing Korean II	5	2			9	0				X			X	
ASIANLAN 335	Third Year Korean I	4	3	6	3					X			X		
ASIANLAN 336	Third Year Korean II	4	3			5	3				X			X	
ASIANLAN 436	Advanced Spoken Korean	3	4							X			X		
ASIANLAN 438	Media Korean	3	4								X			X	
ASIANLAN 479	Teaching Korean in the Community	2	4							X	X		X	X	
ASIANLAN 499	Independent Language Study: Korean	1-5	5	0	1	2	1			X	X		X	X	
STDABRD 374	LSA Study Abroad University Study in South Korea, Yonsei University (Seoul) Exchange: [study abroad program with a combination of language and area studies courses; specific course enrollment varies by student; AY16-17 course enrollments listed below]	3-6	1-5							X	X		X	X	
STDABRD 374	University Study in South Korea, Yonsei University (Seoul) Exchange: Korean 1	3	2	1	0	0	0								
STDABRD 374	University Study in South Korea, Yonsei University (Seoul) Exchange: Intensive Korean Language Level 2	6	3	0	0	1	0								
<i>Uyghur</i>															
* MELANG 450	Introductory Central Asian Language I: Beginning Uyghur I	4	1										X		
* MELANG 452	Introductory Central Asian Language II: Beginning Uyghur II	4	1											X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Architecture & Urban Planning, A Alfred Taubman College of: Architecture															
ARCH 409, ARCH 506	Special Topics in Architecture: Epoch Japan [travel course to four sites in Japan]	100	3					4	6						
ARCH 409, ARCH 506	Special Topics in Architecture: Experimental Japan: One-Offs, Islands, and Nomads [travel course to four sites in Japan]	100	3									X			
ARCH 506	Special Topics in Design Fundamentals: Chinese Urbanism	100	3			0	19								
ARCH 506	Special Topics in Design Fundamentals: Alter-Urbanisms [comparative course with case studies from China, Turkey, India; taught by EA specialist faculty]	33	3									X			
ARCH 509, ANTHRCUL 458	Experimental Course: Design and Power [theoretical course with EA case studies; taught by EA specialist faculty]	25	3			1	8								
ARCH 509	Experimental Course: Encountering China as Architectural Object, Theory, and Method	100	3								X				
ARCH 509	Experimental Course: International Practices in Architecture, Urban Design and Urban Planning [comparative course with EA case studies]	25	3										X		
ARCH 509	Experimental Course: Detroit-China Connections [comparative course with EA content; taught by EA specialist faculty]	50	3										X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Architecture & Urban Planning, A Alfred Taubman College of: Architecture, cont.															
ARCH 509	Experimental Course: International Practices in Architecture, Urban Design and Urban Planning [comparative course with EA content]	25	3										X		
Architecture & Urban Planning, A Alfred Taubman College of: Urban and Regional Planning															
URP 503	Comparative Planning Institutions and Law [comparative course with EA case studies]	25	3								X			X	
URP 523	Comparative Participatory Planning and Community Development (old title: Participatory Planning and Community Development) [comparative course with EA case studies]	25	3	0	8						X			X	
URP 570	Global and Comparative Planning (old title Urban and Regional Planning in Developing Countries) [international course with case studies from China, Hong Kong, Malaysia, Thailand, India, Egypt, Tanzania, Jamaica, Guatemala, Venezuela]	25	3			0	8				X		X		
URP 571	Comparative Urban Policy [comparative course with EA case studies]	25	3							X			X		
URP 572	Comparative Housing and Property Policy [comparative course with EA case studies]	25	3										X		
URP 573	Infrastructure Planning in the US and Developing Countries [comparative course with EA case studies]	25	3			0	25				X			X	
URP 584	Economic Development Planning [comparative course with EA case studies]	25	3			1	15				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Art and Design, Penny W Stamps School of: Art and Design																
ARTDES 398, HISTART 393, ARTDES 601, HISTART 689	Academic Seminar: Chinese Contemporary Art	100	3									X			X	
Art and Design, Penny W Stamps School of: Art and Design Study Abroad																
ADABRD 312	Shigaraki Preparation: Rethinking the Power of Art: Art for Social Change in Japan [pre-departure orientation course for travel course to Shigaraki, Japan]	100	1			14	0						X			X
ADABRD 339	Semester Abroad: Kyoto Seika University [generic course for semester study abroad with combination of art, language and area studies courses]	50	15	0	0	0	0					X	X		X	X
ADABRD 347	Semester Abroad: Taipei National University of the Arts [generic course for semester study abroad with combination of art, language and area studies courses]	50	15	0	0	0	0					X	X		X	X
ADABRD 392	Shigaraki Extension: Rethinking the Power of Art: Art for Social Change in Japan [follow-up course for travel course to Shigaraki, Japan]	100	2			14	0						X			X
Business, Stephen M Ross School of: Business Abroad																
BUSABRD 320	Study Abroad: Global Study and Intern Program in Hong Kong and Singapore	100	3			28	0						X			X
BUSABRD 320	Study Abroad: Corporate Strategy in China	100	3			28	0						X			X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>																
BUSABRD 406	Global Semester Exchange: IES Shanghai [semester study abroad program in Shanghai with a combination of business and area studies courses; specific course enrollment varies by student and is listed below for AY16-17]	50	12-18									X			X	
BUSABRD 407	Global Semester Exchange: Tsinghua University, School of Economics and Management [generic course for semester exchange program with a combination of business and area studies courses; specific course enrollment varies by student and is listed below for AY16-17]	50	12-18									X			X	
BUSABRD 407	Global Semester Exchange: Tsinghua University, School of Economics and Management: Corporate Strategy Management [theoretical course with EA case studies]	25	2			1	0					X			X	
BUSABRD 407	Global Semester Exchange: Tsinghua University, School of Economics and Management: Corporate Finance [theoretical course with EA case studies]	25	3			1	0					X			X	
BUSABRD 407	Global Semester Exchange: Tsinghua University, School of Economics and Management: Information Resource Management [theoretical course with EA case studies]	25	3			1	0					X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>																
BUSABRD 407	Global Semester Exchange: Tsinghua University, School of Economics and Management: Management Information Systems [theoretical course with EA case studies]	25	2			1	0					X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology [generic course for semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student and listed below for AY16-17]	50	1-20									X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Business Ethics and Social Responsibility [theoretical course with EA case studies]	25	2			1	0					X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Deal Making in Asia and Emerging Markets [comparative course with EA case studies]	50	3			2	0					X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Consumer Behavior [theoretical course with EA case studies]	25	4			1	0					X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Management Consulting [theoretical course with EA case studies]	25	3			1	0					X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>															
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Developing the Leader [theoretical course with EA case studies]	25	3			2	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Traps and Pitfalls in Judgment [theoretical course with EA case studies]	25	3			2	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Business Innovation with Socialism [theoretical course with EA case studies]	25	3			2	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Introduction to Management	50	3			1	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Chinese Capitalism: History and Comparisons	100	3			1	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Intermediate Corporate Finance [theoretical course with EA case studies]	25	3			1	0				X			X	
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Banking and Finance Intermediation [theoretical course with EA case studies]	25	3			1	0				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>															
BUSABRD 443	Global Semester Exchange: The Hong Kong University of Science and Technology: Technology and Innovation [theoretical course with EA case studies]	25	3			1	0				X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong [generic course for semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student and is listed below for AY16-17]	50	3								X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Introduction to International Business [theoretical course with EA case studies]	50	3			1	0				X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Integrated Marketing Communication [theoretical course with EA case studies]	25	3			1	0				X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Consumer Behavior [theoretical course with EA case studies]	25	3			1	0				X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Financial Markets [theoretical course with EA case studies]	25	3			2	0				X			X	
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Peoples and Cultures of Southeast Asia [includes relationship with EA]	25	3			1	0				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>															
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Mergers and Acquisitions [theoretical course with EA case studies]	25	3			1	0					X			X
BUSABRD 444	Global Semester Exchange: The Chinese University of Hong Kong: Cases in Corporate Finance [EA case studies]	25	3			1	0					X			X
BUSABRD 520	Global Immersion Doing International Business: Understanding Business in China [graduate level short term study abroad immersion course on China]	100	3			0	17					X			X
BUSABRD 611	Global Semester Exchange: Shanghai Jiao Tong University [generic course for graduate level semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student]	50	1-20			0	0					X			X
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai [generic course for graduate level semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student and is listed below for AY16-17]	50	1-20									X			X
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Advanced Corporate Finance and Valuation [theory course with EA case studies]	25	2			0	2					X			X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>															
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Consumer Behavior [theory course with EA case studies]	25	3			0	2				X			X	
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Financial Statement Analysis [theory course with EA case studies]	25	3			0	3				X			X	
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Future of Global Banking [international studies course with EA content]	25	2			0	2				X			X	
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Human Resource Management [theory course with EA case studies]	25	2			0	2				X			X	
BUSABRD 612	Global Semester Exchange: China Europe International Business School, Shanghai: Platform Strategy [theory course with EA case studies]	25	1			0	3				X			X	
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business [generic course for graduate level semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student and is listed below for AY16-17]	50	1-20								X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Business Abroad, cont.</i>															
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business: China in the Global Economy	100	2			0	1					X			X
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business: Managing Venture Capital Fund [theory course with EA case studies]	25	2			0	1					X			X
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business: Deal Making: Asia and China	100	2			0	1					X			X
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business: Building Effective Teams [theory course with EA case studies]	25	1			0	1					X			X
BUSABRD 633	Global Semester Exchange: Hong Kong University of Science & Technology Business: Global Business Opportunities: Africa [international studies course with EA content; covers EA investment in Africa]	25	2			0	1					X			X
BUSABRD 643	Global Semester Exchange: Keio Business School, Japan [generic course for graduate level semester exchange study abroad program with a combination of business and area studies courses; specific course enrollment varies by student]	50	1-20			0	0					X			X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Business, Stephen M Ross School of: Business Administration																
BA 591	Multidisciplinary Action Project I [for Global MBA students based in EA working with projects at EA organizations]	50	7.5			0	27					X			X	
BA 685	International Business Immersion [field projects in EA only]	50	3			0	23					X			X	
Business, Stephen M Ross School of: Business Economics & Public Policy																
BE 562	Growth and Stabilization in the Macro Economy [theoretical course with EA case studies]	25	2.25			0	41					X			X	
BE 886	International Business-Business Economics Seminar [theoretical course with EA case studies]	25	1.5	0	2						X			X		
BE 887	Topics in International Business-Business Economics I [theoretical course with EA case studies]	25	1.5	0	3						X			X		
BE 888	Topics in International Business-Business Economics II [theoretical course with EA case studies]	25	1.5								X			X		
BE 889	Topics in International Business-Business Economics III [theoretical course with EA case studies]	25	1.5			0	4					X			X	
Business, Steven M Ross School of: Business Law																
BL 311	Cross-Cultural Negotiation and Dispute Resolution [international studies course with EA case studies]	25	3								X					
BL 411	Cross-Cultural Negotiation and Dispute Resolution [international studies course with EA case studies]	25	3									X				
BL 530	Business and Human Rights [international studies course with EA case studies]	25	1.5									X				

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Steven M Ross School of: Entrepreneurial Studies</i>															
ES 626, FIN 626	Global Private Equity [theoretical course with EA case studies]	25	1.5			0	25				X			X	
<i>Business, Steven M Ross School of: Executive Master of Business Administration</i>															
EMBA 608	Global Finance [international studies course with EA content]	25	1.5					0	39						X
EMBA 622	Competing Globally [international studies course with EA content]	25	1.5			0	95				X			X	
EMBA 629	Strategies for Growth [theoretical course with EA case studies]	25	2.25			0	95					X		X	
EMBA 639	Global Business Environment [international studies course with EA content]	25	1.5			0	94				X			X	
<i>Business, Stephen M Ross School of: Finance</i>															
FIN 412	International Finance Management I [theoretical course with EA case studies]	25	1.5	51	10					X			X		
FIN 414	International Finance Management II [theoretical course with EA case studies]	25	1.5	38	8					X			X		
FIN 612	International Finance Management I [theoretical course with EA case studies]	25	1.5	0	94					X			X		
FIN 614	International Financial Management II [theoretical course with EA case studies]	25	1.5	0	42					X			X		
<i>Business, Stephen M Ross School of: Management and Organizations</i>															
MO 319	Developing Global Competency [study abroad pre-departure preparation course with EA case studies]	25	1	155	0					X			X		
MO 319	Developing Global Competency [study abroad pre-departure preparation course with EA case studies]	25	0.5			144	0				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Marketing</i>															
MKT 315	International Marketing [international studies course with EA content]	25	3			33	0				X			X	
MKT 615	International Marketing Management [international studies course with EA content]	25	1.5			0	64				X			X	
<i>Business, Stephen M Ross School of: Strategy</i>															
STRATEGY 310	Competing in the Global Business Environment [international course with EA content]	25	3	32	0	56	0				X		X	X	
STRATEGY 361	International Management [international studies course with EA content]	25	3			63	0				X			X	
STRATEGY 503	Competing in the Global Business Environment [global course with EA content]	25	1.5	1	316	0	246			X	X		X	X	
STRATEGY 558	World Economy [international studies course with EA content]	25	1.5			0	67				X			X	
STRATEGY 584	Business in Asia [international studies course with EA content]	75	3	0	43										
STRATEGY 623	Global Strategy [global course with EA case studies]	25	2.25			0	54				X			X	
STRATEGY 672	Strategies for Growth [theoretical course with EA case studies]	25	2.25	0	127					X			X		
<i>Business, Stephen M Ross School of: Technology & Operations</i>															
TO 560	Sustainable Operations and Supply Chain Management [theoretical course with EA case studies]	25	1.5								X			X	
TO 563, STRATEGY 562	Innovation in Global Health Delivery [international studies course with EA content]	25	1.5			0	29			X			X		
TO 620, MKT 640	Global Supply Chain Management [theoretical course with EA case studies]	25	3	0	53	0	17			X	X		X	X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Business, Stephen M Ross School of: Weekend Master of Business Administration</i>															
WMBA 512	The World Economy [international studies course with EA content]	25	2.25			0	95				X			X	
WMBA 602	Strategies for Growth [theoretical course with EA case studies]	25	2.25					0	57						
WMBA 611	Global Supply Chain Management [theoretical course with EA case studies]	25	2.25	0	54					X			X		
WMBA 615	Global Strategy [global course with EA case studies]	25	1.5			0	117				X			X	
<i>Education, School of</i>															
EDUC 250	Growing Up in School: Education and Development from a Global Perspective [comparative course with EA case studies]	25	3											X	
EDUC 358	Growing Up in School: Education and Development in Cross-Cultural Contexts [comparative course with EA case studies; taught by EA specialist faculty]	33	3								X			X	
EDUC 365	Web-based Mentorship: International Poetry Guild [international studies course with EA content]	25	3	9	0	11	0			X	X		X	X	
EDUC 419	Teaching Methods for World Language Minors [methods course with EA case studies]	25	2	4	2					X			X		
EDUC 420	Teaching World Languages in the Secondary School [theory & methods course with EA case studies]	25	3	2	6					X			X		
EDUC 450	Education, Peace, and Conflict [comparative course with EA case studies]	25	3										X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Education, School of, cont.</i>															
EDUC 547	Current Issues in Education Studies: Comparing Chinese and American Educational Systems [comparative course with EA content; taught by EA specialist faculty]	50	3			0	7			X					
EDUC 579	Second Language Learning [theoretical course with EA case studies]	25	3											X	
EDUC 644	Comparative and International Education [comparative course with EA case studies]	25	3											X	
EDUC 870	International and Comparative Higher and Postsecondary Education [comparative course with EA case studies]	25	3			0	19				X			X	
<i>Engineering, College of: Engineering Undergraduate Education</i>															
ENGR 260	Engineering Across Cultures [required course for International Minor in Engineering; project-based course with EA projects]	25	1	47	0	48	0			X	X		X	X	
ENGR 301	Engineering Undergraduate Study Abroad: UM-Shanghai Jiao Tong University Joint Institute [generic course for semester study abroad programs with combination of engineering and language/area studies courses; specific course enrollment varies by student]	50	16	14	0			56	0	X		X	X		X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Engineering, College of: Engineering Undergraduate Education, cont.															
ENGR 301	Engineering Undergraduate Study Abroad: Clean Energy with Xiamen University, China [generic course for summer study abroad programs with combination of engineering and area studies courses; specific course enrollment varies by student]	50	8					10	0			X			X
ENGR 301	Engineering Undergraduate Study Abroad: Hong Kong University of Science and Technology [generic course for semester study abroad programs with combination of engineering and area studies courses; specific course enrollment varies by student]	50	16			3	0	48	0		X	X		X	X
ENGR 301	Engineering Undergraduate Study Abroad: Nagoya University Automotive Summer Program (NUSIP), Japan [generic course for semester study abroad programs with combination of engineering and language/area studies courses; specific course enrollment varies by student]	50	8					4	0			X			X
ENGR 591	Engineering Graduate Study Abroad: Graduate Student Research at Nagoya University, Japan (JUACEP) [generic course for summer study abroad program with combination of engineering and area studies courses; specific course enrollment varies by student]	50	3					0	4			X			X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Engineering, College of: Industrial & Operations Engineering															
IOE 425, MFG 426	Lean Manufacturing & Services [theoretical course with EA case studies]	25	2	57	30	81	19			X	X		X	X	
IOE 430	Global Cultural Systems Engineering [theory & methods course with EA case studies]	25	3	57	12					X			X		
Engineering, College of: Manufacturing															
MFG 501, TO 701	Topics in Global Operations [includes EA case studies]	25	1.5	0	60					X			X		
MFG 587, MECHENG 587	Global Manufacturing [theoretical course with EA case studies]	25	3	0	67						X			X	
Environment and Sustainability, School for															
EAS 501, ENVIRON 462, NUTR 555, URP 427, URP 527	Foundations of Sustainable Food Systems [global course with EA case studies]	25	3	10	28					X			X		
EAS 501	United Nations Framework Convention on Climate Change [global course with EA content]	25	1	3	15					X			X		
EAS 512, STRATEGY 564	Strategies for Sustainable Development I: Environmental Strategy [theoretical course with EA case studies]	25	1.5	2	22								X		
EAS 527, BE 527	Energy Markets and Energy Politics [theoretical course with EA case studies]	25	3	1	45								X		
EAS 513, STRATEGY 565	Strategies for Sustainable Development II: Managing Social Issues [theoretical course with EA case studies]	25	1.5	2	15								X		
EAS 539	Landscape Ecology [theoretical course with EA case studies]	25	2			0	14			X			X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Environment and Sustainability, School for, cont.</i>															
EAS 550, STRATEGY 566	Systems Thinking for Sustainable Development and Enterprise [theoretical course with EA case studies]	25	3			0	52							X	
EAS 555	Climate and Development: Impacts, Mitigation and Adaptation in Less Developed Countries [comparative course with EA case studies]	25	3			0	10							X	
EAS 563	International Environmental Policy [international studies course with EA content]	25	3			0	21				X			X	
EAS 573	Environmental Footprinting and Input-Output Analysis [theoretical course with EA case studies]	25	3											X	
EAS 574, PUBPOL 519, RCNSCI 419	Sustainable Energy Systems [theoretical course with EA case studies]	25	3	6	67					X			X		
EAS 577	Political Ecology, Environmental Security and Conflict [theoretical course with EA case studies]	25	3	0	20					X			X		
EAS 677	Climate Change Adaptation [international studies course with EA case studies]	25	1.5	0	17					X			X		
<i>Information, School of</i>															
SI 430	Information Technology and Global Society [international studies course with EA case studies]	25	3											X	
SI 675	Digitization of Cultural Heritage Resources [theory & methods course with EA case studies]	25	3								X				
SI 691	Global Information Engagement Program [practicum course with EA-related projects]	25	6			0	17				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Kinesiology, School of: Kinesiology</i>															
KINESLGY 302	Kinesiology Study Abroad: Health, Wellness, and Sport in China [short term travel course]	100	3									X			X
<i>Kinesiology, School of: Sports Management</i>															
SM 313	Special Topics: Comparative Sports Organization [comparative course with EA case studies]	25	3	11	0					X			X		
SM 433	Sport and Public Policy [comparative course with EA case studies]	25	3	38	0	35	0			X	X		X	X	
<i>Law School</i>															
LAW 464	Human Dignity [theoretical course with EA case studies]	25	2	0	14					X			X		
LAW 502	International Corporate Governance [theoretical course with EA case studies]	25	2			0	27				X			X	
LAW 505	Chinese Law	100	3								X				
LAW 519	United Nations and Other International Organizations [international studies course with EA content]	25	3							X					
LAW 578	Critical Issues in Law and Development [comparative course with EA case studies]	25	3								X				
LAW 600	Transnational Law Colloquium [discussion topics include EA case studies]	25	1										X		
LAW 602	International Investment Law [international studies course with EA case studies]	25	3			0	19				X			X	
LAW 606	Transnational Law [theoretical course with EA case studies]	25	3							X			X		
LAW 619	International Cartel Enforcement [theoretical course with EA case studies]	25	1							X					
LAW 630	International Law [international studies course with EA case studies]	25	4								X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Law School, cont.															
LAW 646	Chinese Constitutionalism	100	3								X				
LAW 678	International Finance [theoretical course with EA case studies]	25	4			0	30								
LAW 682	International Environmental Law and Policy [theoretical course with EA case studies]	25	3											X	
LAW 690	International Trade and Tax Law [theoretical course with EA case studies]	25	1	0	8										
LAW 691	International Tax [theoretical course with EA case studies]	25	3	0	28					X			X		
LAW 692	International Law Fundamentals [international studies course with EA content]	25	3			0	42								
LAW 693	Jurisdiction and Choice of Law [theoretical course with EA case studies]	25	4			0	35			X				X	
LAW 694	International Litigation [theoretical course with EA case studies]	25	3	0	18						X				
LAW 695	International Trade Law [theoretical course with EA content]	25	3	0	8					X			X		
LAW 700	Japanese Law	100	2	0	8									X	
LAW 717	International Intellectual Property [theoretical course with EA case studies]	25	2							X				X	
LAW 722	Consumption Taxes [theoretical course with EA case studies]	25	2										X		
LAW 724	International Refugee Law [theoretical course with EA content]	25	3	0	20					X			X		
LAW 732	Joint Ventures Practicum [practicum with EA-related cases]	25	2			0	14				X			X	
LAW 744	Use of Force in International Law [international studies course with EA case studies]	25	2			0	40								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Law School, cont.															
LAW 756	Comparative Human Rights Law [comparative course with EA case studies]	25	3	0	21					X			X		
LAW 763	Foreign Affairs [theoretical course with EA case studies]	25	3			0	18						X		
LAW 766	International Commercial Arbitration [theoretical course with EA case studies]	25	3											X	
LAW 774	Advanced Topics in International Tax [international studies course with EA case studies]	25	1							X			X		
LAW 777	Law and Development [theoretical course with EA case studies]	25	1								X				
LAW 778	Law and Development Research [individual research projects with EA-focused topic options]	25	1-2								X				
LAW 780	Human Rights: Themes and Variations [theoretical course with EA case studies]	25	3	0	20								X		
LAW 787	Impact of Human Rights on International Law [theoretical course with EA case studies]	25	1			0	18				X			X	
LAW 806	Chinese Corporation	100	2	0	7									X	
LAW 811	International Project Finance [theoretical course with EA case studies]	25	2	0	22					X			X		
LAW 831	International Commercial Transactions [theoretical course with EA case studies]	25	2	0	13					X					
LAW 832	International Criminal Law [theoretical course with EA case studies]	25	2										X		
LAW 838	Law of Armed Conflict [international studies course with EA case studies]	25	2								X				
LAW 843	Refugee Law Reform [theoretical course with EA case studies]	25	1	0	13										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Law School, cont.															
LAW 848	Colloquium on International Refugee Law [includes discussion of EA cases]	25	3			0	9								
LAW 857	Income Tax Treaties [theoretical course with EA case studies]	25	2	0	19					X			X		
LAW 881	Ethics, Justice and International Law [theoretical course with EA case studies]	25	2										X		
LAW 888	Global Animal Law [global studies course with EA content]	25	2							X					
LAW 906	International Transactions Clinic [includes EA-focused cases]	25	4	0	12					X			X		
LAW 907	International Transactions Clinic [includes EA-focused cases]	25	4			0	15				X			X	
Literature, Science & the Arts, College of: Afroamerican & African Studies															
AAS 457	When China Comes to Town: Environment and the Politics of Development in Africa	100	3			26	1				X				
Literature, Science & the Arts, College of: American Culture															
AMCULT 102, ASIANPAM 102, WOMENSTD 151	First Year Seminar in American Studies: Food and Gender in Asian American Communities	33	3								X				
AMCULT 103, ASIANPAM 103, ENGLISH 140	First Year Seminar in American Studies: Asian America and the Transpacific [comparative course with EA content]	33	3	7	0					X			X		
AMCULT 204, HONORS 241	Themes in American Culture: Fall and Rise of American Empire [international course with EA content]	25	4							X					

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: American Culture, cont.</i>															
AMCULT 204, ASIANPAM 204	Themes in American Culture: Asian and Pacific Islander American (A/PIA) Literature, Poetry, Fiction, and Performance [comparative course with EA content]	33	3								X				
AMCULT 204, ASIANPAM 204	Themes in American Culture: Gender and Imperialism [international studies course with EA content]	33	3									X			
AMCULT 214, ASIANPAM 214	Introduction to Asian/Pacific American Studies [comparative course with EA content]	33	1-2	36	0						X			X	
AMCULT 233, WOMENSTD 233	Genes and Society: Comparative and International Perspectives [international course with EA content]	25	3			39	0								
AMCULT 301, ASIANPAM 301	Topics in American Culture: Asian/Pacific Islander Americans in the Civil Rights Movement [comparative course with EA content]	33	3			19	0					X			X
AMCULT 311, ASIANPAM 311	American Culture and the Humanities: Asian American Fiction and Films [comparative course with EA content]	33	3			24	0								
AMCULT 311, ASIANPAM 311	American Culture and the Humanities: Asian/Pacific Islander Americans at the University of Michigan [comparative course with EA content]	33	3			25	0								
AMCULT 324, ASIANPAM 324, ENGLISH 381	Asian American Literature: Asian American Literary and Cultural Production [comparative course with EA content]	33	3									X			

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: American Culture, cont.</i>															
AMCULT 325, ASIANPAM 325, ENGLISH 388	Pacific Literary & Cultural Studies [international studies course with EA content]	33	3	19	0						X				
AMCULT 333, ENGLISH 317, NATIVEAM 333	Green Indigeneity [international studies course with EA content]	25	3							X			X		
AMCULT 352, ASIANPAM 352	Asian/Pacific Islander American Cultural Performance [comparative course with EA content]	33	3	38	0										
AMCULT 498	Capstone Seminar in American Culture: The Rise & Fall of the American Empire [international studies course with EA content]	25	3	13	0										
AMCULT 601, ENGLISH 540	Topics in American Studies: Empire, Environment, Decolonization [international studies course with EA case studies]	25	3			0	10								
<i>Literature, Science & the Arts, College of: Anthropological Archaeology</i>															
ANTHRARC 386	Early Civilizations [comparative course with EA content]	25	4			0	39				X			X	
<i>Literature, Science & the Arts, College of: Anthropology, Cultural</i>															
ANTHRCUL 202, ANTHRCUL 558	Ethnic Diversity in Japan	100	4								X		X		
ANTHRCUL 222	The Comparative Study of Cultures [comparative course with EA case studies]	25	4	35	0					X			X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Anthropology, Cultural, cont.															
ANTHRCUL 258	Honors Seminar in Anthropology: Culture and Medicine [comparative course with EA content]	25	3			13	0					X			X
ANTHRCUL 272, LING 272	Language in Society [theory course with EA case studies]	25	4			56	0					X			X
ANTHRCUL 302, ANTHRCUL 558, HISTART 302, WOMENSTD 302	Sex & Gender in Japan	100	3			35	1								X
ANTHRCUL 305	Peoples and Cultures of the Himalaya [international course with EA content]	33				12	0								
ANTHRCUL 325, WOMENSTD 324	Childbirth & Culture [comparative course with EA case studies]	25	4	138	0						X			X	
ANTHRCUL 328	Globalizing Consumer Cultures [global course with EA case studies]	25	3	25	0									X	
ANTHRCUL 329, INTLSTD 385	Encounters: Cultural Difference in the Modern World [international studies course with EA content]	25	4									X			
ANTHRCUL 332	Exchange, Commodities, and Money [theory course with EA case studies]	25	4			45	0								
ANTHRCUL 333	Non-Western Legal Systems I [comparative course with EA case studies]	25	3	26	0						X			X	
ANTHRCUL 337	Death, Dying, and the Afterlife [comparative course with EA case studies; taught by EA specialist faculty]	33	4			42	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Anthropology, Cultural, cont.															
ANTHRCUL 341, INTLSTD 387	The Globalization of Biomedicine [international course with EA case studies]	25	4			20	0						X		
ANTHRCUL 402	Chinese Society and Cultures	100	3								X				
ANTHRCUL 439	Economic Anthropology & Development [theory & application course with EA case studies]	25	3			55	0				X			X	
ANTHRCUL 458, COMM 405	Topics in Sociocultural and Linguistic Anthropology: Religion, Media and Politics [comparative course with EA content]	25	3	11	1								X		
ANTHRCUL 458	Topics in Sociocultural and Linguistic Anthropology: Japanese Culture and Society	100	3	12	8										
ANTHRCUL 474	Language, Ethnicity, and Nationalism [international studies course with EA content]	25	3			5	2								
ANTHRCUL 539	Consumption and Materiality [comparative course with EA content]	25	3			0	11				X				
ANTHRCUL 625	Anthropological Approaches to Property and Property Rights [theory course with EA case studies]	25	3			0	5							X	
ANTHRCUL 632	Comparative Analysis of Kinship [comparative studies course with EA case studies]	25	3							X					
ANTHRCUL 959	Survey of Literature [independent study supervised by EA specialist faculty only]	100	1-4	0	2	0	0	0	0	X	X	X	X	X	X
ANTHRCUL 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	2	0	0	X	X	X	X	X	X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Anthropology, Cultural, cont.															
ANTHRCUL 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	4	0	3	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Asian Studies															
ASIAN 200, HISTORY 203	Introduction to Japanese Civilization: Japan Before Today	100	4								X				
ASIAN 201	Society and Culture in Contemporary Japan	100	4	26	0										
ASIAN 220, RELIGION 202	Philosophy and Religion in Asia	33	4										X		
ASIAN 230, PHIL 230, RELIGION 230	Introduction to Buddhism [comparative course with EA content]	50	4	302	0					X			X		
ASIAN 235	Introduction to Asian Studies [international course with EA content]	50	4	53	0					X			X		
ASIAN 244	Seeds of Conflict: Intercultural Encounters in Japan from 745-1945	100	3			18	0								
ASIAN 248, HISTORY 248, RELIGION 248	Jesus Comes to Asia: Conversion & its Consequences in Asia [comparative studies course with EA content]	50	3			47	0								
ASIAN 252	Undergraduate Seminar in Japanese Culture: Fantasizing Japan	100	3	13	0					X			X		
ASIAN 252	Undergraduate Seminar in Japanese Culture: Hybrids in Modern Japan	100	3			5	0				X			X	
ASIAN 254	Undergraduate Seminar in Korean Culture: The Korean Family: Tradition and Transformation	100	3							X					
ASIAN 255, PHIL 202	Undergraduate Seminar in Asian Studies: What is Enlightenment? The Buddhist Tradition of Logic and Debate from Ancient India to the Present [comparative course with EA content]	25	3					19	0						

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Literature, Science & the Arts, College of: Asian Studies, cont.																
ASIAN 258	Food & Drink of Asia [comparative course with EA content; taught by EA specialist faculty]	50	4			119	0					X			X	
ASIAN 260, HISTORY 252	Introduction to Chinese Civilization	100	4	107	1							X			X	
ASIAN 261	Introduction to Modern Chinese Culture	100	4			69	0									
ASIAN 264	Looking at Traditional China through its Most Famous Novel, The Story of the Stone	100	3									X				
ASIAN 271	Spectacular History of Korea: Visualizing Events	100	3												X	
ASIAN 273, RCHUMS 273	North Korea: Real and Imagined	100	4										X			
ASIAN 274, HISTORY 249	Introduction to Korean Civilization	100	3	25	11							X			X	
ASIAN 280	Topics in Asian Studies: What Makes Us Human? Philosophical and Religious Perspectives from Classical China	100	3	6	0											
ASIAN 280, CLCIV 350, HISTORY 328	Topics in Asian Studies: Frontiers in the Ancient World [global course with EA content; taught by EA specialist faculty]	33	3			40	0									
ASIAN 280	Topics in Asian Studies: Spectacular History of Korea	100	3									X				
ASIAN 280	Topics in Asian Studies: Death and Mourning in Early China	100	3									X				
ASIAN 280, CLCIV 350, HISTORY 230	Topics in Asian Studies: Rome and China: Comparing Ancient Empires [comparative course with EA content]	50	3									X				
ASIAN 280	Topics in Asian Studies: Japanese Narrative Design Lab	100	3										X			

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Asian Studies, cont.															
ASIAN 280	Topics in Asian Studies: Ghosts in Chinese Art, Film, and Literature	100	3								X				
ASIAN 285, WOMENSTD 285	Love and Intimacy in Asia [comparative course with EA content; taught by EA specialist faculty]	67	3			29	0								
ASIAN 300	Love & Death in Japanese Culture	100	3	22	0									X	
ASIAN 302, ASIAN 500	Rewriting Identities in Modern Japan	100	3							X					
ASIAN 303, RELIGION 303	Religious Military Orders of the World [comparative course with EA content]	33	3			34	0								
ASIAN 305, RELIGION 305	Religion and Violence in the Secular World [comparative course with EA content]	25	3	35	0						X				
ASIAN 306, RELIGION 306	What is Religion? [theory course with EA case studies]	25	3							X					
ASIAN 310, WOMENSTD 377	Family in Japan	100	3			16	0								
ASIAN 311	The Image of the Samurai	100	3											X	
ASIAN 312	After Defeat: The Cultural History of Postwar Japan	100	3			18	1				X			X	
ASIAN 314	Strange Ways: Literature of the Supernatural in Pre-modern Japan and China	100	3	24	0					X				X	
ASIAN 316	Controversies in Contemporary Japan	100	3			23	0								
ASIAN 319, RELIGION 319	Spirits of Contemporary Japan in Popular Culture	100	3			17	0								
ASIAN 320	Japanese Performance Culture	100	3							X					
ASIAN 321, ASIAN 500	Make It New: Modernism and Modern Life in Japan	100	3							X				X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Asian Studies, cont.															
ASIAN 325, RELIGION 323	Zen: History, Culture, & Critique [comparative course with EA content]	100	4									X			
ASIAN 326	Introduction to Japanese Buddhism	100	3							X					
ASIAN 329	Buddhism, Politics, and Violence in Modern Asia [comparative course with EA content]	50	3											X	
ASIAN 350, RELIGION 351	Gods, Ghosts, and Gangsters: Popular Religion in China	100	3							X					
ASIAN 352, WOMENSTD 352	Gender, Sexuality, and Power in Premodern China	100	3							X					
ASIAN 353	Globalizing China: From Ancient Wisdom to World Literature	100	3	15	0					X			X		
ASIAN 355	Revolution in Life: How Communism Changed China	100	3							X					
ASIAN 357, RCHUMS 358	Sensuous Pleasures: China's Forbidden Novel, Jin Ping Mei	100	3			11	0								
ASIAN 358, PHIL 397	Art of War [Chinese philosophy course]	100	3	27	0					X			X		
ASIAN 359	Crime & Detection in Chinese Literature	100	3			10	0								
ASIAN 361	Humanities Topics in Chinese Studies: Food in China	100	3										X		
ASIAN 362	The Travels of the Monkey King in China and Abroad	100	3			29	0				X			X	
ASIAN 363	Chinese Drama & Theater	100	3								X				
ASIAN 364, ASIAN 536	The Development of Chinese Fiction	100	3							X					
ASIAN 366	Controversies in Contemporary China	100	3			11	0				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Literature, Science & the Arts, College of: Asian Studies, cont.																
ASIAN 369	Chinese Film	100	3											X		
ASIAN 370	Acupuncture: Historical and Contemporary Transformations	100	3							X						
ASIAN 371, RCSSCI 371	Natural Disasters in East Asia	100	3								X					
ASIAN 374	Korean War in Fiction and Film	100	3								X					
ASIAN 375, ASIAN 500	Modern Korean Literature	100	3							X						
ASIAN 376	Controversies in Contemporary Korea	100	3			31	0				X					
ASIAN 377	K-Pop & Beyond: Popular Culture & Korean Society	100	3			33	1									
ASIAN 378	Seoul: History and Places	100	3								X					
ASIAN 380	Topics in Asian Studies: Language & Culture in Everyday Life: Korean Discourse as a Window into Culture, Perception, Cognition, Identity, and Taste	100	3			5	0									
ASIAN 380	Topics in Asian Studies: Korean Traditional Poetry: Sijo'	100	3							X						
ASIAN 380	Topics in Asian Studies: The China Problem in Korea	100	3								X					
ASIAN 380	Topics in Asian Studies: Contemporary Art in China and Japan	100	3										X			
ASIAN 381	Junior/Senior Colloquium for Concentrators: Research: Senior Project in Asian Studies	100	3	20	0	17	0			X	X		X	X		
ASIAN 383	Wealth and Poverty in Korea: What it means to be rich (or not) in Korea	100	3			19	4									
ASIAN 385	Love in Korean Literature and Cinema	100	3	31	0											

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Asian Studies, cont.															
ASIAN 389, POLSCI 388	Asian Business Culture [comparative course with EA content]	67	4								X				
ASIAN 395	Honors Thesis [supervised by EA specialist instructors]	100	1-3	1	0	6	0				X	X	X	X	X
ASIAN 396	Asian Studies Internship Reflection Seminar [EA related internships only]	100	1-3	0	0									X	
ASIAN 397	Mini Course in Asian Studies: History of Asian Studies [comparative course with EA content]	50	1			33	0								
ASIAN 402	East Asian Performance Theory	100	3									X			
ASIAN 458, SAC 458	Film Culture in Korea	100	3							X			X		
ASIAN 470	Saga of the Three Kingdoms: From History to Videogames [Chinese literature course]	100	3			4	2								
ASIAN 475	Japanese Cinema	100	3			12	3							X	
ASIAN 480	Topics in Asian Studies: Making Places in Seoul: Cultural History of Urbanism and Development	100	3	5	1										
ASIAN 480	Topics in Asian Studies: Beyond the Samurai Student: Education in Contemporary Japan	100	3			2	5								
ASIAN 480	Topics in Asian Studies: Food in China	100	3							X					
ASIAN 480	Topics in Asian Studies: Dance in Modern Asia: History, Identity, Politics [comparative course with EA content; taught by EA specialist faculty]	50	3								X				
ASIAN 480	Topics in Asian Studies: Interdisciplinary Topics in Korean Politics and Society	100	3												

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Asian Studies, cont.															
ASIAN 483	The Lives of the Buddha, from India to Manga [comparative course with EA content; taught by EA specialist faculty]	67	3	6	2						X				
ASIAN 484	Buddhist Tantra: Lives of the Tantric Saints	100	3			0	4								
ASIAN 499	Independent Study-Directed Readings [supervised by EA specialist instructors only]	100	1-4	1	4	1	3	0	0	X	X	X	X	X	X
ASIAN 500	Seminar in Asian Studies: Rethinking Area Studies through the Modern Asian Novel [comparative course with EA content; taught by EA specialist faculty]	50	3			0	7								
ASIAN 500	Seminar in Asian Studies: Order in Classical Confucianism	100	3										X		
ASIAN 536	Seminar in Traditional Chinese Fiction	100	3										X		
ASIAN 537	Rethinking China after 1949: New Approaches in PRC Cultural Studies	100	3										X		
ASIAN 546	Critical Studies in Asian Performance: Indonesia and China [comparative course with EA content; co-taught by EA specialist faculty]	50	3								X				
ASIAN 550	Critical Introduction to Asian Studies [theory & methods course with EA case studies]	50	3	0	11					X			X		
ASIAN 551	Practicum in Asian Studies: Asian Medical Encounters	100	3			0	13							X	
ASIAN 554	Modern Japanese Literature	100	3											X	
ASIAN 558	Bodies and Boundaries in Premodern Japan	100	3							X					
ASIAN 560	Seminar in Korean Studies: Historiography of Modern Korea	100	3							X					

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: Asian Studies, cont.</i>															
ASIAN 580, COMPLIT 741, ENGLISH 630	Seminar in South Asian Studies: Amitav Ghosh [international studies course with EA content]	33	3			0	11								
ASIAN 585	Seminar in Chinese Studies: Soundscapes and Aural Imagination in Modern China	100	3							X					
ASIAN 585	Seminar in Chinese Studies: Historical Studies of Food in China	100	3							X					
ASIAN 585	Seminar in Chinese Studies: Studies of Chinese Religions	100	3							X					
ASIAN 585	Seminar in Chinese Studies: Technologies of Culture in Early Modern China	100	3								X				
ASIAN 625	Reading Buddhist Literature	100	3	0	4										
ASIAN 699	Directed Readings [supervised by EA specialist instructors only]	100	1-6	0	3	0	2	0	0	X	X	X	X	X	X
ASIAN 990	Dissertation Research - Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
ASIAN 995	Dissertation Research - Candidate [supervised by EA specialist instructors only]	100	8	0	7	0	8	0	0	X	X	X	X	X	X
<i>Literature, Science & the Arts, College of: Chinese Studies</i>															
CCS 501, ANTHRUL 501, ASIAN 501, HISTORY 549, POLSCI 501, SOC 527	Social Scientific Studies of Historical and Contemporary China	100	3	0	8										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Chinese Studies, cont.															
CCS 580	Graduate Seminar in Chinese Studies: Reading Applied Statistics in Studies of Contemporary China: A Social Science Perspective	100	3			0	1							X	
CCS 591	Independent Study in Chinese Studies	100	1-3	0	0	0	1	0	0	X	X	X	X	X	X
CCS 799	Master's Final Project in Chinese Studies	100	1-3	0	1	0	0	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Classical Civilization															
CLCIV 257, HISTORY 257, JUDAIC 257	Ancient Law [comparative course with EA case studies]	33	3	75	0										
CLCIV 328	Ancient Languages & Scripts [comparative course with EA content]	25	3	63	0					X			X		
Literature, Science & the Arts, College of: Communication Studies															
COMM 159	First-Year Seminar in Media Issues: Global Media Dynamics [global course with EA content]	25	3	16	0										
COMM 159	First-Year Seminar in Media Issues: Global World/Media Microclimates [global course with EA case studies]	25	3								X				
COMM 305	Survey of Media Topics: Global Media and Culture [comparative course with EA case studies]	25	3										X		
COMM 404	Special Topics in Mass Media and Mass Communication: Fashion and Media [global course with EA case studies]	25	3	50	0										
COMM 432	Foreign News Coverage [international studies course with EA content]	25	3	15	0	15	0	9	0	X	X	X	X	X	X
COMM 440	Global Iconic Events [international studies course with EA case studies]	25	3							X					
COMM 455	Global Visual Cultures [global course with EA content]	25	3	15	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Communication Studies, cont.															
COMM 990	Dissertation-Precandidate [independent study supervised by EA faculty]	100	8	0	0	0	0	0	0	X	X	X	X	X	X
COMM 995	Dissertation-Candidate [independent study supervised by EA faculty]	100	8	0	1	0	1	0	1	X	X	X	X	X	X
Literature, Science & the Arts, College of: Comparative Literature															
COMPLIT 100	Global X: Global Sports Cultures [international studies course with EA content]	25	3	43	0	148	0			X	X		X	X	
COMPLIT 322	Translating World Literatures: Creative Copying [theory & methods course with EA case studies]	25	3	38	0	17	0								
COMPLIT 322	Translating World Literatures: Translation Workshop [theory & methods course with EA case studies]	25	3			19	0			X			X		
COMPLIT 322	Translating World Literatures: Poetic Expressions [comparative course with EA content; taught by EA specialist faculty]	25	3			17	0				X			X	
COMPLIT 720	Seminar in Translation: Resistance to Translation [theory & methods course with EA case studies]	25	3	0	14					X			X		
COMPLIT 720, JUDAIC 517	Seminar in Translation: Task of the Self- Translator [theory & methods course with EA case studies]	25	3			0	9							X	
COMPLIT 770	Seminar: Interdisciplinary Approaches to Literature: Non-Western Homosexualities: Framing Same Sex Love in 21st Century Literary Texts and Films [comparative course with EA content]	25	3	0	8										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Comparative Literature, cont.															
COMPLIT 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
COMPLIT 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	0	0	0	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Earth & Environmental Sciences															
EARTH 107	Volcanoes & Earthquakes [theoretical course with EA case studies]	25	1	229	1	121	0	50	1				X		
EARTH 108	When Earth Attacks: The Science Behind Natural Disasters [theoretical course with EA case studies]	25	1								X		X		
EARTH 114	Global Warming [theoretical course with EA case studies]	25	1			393	1			X	X			X	
Literature, Science & the Arts, College of: Economics															
ECON 340	International Economics [international studies course with EA case studies]	25	3	126	0	111	0				X		X		
ECON 412	Topics in Macroeconomics: Global Imbalances and Government Policy [comparative course with EA case studies]	25	3	27	1					X					
ECON 441	International Trade Theory [international studies course with EA case studies]	25	3	48	0	63	2			X			X		
ECON 442	International Finance [international studies course with EA case studies]	25	4	66	2	67	3			X			X		
ECON 461	The Economics of Development I [theoretical course with EA case studies]	25	4			53	0			X			X		
ECON 490	Topics in Microeconomics: Trade and Financial Globalization [theory course with EA case studies]	25	3			37	0							X	
ECON 495	Seminar in Economics: Current Topics in Development Economics [theoretical course with EA case studies]	25	3	5	3										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Economics, cont.															
ECON 495	Seminar in Economics: Global Macroeconomics [theory course with EA case studies]	25	3			12	0							X	
ECON 541, PUBPOL 541	International Trade Policy [international studies course with EA case studies]	25	3	0	25						X		X		
ECON 641	International Trade Theory [international studies course with EA case studies]	25	3	0	4					X			X		
ECON 642	International Finance [theoretical course with EA case studies]	25	3			0	2				X			X	
ECON 663, HISTORY 662	Topics in World Economic History I	25	3											X	
ECON 665	Economic Development of Underdeveloped Countries I [theoretical course with EA case studies]	33	3	0	5					X			X		
ECON 666	Economic Development of Underdeveloped Countries II [theoretical course with EA case studies]	25	3			0	5				X			X	
ECON 842	Research Seminar in International Economics II [theory & methods course with EA case studies]	25	3												
ECON 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
ECON 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	1	0	0	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: English Language Institute															
ELI 391, ELI 591	Topics in English as a Second Language / Teaching ESL Overseas: Fundamentals in Teaching English as a Second Language Internationally [theoretical course with EA case studies]	25	3	8	0	13	0	8	0	X	X	X	X	X	X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: English Language & Literature</i>															
ENGLISH 230	Introduction to Short Story and Novel: Narratives of Immigration [international studies course with EA content]	25	3								X				
ENGLISH 317	Literature and Culture: Literature of the Refugee [international studies course with EA content]	25	3								X				
ENGLISH 407	Topics in English Language & Literature: Literature & Human Rights [comparative studies course with EA case studies]	25	3											X	
ENGLISH 407	Topics in English Language & Literature: The Global Novel and Global Crime	25	3										X		
ENGLISH 475	Studies in World Literatures in English: Empire, Violence and Narrative in the Asia/Pacific	50	3										X		
<i>Literature, Science & the Arts, College of: Environment</i>															
ENVIRON 110, AOSS 171, BIOLOGY 110, EARTH 171, ENSCEN 171	Introduction to Global Change I: Physical Processes [global studies course with EA case studies]	25	4	96	0						X			X	
ENVIRON 111, AOSS 172, EARTH 172, ENSCEN 172, GEOG 111	Introduction to Global Change II: Human Impacts [global studies course with EA case studies]	25	3			58	0					X			X
ENVIRON 221, HISTORY 222	Global Environmental History [international studies course with EA case studies]	25	4											X	
ENVIRON 223, HISTORY 223	Trashed! A History of Garbage in the Modern World [international studies course with EA case studies]	25	4								X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Environment, cont.															
ENVIRON 306	Global Water [global studies course with EA case studies]	25	3	29	0					X			X		
ENVIRON 365	International Environmental Policy [international course with EA content]	25	3			23	0				X			X	
ENVIRON 367	Global Enterprise & Sustainable Development [international studies course with EA case studies; EA specialist instructor]	25	3			37	0				X			X	
Literature, Science & the Arts, College of: History															
HISTORY 195	The Writing of History: Warriors in Medieval Japan: The Early Samurai	100	4			18	0								
HISTORY 195	The Writing of History: Swords, Axes, and Spades: Writing Social Diversity into Medieval Japan	100	4							X					
HISTORY 196, AAS 103	First-Year Seminar in Social Sciences: History of Our Own Times [global course with EA content]	25	3							X					
HISTORY 197	First-Year Seminar in the Humanities: Samurai and their Women in War and Peace	100	3							X					
HISTORY 204, ASIAN 204	East Asia: Early Transformations	100	4	61	0					X			X		
HISTORY 205, ASIAN 205	Modern East Asia	100	4			81	0				X			X	
HISTORY 216	World War I [international course with EA content]	25	4			121	0							X	
HISTORY 224, ENVIRON 224, PUBPOL 224	Global Nuclear Proliferation [international studies course with EA case studies]	33	4	66	0										
HISTORY 232	Interdisciplinary Topics in History: Histories of Global Health [comparative	25	4			30	0						X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History, cont.															
HISTORY 239	The World Before 1492 [international studies course with EA content]	25	4	36	0								X		
HISTORY 240	The World Since 1492 [international studies course with EA content]	25	4							X		X			
HISTORY 250	China from the Oracle Bones to the Opium War	100	3	20	0					X			X		
HISTORY 261	United States, 1865 to the Present [includes history of US-EA relations]	25	4			63	0				X			X	
HISTORY 266	Twentieth Century American Wars as Social & Personal Experience [international studies course with EA content]	33	4	40	0					X			X		
HISTORY 328	Humanities Topics in History: 20th Century China: The Quest for Wealth and Power	100	3			23	0								
HISTORY 328, AMCULT 311, ASIANPAM 311	Humanities Topics in History: America's Asia: Asian Americans, Pacific Islanders, and the Cold War [international studies course with EA content]	33	3							X	X				
HISTORY 340, ASIAN 340, MENAS 340, NEAREAST 340, REES 340	From Genghis Khan to the Taliban: Modern Central Asia [international studies course with EA content]	25	4								X				
HISTORY 352	Imperial China: Ideas, Men, & Society	100	3			14	0				X			X	
HISTORY 354, ASIAN 354	War, Rebellion and Revolution in China Through Two Centuries	100	4										X		
HISTORY 363	The U.S. & the World Since 1945: Politics, Culture, & War in the American Century [international studies course with EA content]	25	4	28	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History, cont.															
HISTORY 374, AMCULT 374	The Politics and Culture of the "Sixties" [comparative course with EA content]	25	4	75	0					X			X		
HISTORY 378, AMCULT 314, ASIANPAM	History of Asian Americans in the U.S. [comparative course with EA content]	33	3			17	0				X		X	X	
HISTORY 392, HISTORY 592	Topics in Asian History: Material Culture: Body, Objects, and Knowledge in Chinese History	100	3			3	4								
HISTORY 392, HISTORY 592, ASIAN 380, WOMENSTD 345	Topics in Asian History: Gender and War [comparative course with EA content; taught by EA specialist faculty]	75	3								X				
HISTORY 407, INTLSTD 401	Advanced Study in Comparative and Transnational History: Global Cultural Encounters Since 1800 [international studies course with EA content]	25	3			14	0								
HISTORY 407, INTLSTD 401	Advanced Study in Comparative and Transnational History: Empires and Nations [international studies course with EA content]	25	3			18	0								
HISTORY 407, INTLSTD 401, RCSSCI 461, WOMENSTD 435	Advanced Study in Comparative and Transnational History: Gender, Sexuality, and International Human Rights Law [international studies course with EA content]	25	3								X				
HISTORY 415, ASIAN 415	Law and Society in Late Imperial and Modern China	100	3			13	3						X		
HISTORY 445, HISTORY 594	Topics in History: What is Capitalism? [comparative course with EA content]	25	3	11	5					X					

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History, cont.															
HISTORY 446	Social and Intellectual History of Modern China: Confucian Ethics and the Rise of Communism and Capitalism in Modern China	100	3			10	2				X				
HISTORY 450, ASIAN 450	Japan to 1700: Origin Myth to Shogun Dynasty	100	3							X			X		
HISTORY 451, ASIAN 451	Japan's Modern Transformations	100	3			19	6						X		
HISTORY 454, AMCULT 353, ASIANPAM	Asians in American Film & Television [comparative course with cases with EA content]	33	3	40	0					X			X		
HISTORY 466	Building American Empire: War, Politics, and Social Reform in the US, 1901-1950 [includes history of US-EA relations]	25	3	17	0										
HISTORY 472	Topics in Asian History: US-China Relations in the 20th Century	50	3										X		
HISTORY 487, HISTORY 594	Conversions and Christianities in the Early Modern World and Beyond [global course with EA case studies]	25	3			1	6				X			X	
HISTORY 494, ECON 494	Topics in Economic History: Global Economic History [global course with EA content]	25	3								X				
HISTORY 496	History Colloquium: The End of Empires: Decolonization after World War II [international course with EA content]	25	4								X				
HISTORY 497	History Colloquium: Ideologies & Empires in Chinese History	100	3	9	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History, cont.															
HISTORY 497	History Colloquium: China and the U.S. in the 20th Century: Empires in Harmony and Empires in Clash	100	4								X				
HISTORY 497	History Colloquium: Japan's 16th Century Revolution: Christians, Samurai, Tea Masters, and Merchants	100	4									X			
HISTORY 499	Senior Honors Colloquium [required of all history honors students; includes honors theses on EA topics]	25	1-6	25	0	22	0				X	X		X	X
HISTORY 539, ASIAN 539, CCS 539	Critical Readings in Documentary Chinese	100	3	0	16										
HISTORY 610	Graduate Colloquium in World & Global History [international studies course with EA content]	25	3								X				
HISTORY 615	Introduction to the Comparative Study of History [theory & methods course with EA case studies]	25	3	0	18						X			X	
HISTORY 688	Studies in Twentieth-Century American History: The United States and the World [global course with EA content]	25	3	0	11										
HISTORY 698, MEMS 611	Topics in History: Text and Space in Imperial China	100	3								X				
HISTORY 700	Independent Research Seminar [taught by EA specialist instructor only]	100	1-3	0	0	0	0				X	X		X	X
HISTORY 803	Reading Course for the General Exam[supervised by EA specialist instructors only]	100	1-3	0	2						X			X	
HISTORY 804	Reading Course for the General Exam[supervised by EA specialist instructors only]	100	1-3			0	1					X			X

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History, cont.															
HISTORY 900	Preparation for Preliminary Examination [EA supervised by specialist instructors only]	100	1-3	0	1	0	1	0	0	X	X	X	X	X	X
HISTORY 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
HISTORY 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	7	0	8	0	1	X	X	X	X	X	X
Literature, Science & the Arts, College of: History of Art															
HISTART 194	First-Year Seminar: Video Games: Cultures in Play [theory course with EA case studies]	25	3			15	0								
HISTART 200	Art across Cultures [international course with EA content]	25	4								X				
HISTART 205	Sacred Places [comparative course with EA content]	25	3			40	0							X	
HISTART 292, ASIAN 292	Introduction to Japanese Art & Culture	100	4			71	0						X		
HISTART 305, ASIAN 335, HISTART 505, ASIAN 582	Himalayas: An Aesthetic Exploration [comparative course with EA content]	33	3			13	0				X			X	
HISTART 385, ASIAN 393	Human Rights in China from Classical Times Through the 18th Century: a Historical & Cultural Survey	100	3	39	0								X		
HISTART 392	Anime to Zen: Japanese Art Through Contemporary Pop Culture	100	4	79	0										
HISTART 393	Undergraduate Seminar: Modernistic Readings of Early Modern Asian Art	100	3	5	0										
HISTART 393	Undergraduate Seminar: Good Stories: Japanese Visual Narratives	100	3	13	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History of Art, cont.															
HISTART 393	Undergraduate Seminar: Imagining Private Life: Love, Marriage, and Family in Early Modern China	100	3									X			
HISTART 393	Undergraduate Seminar: Emoji Worlds [international studies course with EA content; taught by EA specialist faculty]	33	3											X	
HISTART 394	Special Topics: Global Politics in Contemporary Art [international studies course with EA content; EA specialist instructor]	33	3			15	0								
HISTART 395	Mini Seminar Course in History of Art: Contemporary Chinese Women Artists	100	2									X			
HISTART 468	Beautiful Writing: Explorations of East Asian Calligraphy	100	3			11	1								
HISTART 497, HISTART 689	Upper-Level Seminar: Art & Moral Autonomy in Song China	100	3			4	4								
HISTART 600	Graduate Independent Study [supervised by EA faculty]	100	1			0	1							X	X
HISTART 680, ANTHRUL 628	Bio-Art International: Biotechnology, Genetics, & Contemporary Art [international studies course with EA content; taught by EA specialist instructor]	33	3			1	1								
HISTART 689, COMPLIT 760	Special Topics in History of Art: Globalization and Modern / Contemporary Art [global course with EA case studies]	25	3							X					
HISTART 689	Special Topics in History of Art: Beautiful Writing: Explorations of East Asian Calligraphy	100	3											X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: History of Art, cont.															
HISTART 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	1	0	0	0	0	X	X	X	X	X	X
HISTART 995	Dissertation/Candidate [supervised by EA specialist faculty]	100	8	0	4	0	6	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Honors Program															
HONORS 230, ECON 230	Honors Core in Social Science: Capitalisms [comparative course with EA case studies]	25	4			61	0								
Literature, Science & the Arts, College of: International & Comparative Studies															
INTLSTD 101, GEOG 145	Introduction to International Studies [theory course with EA case studies]	25	3	268	0	262	0	21	0	X	X	X	X	X	X
INTLSTD 301	Topics in International Studies: Theory and Practice of Human Rights [international studies course with EA content]	25	3	150	0						X				
INTLSTD 301	Topics in International Studies: Concepts in Global Health [international studies course with EA case studies]	25	4			92	0						X		
INTLSTD 390	Designing Research in International Studies [theory & methods course with EA content]	25	3								X				
INTLSTD 391	Directed Studies [international studies course with EA content]	25	3-4	2	0					X	X				
INTLSTD 401	International Studies Advanced Seminar: Humanitarian Dilemmas [international studies course with EA content]	25	3			49	0							X	
INTLSTD 401	International Studies Advanced Seminar: The End of Life in Cross-Cultural Perspective [comparative course with EA content]	25	3								X				

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: International & Comparative Studies, Program in, cont.															
INTLSTD 401	International Studies Advanced Seminar: Historical and Political Origins of Economic Growth [international studies course with EA content]	33	3								X				
INTLSTD 491	Directed Studies [international studies course with EA content; supervised by EA specialist faculty only]	25	3	0	0	0	0			X	X		X	X	
INTLSTD 498	Senior Honors Proseminar [international studies course with EA content]	25	3	12	0					X			X		
INTLSTD 499	Senior Honors Proseminar [international studies course with EA content]	25	3			11	0				X			X	
Literature, Science & the Arts, College of: Japanese Studies															
CJS 281	Study Abroad in Japan: Community Revitalization in Detroit and Regional Japan	100	2			15	0				X			X	
CJS 281	Study Abroad in Japan: Japan Course Connections: Introduction to Japanese Art & Culture in Kyoto	100	2			14	0								
CJS 281	Study Abroad in Japan: Japan Course Connections: Doing Environmental History in Japan	100	2											X	
CJS 451, HISTORY 472	Topics in Japanese Studies: History of Sushi	100	3								X				
CJS 451	Topics in Japanese Studies: History of Japanese Theater and Drama	100	3										X		
CJS 591	Independent Study in Japanese Studies	100	1-4	0	2	0	1	0	0	X	X	X	X	X	X
CJS 799	Master's Essay in Japanese Studies	100	1-6	0	0	0	2	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Korean Studies															
KRSTD 290	Topics in Korean Studies: Nam Center Undergraduate Fellows Pro-Seminar	100	1	10	0	5	0			X	X		X	X	
KRSTD 471	Nam Center Undergraduate Fellows Research Seminar I	100	2							X			X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Korean Studies, cont.															
KRSTD 490	Advanced Topics in Korean Studies: Nam Center Undergraduate Research Fellows Seminar II	100	2			8	0					X			X
Literature, Science & the Arts, College of: Linguistics															
LING 102	First Year Seminar in the Humanities: Deciphering Ancient Languages [comparative course with EA content; taught by EA specialist faculty]	33	3	16	0										
LING 102	First Year Seminar in the Humanities: Endangered Languages comparative course with EA case studies]	25	3							X					
LING 111	Introduction to Language [theory & methods course with EA case studies]	25	3	237	0	299	0	16	0	X	X	X	X	X	X
LING 112	Languages of the World [international studies course with EA content]	25	3								X				
LING 115	Language in a Multicultural World [international studies course with EA case studies]	25	3	52	0					X			X		
LING 192	Humanities Topics in Linguistics: Deciphering Ancient Languages [comparative course with EA content; taught by EA specialist faculty]	33	3							X			X		
LING 210	Introduction to Linguistic Analysis [methods course with EA case studies]	25	4	35	0	45	0				X			X	
LING 315	Introduction to Syntax [theoretical course with EA case studies]	25	3	40	0	28	0	11	1	X	X	X	X	X	X
LING 342	Perspectives on Bilingualism [theoretical course with EA case studies]	25	3			20	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Linguistics, cont.															
LING 351, LING 551, ELI 351, PSYCH	Second Language Acquisition [theoretical course with EA case studies]	25	3												
LING 367, ASIAN 367	Languages of Asia [comparative course with EA case studies]	67	3			40	0				X			X	
LING 368, ASIAN 368	How Different is Chinese?	100	3	34	1					X			X		
LING 374	Language & Culture [international studies course with EA case studies]	25	4	22	0					X			X		
LING, 446, LING 792, LACS 446	Comparative Linguistics [theory course with EA case studies]	25	3			11	2								
LING 492, LING 792	Topics in Linguistics: Cognitive Interactional Perspectives on Bilingualism [theory course with EA case studies]	25	3			10	4							X	
LING 492, LING 792	Topics in Linguistics: Language Variation and Social Cognition [theory course with EA case studies]	25	3			6	13								
LING 492, LING 792	Topics in Linguistics: Language Acquisition Across the Life Span [international studies course with EA case studies]	25	3												
LING 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
LING 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	1	0	0	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Philosophy															
PHIL 224	Global Justice [international studies course with EA case studies]	25	4			94	0							X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Philosophy, cont.															
PHIL 263, ASIAN 263	Introduction to Chinese Philosophy	100	3			26	0							X	
Literature, Science & the Arts, College of: Political Science															
POLSCI 140	Introduction to Comparative Politics [comparative studies course with EA case studies]	25	4	157	0	119	0	19	0	X	X	X	X	X	X
POLSCI 160	Introduction to World Politics [international studies course with EA case studies]	25	4	293	0	167	0	28	0	X	X	X	X	X	X
POLSCI 331, ENVIRON 345, SOC 380	Environmental Public Opinion Analysis [global course with EA case studies]	25	3	50	0					X			X		
POLSCI 337	State and Market in Contemporary China	100	4							X					
POLSCI 339, ASIAN 428	China's Evolution Under Communism	100	4	65	0						X			X	
POLSCI 348	Political Economy of Development [theory course with EA content]	25	3			45	0				X			X	
POLSCI 352	How to Be an Autocrat [comparative course with EA case studies]	25	4								X				
POLSCI 368	Modern Warfare [international studies course with EA case studies]	33	4	74	0										
POLSCI 369	Politics of International Economic Relations [international studies course with EA case studies]	33	4	112	0	71	0			X	X		X	X	
POLSCI 372	International Security Affairs [theory course with EA case studies]	25	3							X			X		
POLSCI 387	Comparative Analysis of Government Institutions [comparative studies course with EA case studies]	25	3	35	0					X			X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Political Science, cont.															
POLSCI 389	Topics in Contemporary Political Science: International Organization [international studies course with EA content]	25	3	31	0										
POLSCI 389	Topics in Contemporary Political Science: The Political Economy of Conflict: Terrorism and Civil War [international studies course with EA content]	25	3	42	0					X			X		
POLSCI 389	Topics in Contemporary Political Science: Comparative Elections and Election Reform [comparative course with EA content]	25	3	43	0										
POLSCI 389	Topics in Contemporary Political Science: International Legal Theory [international studies course with EA content]	25	3			69	0						X		
POLSCI 389	Topics in Contemporary Political Science: Coercion in Autocracies [international studies course with EA case studies]	25	4			74	0								
POLSCI 389, KRSTD 391	Topics in Contemporary Political Science: Money, Politics, and Power in Korea	100	3					18	0		X				
POLSCI 389	Topics in Contemporary Political Science: Comparative Nationalism and Ethnic Politics	25	3							X					
POLSCI 389, INTLSTD 385	Topics in Contemporary Political Science: International Law and Human Rights [international studies course with EA content]	25	3								X				

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Literature, Science & the Arts, College of: Political Science, cont.																
POLSCI 389	Topics in Contemporary Political Science: Comparative Nationalism and Ethnic Politics [comparative course with EA content]	25	3											X		
POLSCI 464	Advanced Public International Law [theory course with EA case studies]	25	3							X						
POLSCI 489	First Year Seminar in American Studies: Asian America and the Transpacific [comparative course with EA content]	25	3											X		
POLSCI 495, INTLSTD 401	Undergraduate Seminar in Political Theory: Women and War: Contemporary and Historical Perspectives [theory course with EA case studies]	25	3			26	0								X	
POLSCI 497, AAS 458, INTLSTD 401	Undergraduate Seminar in Comparative and Foreign Government: Business and Politics in Developing Countries [comparative course with EA case studies]	25	3			33	0								X	
POLSCI 497, INTLSTD 401	Undergraduate Seminar in Comparative and Foreign Government: Experimental Approaches to the Political Economy of Development [international studies course with EA content]	25	3							X						
POLSCI 498	Undergraduate Seminar in International Politics: The Historical Evolution of the Sovereign State System [international studies course with EA content]	25	3			20	0								X	
POLSCI 498, INTLSTD 401	Undergraduate Seminar in International Politics: Human Rights [international studies course with EA content]	25	3			23	0				X				X	
POLSCI 641	Proseminar in Comparative Politics [theory course with EA case studies]	25	3	0	11					X				X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Political Science, cont.															
POLSCI 658	Comparative Institutional Analysis [theoretical course with EA case studies]	25	3	0	5					X			X		
POLSCI 660	Proseminar in World Politics [international studies course with EA case studies]	25	3	0	6					X			X		
POLSCI 666	International Political Economy [international studies course with EA case studies]	25	3			1	7								
POLSCI 688	Selected Topics in Political Science: Authoritarian Regimes [comparative course with EA case studies]	25	3	0	11								X		
POLSCI 688	Selected Topics in Political Science: Comparative Political Behavior [comparative course with EA case studies]	25	3			0	9							X	
POLSCI 688	Selected Topics in Political Science: Political Economy of Development [international studies course with EA content]	25	3			0	11							X	
POLSCI 688	Selected Topics in Political Science: Advanced Studies in State Repression [international studies course with EA content]	25	3			0	9				X			X	
POLSCI 688	Selected Topics in Political Science: Connecting Regional Studies with Disciplinary Political Science [theory & methods course with EA case studies]	25	3			0	7							X	
POLSCI 688	Selected Topics in Political Science: Chinese Politics and Political Economy	100	3							X					

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: Political Science, cont.</i>															
POLSCI 688	Selected Topics in Political Science: Comparative Political Behavior [comparative course with EA case studies]	25	3			0	9					X			X
POLSCI 691	Directed Readings [independent study supervised by EA faculty]	100	1-6	0	0									X	
POLSCI 692	Directed Readings [independent study supervised by EA faculty]	100	1-6			0	0								X
POLSCI 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
POLSCI 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	4	0	4	0	0	X	X	X	X	X	X
<i>Literature, Science & the Arts, College of: Psychology</i>															
PSYCH 120	First Year Seminar in Psychology as a Social Science: Culture and Ethnicity [global course with EA content]	50	3			13	0								X
PSYCH 401	Special Problems in Psychology: Research in Educational Settings [short term study abroad course in China]	100	2			13	0					X			X
PSYCH 457	Current Topics in Developmental Psychology: Education in Cross-Cultural Context [comparative course with EA content; taught by EA specialist faculty]	50	3			28	0					X			X
PSYCH 477	Current Topics in Clinical Psychology: Mental Health and Culture: National and International Perspective [global course with EA content]	25	3					9	0	X				X	
PSYCH 782	Cultural Psychology [comparative course with EA case studies; taught by EA specialist faculty]	33	3									X			

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Psychology, cont.															
PSYCH 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
PSYCH 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	3	0	3	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Residential College Core Courses															
RCCORE 100	First Year Seminar: Saving the World with a Story: Writers' Voices of Conscience in Fiction [comparative studies course with EA content]	33	4	14	0										
Literature, Science & the Arts, College of: Residential College Humanities															
RCHUMS 251	Topics in Music: Cultural Histories of Music in/on Film [comparative course with EA content]	75	3								X				
RCHUMS 251	Topics in Music: Twentieth-Century Chinese Musical Lives: A Partial Survey of Chinese Instrumental Music	100	3							X					
RCHUMS 252	Topics in Music Expression: Chinese Instrumental Music Ensemble	100	2	16	2	20	2			X	X		X	X	
RCHUMS 337, ENVIRON 337	Children Under Fire: Narratives of Sustainability [literature course with EA content]	33	3	14	0						X				
RCHUMS 390, THTREMUS 399	Special Period and Place Drama: Contemporary Plays on Race [global course with EA content]	25	4	11	0										
Literature, Science & the Arts, College of: Residential College Social Sciences															
RCSSCI 226	Globalization: Social Theory & Practice [theoretical course with EA case studies]	25	4												
Literature, Science & the Arts, College of: Screen Arts & Cultures															
SAC 333, GERMAN 333	Fascist Cinemas [international studies course with EA content]	33	3	48	0					X			X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
Literature, Science & the Arts, College of: Screen Arts & Cultures, cont.																
SAC 366	Topics in Film, Television & Popular Culture: Cinema Babel: Subtitling & Dubbing Practicum [practicum course with option for EA-language projects; EA specialist instructor]	25	3			8	0								X	
SAC 368	Topics in Digital Media Studies: Video Games as Culture/Form [international studies course with EA case studies]	33	3			20	0			X	X				X	
SAC 401	Documentary II [practicum course with EA content; taught by EA specialist faculty]	33	3	13	0											
SAC 455	Topics in Film Studies: Cult, Camp, Art & Exploitation [comparative studies course with EA case studies]	25	3			16	1									
SAC 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X	X
SAC 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	1	0	1	0	0	X	X	X	X	X	X	X
Literature, Science & the Arts, College of: Sociology																
SOC 102	Introduction to Sociology: Special Topics: Race, Ethnicity, and Social Inclusion in the Contemporary World [global course with EA content]	25	3							X	X			X		
SOC 304, AMCULT 304, LATINOAM 304	American Immigration [international course with EA content]	25	4	41	0					X				X		
SOC 350	Human Rights in the United Nations [international studies course with EA case studies]	25	4	87	0											

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Sociology, cont.															
SOC 379, GERMAN 379, POLSCI 386	Sports, Politics, and Society [international studies course with EA case studies]	25	3	161	0			22	0	X		X	X		X
SOC 430, SOC 530	World Population Dynamics / Social Demography [international studies course with EA case studies; taught by EA specialist faculty]	25	3	64	14								X		
SOC 595	Topics in Sociology: Postcolonial Theory [theoretical course with EA case studies]	25	3	2	11										
SOC 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
SOC 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	2	0	2	0	1	X	X	X	X	X	X
Literature, Science & the Arts, College of: Study Abroad															
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China [generic course for semester study abroad in Beijing, China; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: Chinese Calligraphy	100	2	1	0										
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: Contemporary Chinese Society	100	3	1	0										
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: History of Beijing	100	3	1	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: Modern Slang & Popular Culture	100	2			1	0								
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: Labor Movement & Social Change in China	100	3			1	0								
STDABRD 255	CGIS: Contemporary China and Intensive Chinese Language in Beijing, China: Late Imperial China	100	3			1	0								
STDABRD 257	CGIS University Study in China: Fudan University, Shanghai, China [generic course for semester study abroad; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 257	CGIS University Study in China: Fudan University: China's Social and Economic Transition	100	2			1	0								
STDABRD 257	CGIS University Study in China: Fudan University: Chinese Society Past and Present	100	3			1	0								
STDABRD 257	CGIS University Study in China: Fudan University: Entrepreneurial Development [theoretical course with EA case studies]	50	3			2	0								
STDABRD 257	CGIS University Study in China: Fudan University: Financial Development in China	100	3			2	0								
STDABRD 257	CGIS University Study in China: Fudan University: History of Diplomacy Modern China	100	2			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 257	CGIS University Study in China: Fudan University: History of Chinese	100	2			2	0								
STDABRD 257	CGIS University Study in China: Fudan University: Survey of International Economics [theoretical course with EA case studies]	50	3			1	0								
STDABRD 325	CGIS: Chinese Studies in Beijing, China [generic course for summer study abroad in Beijing, China; specific course enrollment varies by student and listed below for AY16-17]	100	9									X			X
STDABRD 325	CGIS: Chinese Studies in Beijing, China: Chinese History, 1800-Present	100	3					1	0						
STDABRD 325	CGIS: Chinese Studies in Beijing, China: Internship: Bridging Theory & Practice [practicum course with China placements]	50	2					3	0						
STDABRD 325	CGIS: Chinese Studies in Beijing, China: Understanding Modern China: History, Culture, Politics	100	3					2	0						
STDABRD 343	CGIS: University Study in Japan: Hitotsubashi University [generic semester study abroad exchange program in Tokyo, Japan; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 343	CGIS: University Study in Japan: Hitotsubashi University: Japanese Management B	100	2			1	0								
STDABRD 343	CGIS: University Study in Japan: Hitotsubashi University: Special Topics in Social Sciences D	100	2			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 347	CGIS: University Study in Japan, Waseda University [generic course for semester study abroad exchange in Tokyo, Japan; specific course enrollment varies by student and listed below for AY16-17]	100	15								X	X		X	X
STDABRD 347	CGIS: University Study in Japan, Waseda University: Creative Writing	100	4	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: English Poetry: Culture & Society	100	2	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: Japanese Literature after 1945	100	4	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: Social Design and Design Thinking for Urban Change [theoretical course with EA case studies]	50	2	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: Special Topics on Design & Architecture	100	4	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: Topics in Modern Japanese Political History	100	4	1	0										
STDABRD 347	CGIS: University Study in Japan, Waseda University: Business Law [theoretical course with EA case studies]	50	4			1	0								
STDABRD 347	CGIS: University Study in Japan, Waseda University: Religions of East Asia	100	2			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 347	CGIS: University Study in Japan, Waseda University: Urban & Regional Planning [theoretical course with EA case studies]	50	4			1	0								
STDABRD 347	CGIS: University Study in Japan, Waseda University: Ethnography and Documentary Film: Theory and Practice [theory & methods course with EA case studies]	50	4			1	0								
STDABRD 347	CGIS: University Study in Japan, Waseda University: Selected Topics in Film and Mass Media	100	4			1	0								
STDABRD 348	CGIS: Language and Culture in Kyoto, Japan, Kyoto Consortium for Japanese Studies: Japanese Film Culture	100	4	1	0										
STDABRD 348	CGIS: Language and Culture in Kyoto, Japan, Kyoto Consortium for Japanese Studies: Kyoto Artisans and Their Worlds	100	4	1	0										
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU) [generic course for semester study abroad in Japan; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU): Japanese Economics and Business	100	3	1	0										

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU): Japanese Culture & Society: Models of Japan	100	4	1	0										
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU): JCMU Experience	100	1	2	0	3	0								
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU): Japanese Culture and Society	100	4			2	0								
STDABRD 349	CGIS: Language and Culture in Hikone, Japan, Japan Center for Michigan Universities (JCMU): Teaching English in Japan	100	3			1	0								
STDABRD 352	CGIS: University Study in Singapore: National University of Singapore: Chinese Music: Language and Literature	100	4			2	0								
STDABRD 352	CGIS: University Study in Singapore: National University of Singapore: Economy and Business in Japan and Korea	100	4			1	0								
STDABRD 352	CGIS: University Study in Singapore: National University of Singapore: Economic Issues of the Developing World [comparative course with EA case studies]	25	4			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 352	CGIS: University Study in Singapore: National University of Singapore: Global Economic History [comparative course with EA case studies]	25	4			1	0								
STDABRD 352	CGIS: University Study in Singapore: National University of Singapore: Singapore and Japan: History and Contemporary Relations	100	4			1	0								
STDABRD 360	CGIS: Intensive Chinese Language and Culture in Taipei, Taiwan [generic course for semester study abroad in Taiwan; specific course enrollment varies by student]	100	15							X	X		X	X	
STDABRD 374	CGIS: University Study in South Korea, Yonsei University [generic course for semester study abroad in Seoul, Korea; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 374	CGIS: University Study in South Korea, Yonsei University: Current Affairs and Unification of Korean Peninsula	100	3	1	0										
STDABRD 374	CGIS: University Study in South Korea, Yonsei University: International Politics of Korean	100	3	1	0										
STDABRD 374	CGIS: University Study in South Korea, Yonsei University: Contemporary Korean Cinema and Society	100	3			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Study Abroad, cont.															
STDABRD 374	CGIS: University Study in South Korea, Yonsei University: Modern Korean History	100	3			1	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University [generic course for semester study abroad exchange in Fukuoka, Japan; specific course enrollment varies by student and listed below for AY16-17]	100	15							X	X		X	X	
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Aging & Lifecourse in Japan	100	2	1	0										
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Japanese Cultural Patterns	100	2	1	0										
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Japanese Digital Culture & Law	100	2	2	0										
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Japanese Life through Tea Ceremony	100	2	1	0										
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Two Murakamis	100	2	1	0										
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Contemporary Japanese Literature	100	2			1	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Cool Japan Strategy	100	2			1	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Early Enculturation in Japan	100	2			1	0								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Literature, Science & the Arts, College of: Study Abroad, cont.</i>															
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Ethnicity, Minority & Diversity in Japan	100	2			1	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Japanese Culture and Affairs	100	2			1	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Linguistic Description of Japanese	100	2			2	0								
STDABRD 466	CGIS: University Study in Japan, Kyushu University: Sociology of Japanese Social Life Today	100	2			2	0								
<i>Literature, Science & the Arts, College of: University Courses</i>															
UC 178	Global Understanding [thoretical course with EA case studies]	25	3	10	0										
UC 201, AERO 201	U.S. Aviation History & Its Development into Air Power I [includes EA case studies]	25	1	9	0					X			X		
UC 270	University Courses Special Topics: Global Scholars Program: Defining Critical Global Issues [international studies course with EA content]	25	2												
UC 275	Global Intercultural Experience for Undergraduates [follow-up course for summer overseas projects; includes EA destinations]	25	2	99	0					X			X		
UC 275	Global Intercultural Experience for Undergraduates [pre-departure orientation course for summer overseas projects; includes EA destinations]	25	2			113	0				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Literature, Science & the Arts, College of: Women's Studies															
WOMENSTD 233, AMCULT 233	Genes and Society: Comparative and International Perspectives [international studies course with EA case studies]	25	3			39	0							X	
WOMENSTD 250	Race, Gender and Nation [global course with EA content; taught by EA specialist faculty]	25	3	24	0	25	0				X			X	
WOMENSTD 335, POLSCI 489	Gender and Globalization [international studies course with EA case studies]	25	3										X		
WOMENSTD 345, PSYCH 401	Special Topics in Gender in a Global Context: Psychology of Social Change: Gender and Global Feminisms [global course with EA content]	25	3								X				
WOMENSTD 357	Feminist Practices in a Global Context [global course with EA content]	33	3			8	1								
WOMENSTD 365, AAS 365	Global Perspectives on Gender, Health, & Reproduction [international studies course with EA case studies]	25	3										X		
WOMENSTD 690	Directed Reading [independent study supervised by EA faculty]	100	1	0	0	0	0	0	0	X	X	X	X	X	X
WOMENSTD 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
WOMENSTD 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	0	0	0	0	0	X	X	X	X	X	X
Music, Theater & Dance, School of: Dance															
DANCE 342	World Dance [comparative course with EA case studies]	25	3											X	
DANCE 347	Dancing Cities: Cultural Capitals [comparative course with EA case studies]	25	3	7	0								X		

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Music, Theater & Dance, School of: Music Education															
MUSED 504	Special Course: International Perspectives on Music Education [comparative course with EA case studies]	25	3												X
Music, Theater & Dance, School of: Musicology															
MUSICOL 122	Introduction to World Music [international studies course with EA content]	25	3			49	0				X			X	
MUSICOL 139	Introduction to the Literature of Music [global course with EA content]	25	2										X		
MUSICOL 405, MUSICOL 505	Special Course: Music in Contemporary Japan	100	3			4	2				X			X	
MUSICOL 406, MUSICOL 506	Special Course: Musical Instruments of the World [comparative course with EA case studies]	25	3								X				
MUSICOL 407, MUSICOL 507	Special Course: Music and Mobility: Global Diasporas Making Sense and Sound [comparative course with EA case studies]	25	3								X				
MUSICOL 408, MUSICOL 508	Special Course: Chinese Music: Hands-on Studies	100	3			5	9				X			X	
MUSICOL 547, ANTHRUCUL 547	Introduction to Ethnomusicology [theory & methods course with EA case studies; taught by EA specialist faculty]	25	3	1	7						X			X	
MUSICOL 605	Special Course: Contemporary Issues in Ethnomusicology: Pedagogy and Research [comparative course with EA case studies]	25	3			0	6							X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Music, Theater & Dance, School of: Musicology, cont.</i>															
MUSICOL 605	Special Course: Fieldwork and Ethnography in Ethnomusicology [theory course with EA case studies]	25	3								X				
MUSICOL 647	20th Century Music: Totalitarian/Authoritarian Music [comparative course with EA case studies]	25	3			0	8							X	
MUSICOL 649, MUSICOL 631	Study of Asian Music: China	100	3											X	
MUSICOL 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	X	X	X	X	X	X
MUSICOL 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	1	0	1	0	0	X	X	X	X	X	X
<i>Music, Theater & Dance, School of: Music Performance</i>															
MUSPERF 200, RCHUMS 334	Special Course: The Arts and Urban Transformation in Global Cities [comparative course with EA content]	33	3			7	0								
<i>Music, Theater & Dance, School of: Music Theory</i>															
THEORY 438	World Music Theory [comparative course with EA case studies]	25	3							X					
THEORY 538	Theory and Analysis of Nonwestern and World Musics [theoretical course with EA case studies]	25	3							X					
<i>Music, Theater, and Dance, School of: Theater</i>															
THREMUS 222, LATINOAM	Introduction to Global Theatre and Ethnic Studies [global course with EA content]	25	3	11	0					X			X		
THREMUS 324, THREMUS	Global Community Practicum [individualized practicum assignments; includes EA placement]	25	3								X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Music, Theater, and Dance, School of: Theater, cont.															
THTRMUS 326, THTREMUS	Intercultural Drama [international studies course with EA case studies]	25	3	3	0						X			X	X
Nursing, School of: Health Science															
HS 225, WOMENSTD 257	Global Perspectives and the HIV and AIDS Epidemic [global course with EA case studies]	25	3								X			X	
HS 528	Global Perspectives on Research in Vulnerable Populations [theory course with EA case studies]	25	3								X			X	
Nursing, School of: Nursing															
NURS 420, WOMENSTD 432	Introduction to Global Health: Issues and Challenges [international studies course with EA content]	25	2	34	15						X	X		X	
NURS 421	Perspectives in Global Health [international studies course with EA content]	25	2			28	11				X			X	
NURS 521	Introduction to Global Health: Issues and Challenges [global course with EA case studies]	25	3			1	7				X			X	
Public Health, School of: Environmental Health Sciences															
EHS 614	Water & Global Health [international studies course with EA content]	25	2			0	19				X			X	
EHS 683	Air Pollution and Global Health [international studies course with EA content]	25	2			0	14				X			X	
EHS 690	Practice in Global Environmental Health [practicum preparation course with EA placements]	25	2	0	4					X				X	
EHS 796	Special Topics in Environmental Health Sciences: Global Occupational Health [global course with EA case studies]	25	3			0	18								

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Public Health, School of: Epidemiology															
EPID 506	Health of Nations: Introduction to International Health [theoretical course with EA case studies]	25	3	0	19					X			X		
EPID 618	Global Social Epidemiology [comparative course with EA case studies]	25	3										X		
EPID 663	Health, Evidence and Human Rights [theory and methods course with EA case studies]	25	3										X		
EPID 664	Field Methods for Epidemiology in Developing Countries [methods course with EA case studies]	25	2											X	
EPID 665	Reserach Seminar in International Health [discussion topics include EA-focused topics]	25	2											X	
EPID 666, AAS 662	Health and Socioeconomic Development [theoretical course with EA case studies]	25	3											X	
Public Health, School of: Health Behavior & Health Education															
HBEHED 617	Global Public Health [international studies course with EA content]	25	3	1	22					X					
Public Health, School of: Health Management & Policy															
HMP 624	Health Policy Challenges in Developing Countries [comparative course with EA case studies]	25	3			0	17				X			X	
HMP 625	Comparative Health Policy & Management in High Income Countries [international studies course with EA content]	25	3			0	20				X			X	
HMP 671	Cross-National Comparisons of Aging and Health [comparative course with EA case studies]	25	3											X	
HMP 672	Population Health in China	100	3											X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Public Health, School of: Health Management & Policy															
HMP 673	Health Program Management and Evaluation in Resource Poor Countries [theory course with EA case studies]	25	3											X	
HMP 677	Health Care Organization: An International Perspective [comparative course with EA case studies; taught by EA specialist faculty]	33	3	1	17					X			X		
Public Health, School of: Nutrition Sciences															
NUTR 633	Evaluation of Global Nutrition Programs [theory & methods course with EA case studies]	25	3			0	50				X			X	
NUTR 644	Global Food Systems Policy [global course with EA case studies]	25	3							X			X		
Public Health, School of: Public Health															
PUBHLTH 340	Sustainability and Environmental Health [theoretical course with EA case studies]	25	3								X			X	
PUBHLTH 350	Global Public Health [international studies course with EA content]	25	4	59	0					X			X		
PUBHLTH 381	Public Health Systems: Achievements and Challenges [comparative course with EA case studies]	25	3							X			X		
PUBHLTH 382	Population Health Determinants and Disparities [theoretical course with EA case studies]	25	3								X			X	
PUBHLTH 554	Applications in Global Public Health [global course with EA content]	25	3	1	38					X			X		
PUBHLTH 616	Public Health in Action: International [international practicum course with EA destinations]	25	4			0	10				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Public Policy, Gerald R Ford School of															
PUBPOL 475, PUBPOL 750	Topics in Public Policy: Global Financial Markets, Crises, and Policies [comparative course with EA case studies]	25	3	12	13										
PUBPOL 475, PUBPOL 750	Topics in Public Policy: Imagining the Global Environment: History, Science, Policy [global course with EA case studies]	25	3	2	3										
PUBPOL 475, PUBPOL 750	Topics in Public Policy: Comparative Law and Policy [comparative course with EA case studies]	25	3	12	7					X					
PUBPOL 495	Policy Seminar: Global Financial Markets, Crises and Policies [global course with EA case studies]	25	4								X		X		
PUBPOL 495	Policy Seminar: International Development: Metrics and Analysis [theory & methods course with EA case studies]	25	4										X		
PUBPOL 534	Economics of Developing Countries [comparative course with EA case studies]	25	3										X		
PUBPOL 542	International Financial Policy [comparative course with EA case studies]	25	3							X					
PUBPOL 621	Peacebuilding: Law, Diplomacy, and the Transition from Conflict [international course with EA case studies]	25	1.5								X				
PUBPOL 662, STRATEGY 662	Global Corporate Social Responsibility [global course with EA case studies]	25	1.5			0	17							X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
Public Policy, Gerald R Ford School of, cont.															
PUBPOL 675	Human Rights & International Policy [international studies course with EA content]	25	3	0	19										
PUBPOL 676	International Politics of Poverty [international studies course with EA content]	25	3								X				
PUBPOL 716	Introduction to Chinese Policy [regular course]	100	1.5			0	20				X			X	
PUBPOL 716	Introduction to Chinese Policy [short term travel course to China; extension to regular course]	100	1.5			0	15				X			X	
PUBPOL 717	Democracy and Globalization from the Perspective of the Global South [comparative course with EA case studies]	25	3										X		
PUBPOL 741	Principles of Finance and Global Financial Markets [theoretical course with EA case studies]	25	3								X				
PUBPOL 763	Global Issues: Drugs, Crime, and Terrorism [global course with EA case studies]	25	3	0	20								X		
PUBPOL 766	Issues in U.S. National Security [includes US-EA relations]	25	2			0	24				X			X	
Rackham School of Graduate Studies, Horace H															
RACKHAM 570	Interdisciplinary Seminar: World Performance Studies [theoretical course with EA case studies]	25	3	0	3						X			X	
Social Work, School of															
SW 648	Issues in Global Social Work Practice [pre-departure preparation course for international field placement with EA placements]	25	1			0	27				X			X	

School/College, Subject & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2016-17						Offered AY2017-18			Planned AY2018-19		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
<i>Social Work, School of, cont.</i>															
SW 701	Practice in International Social Work [methods course with EA case studies]	25	3	0	14					X			X		
SW 748	Issues in Global Social Work Practice: Re- Entry and Professional Practice [post international field placement course with EA placement]	25	2	0	14					X			X		
SW 823	Comparative Cross National Analyses of Social Service Systems [comparative course with EA case studies]	25	3	0	9										

Elizabeth Birr Moje • Dean, George Herbert Mead Collegiate Professor, and Arthur F. Thurnau Professor

June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To Whom It May Concern,

I enthusiastically endorse the application of the East Asia National Resource Center (EANRC) for Title VI funding. Since 2009, the School of Education has collaborated with the EANRC and other National Resource Centers in the World History and Literature Initiative (WHaLI). We are excited to continue this collaboration into the 2018-2022 grant period.

During the past 10 years over 500 teachers have improved their World History pedagogy and knowledge through WHaLI workshops. During the last 4 years, 90% of WHaLI participants have confirmed that they brought lessons learned from WHaLI to their classrooms, colleagues, and home institutions. The School of Education and its faculty are committed to playing an important role in leading, implementing, and supporting WHaLI initiatives that benefit our students, alumni, and area teachers.

WHaLI has been an ongoing and vital feature of the School of Education's larger outreach efforts to teachers in the region and we will continue to provide resources and support for this valuable programming initiative. We are particularly excited by the proposed increased inclusion of pre-service teachers in future programming. We look forward to continuing to provide support for WHaLI as it expands the reach of its programming in the coming years.

Sincerely,



Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor of Education, and Arthur F. Thurnau Professor
School of Education
University of Michigan



Andrew D. Martin, Dean
Professor of Political Science and Statistics

May 8, 2018

United States Department of Education
International and Foreign Language Education 1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI Program for the East Asia National Resource Center (EANRC) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of China, Japan, and Korea.

Our College of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, funding for language lecturers, and salaries for our outstanding faculty in East Asian Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and/or the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely

A handwritten signature in blue ink, appearing to read 'Andrew D. Martin'.

Andrew D. Martin, Dean
College of Literature, Science and the Arts
Professor of Political Science and Statistics
University of Michigan

Office of the Dean, Suite 2005, 500 South State Street
Ann Arbor, Michigan 48103-1382

T: 734.764.0322 F: 734.764.2557
lsa.umich.edu @PrctADCA

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June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To whom it may concern,

The Department of Asian Languages and Cultures (ALC) is pleased to provide support for the East Asian National Resource Center during the 2018-2022 funding cycle. We will be happy to continue to support the mission of EANRC as a National Resource Center and further the work of our many partnerships, continuing and building upon the successful practices of the past. We will continue to provide valuable language and area studies instruction and resources while supporting initiatives to spread knowledge and best practices to educators in public schools and community colleges.

We are particularly excited about the growing language teacher certification program through EANRC and ALC has pledged to provide resources, staff and lecturers to facilitate and grow these trainings in the future.

ALC is committed to working with EANRC on programming across campus and the community. ALC's curriculum and academic resources are always available to EANRC undergraduate and graduate students.

Sincerely,



Donald S. Lopez, Jr.
Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies
Chair



Washtenaw Community College

U.S. Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To Whom It May Concern,

This letter is to confirm Washtenaw Community College's utmost support for the East Asia National Resource Center's Title VI proposal to the U.S. Department of Education for the 2018-2022 period. This collaboration will continue to expand the language offerings available to WCC students. We will continue to provide these students resources and support.

Past Title VI funds have been instrumental in building up the East Asian Language Program, which funded language lecturers for Chinese. We are happy to report that first-year Chinese is now self-sustaining through strong course enrollments, and in the next few years WCC hopes to fully fund second-year Chinese as well.

We are excited for the opportunity to expand course offerings to Japanese and Korean throughout the next grant cycle. WCC is committed to growing these programs with the intention that these will be self-sustaining as well.

With best regards,

Juan C. Redondo
Department Chair of Foreign Languages
Washtenaw Community College

May 17, 2018

Dear Professor Kwak,

This letter is to confirm the participation and support of the Center for Russian, East European, and Eurasian Studies (CREES), for your Title VI proposed project to the U.S. Department of Education for the 2018-2022 period to support the instruction of Uyghur through the Big Ten Academic Alliance CourseShare program with Indiana University. Please see the attached a letter from the University of Indiana confirming their commitment to sharing Uyghur with the University of Michigan.

We are also in agreement to have the Uyghur language instructor, Dr. Gulnisa Nazarova, visit the University of Michigan campus twice per academic year to give one class per term in person. We believe these in-person visits help the distance students feel like they have a connection with the instructor, and it is very helpful that East Asia National Resource Center will cover the costs of these trips.

Finally, we are very pleased that CREES and the East Asia National Resource Center will share the expenses of a classroom assistant for Uyghur. This is very important for proctoring exams and quizzes as well as printing, scanning, and other clerical tasks to assist the instructor.

We look forward to our continued fruitful collaboration.

With best regards,



Geneviève Zubrzycki
Professor of Sociology
Director, Center for Russian, East European, and Eurasian Studies

Enclosure: Letter from Chair of the Dept. of Central Eurasian Studies, Indiana University,
Dr. Jamsheed Choksy



**DEPARTMENT OF CENTRAL
EURASIAN STUDIES**

INDIANA UNIVERSITY
School of Global and International Studies

May 10, 2018

Dear Professors Geneviève Zubrzycki and Nojin Kwak,

I write to confirm that the Department of Central Eurasian Studies (CEUS) at Indiana University has provided long-distance courses in Uzbek language to the Center for Russian, East European, and Eurasian Studies (CREES) at the University of Michigan from 2013 to 2017. I can confirm as well that the CEUS department is willing to provide long-distance courses in Uyghur during the 2018-19 and 2019-20 academic years and possibly thereafter as well to CREES. This course sharing does benefit both institutions.

Best wishes,

J. K. Choksy

Dr. Jamsheed K. Choksy
Distinguished Professor
Chair, Department of Central Eurasian Studies
Indiana University

Member, United States National Council on the Humanities
National Endowment for the Humanities
Washington, DC 20506, USA

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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**EAST ASIA NATIONAL RESOURCE CENTER, THE UNIVERSITY OF MICHIGAN
2018-22 National Resource Center Budget**

Category	Year 1	Year 2	Year 3	Year 4	Pr
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1. Personnel

A. Administrative

East Asia Center Office Assistant (China, Japan, Korea), Margaret Rudberg (33% China, 34% Japan, 33% Korea) (50% of 1.0 FTE salary) (31% Fringe: \$6,634, \$6,833, \$7,038, \$7,249)	\$21,400	\$22,042	\$22,703	\$23,384	
East Asia Academic Program Manager (Korea), Clemente Beghi (34% Korea, 33% China, 33% Japan) (30% of 1.0 FTE salary) (31% Fringe: \$4,129, \$4,253, \$4,381, \$4,512)	\$13,320	\$13,720	\$14,131	\$14,555	
East Asia Project Coordinator (China, Japan, Korea) Evan Vowell (25% China, 25% Japan, 50% Korea) (30% of 1.0 FTE salary) (31% Fringe: \$3,906, \$4,023, \$4,144, \$4,268)	\$12,600	\$12,978	\$13,367	\$13,768	

B. Teacher Training

EA Language Teacher Certification Program Maria Coolican, Clinical Assistant Professor Program development to establish K-12 teacher education programs in Mandarin (31% Fringe: \$3,606, \$3,715, \$3,826, \$3,941) [100% EA]	\$11,634	\$11,983	\$12,342	\$12,712	API &
University of Puerto Rico (UPR) Collaboration UM-UPR Outreach Assistant, TBA Coordinator of UPR Symposium (5% of 1.0 FTE salary) (31% Fringe: \$698, \$718, \$740, \$762) [EA Effort: 10%]	\$2,250	\$2,318	\$2,387	\$2,459	AP CPI

BN-1

World Music Teacher Training				API &
Christi-Anne Castro, Associate Professor of Ethnomusicology				
K-12 music educators instruction	\$0	\$1,603	\$0	\$1,603
(31% Fringe: \$0, \$497, \$0, \$497)				
[EA Effort: 20%]				
<u>C. Language Instruction</u>				
Revision of EA Language Curricula				
UM Korean Lecturers, TBD				
Korean placement test revision				
240 hours @ \$20/hr in Years 1 & 4	\$4,800	\$0	\$0	\$4,800
(31% Fringe: \$1,488, \$0, \$0, \$1,488)				
[100% EA]				
UM Japanese Lecturers, TBD				
Japanese placement test revision				
240 hours@ \$20/hr in Year 2	\$0	\$4,800	\$0	\$0
(31% Fringe: \$0, \$1,488, \$0, \$0)				
[100% EA]				
UM Chinese Lecturers, TBD				
Chinese placement test revision				
240 hours@ \$20/hr in Year 3	\$0	\$0	\$4,800	\$0
(31% Fringe: \$0, \$0, \$1,488, \$0)				
[100% EA]				
<u>D. Outreach</u>				
East Asia K-14 Outreach Coordinator (Korea), Kelsey Lancina				
(100% Korean Studies)				
(25% of 1.0 FTE salary)	\$10,920	\$11,248	\$11,585	\$11,933
(31% Fringe: \$3,385, \$3,487, \$3,591, \$3,699)				
East Asia K-14 Outreach Coordinator (China), Carol Stepanchuk				
(100% Chinese Studies)				
(25% of 1.0 FTE salary)	\$13,405	\$13,807	\$14,221	\$14,648
(31% Fringe: \$4,156, \$4,280, \$4,409, \$4,541)				

BN-2

East Asia K-14 Outreach Assistant (Japan), Bradly Hammond
 (100% Japanese Studies)
 (25% of 1.0 FTE salary)
 (31% Fringe: \$3,620, \$3,728, \$3,840, \$3,956)

\$11,677 \$12,027 \$12,388 \$12,760

East Asia K-14 Outreach Assistant (Japan), Emily Canosa
 (100% Japanese Studies)
 150 hours @ \$20/hr
 (31% Fringe: \$930, \$958, \$987, \$1,016)

\$3,000 \$3,090 \$3,183 \$3,278

F. Evaluation

International Institute Evaluation Coordinator, Clemente Beghi
 Evaluation project management
 (10% of 1.0 FTE salary)
 (31% Fringe: \$1,376, \$1,418, \$1,460, \$1,504)
 [EA Effort: 100%]

\$4,440 \$4,573 \$4,710 \$4,852

Salaries Subtotal \$109,446 \$114,188 \$115,819 \$120,752

2. Fringe Benefits

A. Administrative

\$14,669 \$15,109 \$15,563 \$16,029

B. Teacher Training

\$ 4,884 \$ 5,512 \$ 5,151 \$ 5,787

C. Language Instruction

\$1,687 \$1,687 \$1,687 \$1,687

D. Outreach Personnel

\$12,465 \$12,829 \$13,205 \$13,592

E. Library Personnel

\$480 \$480 \$480 \$480

F. Evaluation Personnel

\$1,376 \$1,418 \$1,460 \$1,504

Fringe Benefits Subtotal \$35,561 \$37,035 \$37,546 \$39,079

3. Travel

B. Teacher Training

Networking with Community Colleges at MIIE Workshops

Domestic travel, lodging, per diem (meals, incidentals) for one UM faculty or staff to attend workshops and build relationships with community college consortium @ \$500

\$500 \$500 \$500 \$500

API &

Travel to University of Puerto Rico Symposium

Domestic travel, lodging & per diem (meals, incidentals) for 1 presenter (may be UM faculty or graduate student) @ \$1,500
 Portion of domestic travel & per diem (meals, incidentals) for II Outreach Coordinator to organize symposium @ \$900

\$1,500 \$1,500 \$1,500 \$1,500
 \$900 \$900 \$900 \$900

AP
 CPI

EA Language Teacher Certification Program Expansion With Other Partners

Domestic travel, lodging & per diem (meals, incidentals) for UM faculty to meet with potential partner @ \$1,500

\$0 \$0 \$1,500 \$1,500

API &

Language Lecturer Conference Travel Support

Professional conference attendance for UM Korean lecturers to develop their skills and network with others in the field
 Domestic and international travel, lodging & per diem (meals, incidentals) lodging and conference registration for 4 instructors @ \$1,990

\$7,960 \$7,960 \$7,960 \$7,960

AP

Travel Subtotal \$10,860 \$10,860 \$12,360 \$12,360

4. Equipment

\$0 \$0 \$0 \$0

5. Supplies

B. Teacher Training

World History and Literature Initiative

Printing, educational materials and books for teacher participants

\$500 \$500 \$500 \$500

AP
 CPI

BN-4

Revision of EA Language Curricula				
Photocopying and materials	\$200	\$200	\$200	\$200
EA K-12 Workshops				
Printing, educational supplies for teacher/student activities	\$1,500	\$1,500	\$1,500	\$1,500
<u>D. Outreach</u>				
CKS Colloquium Series				
Printing (posters and flyers)	\$442	\$221	\$407	\$0
<u>E. Asia Library Support</u>				
Material acquisitions (Chinese, Japanese, & Korean)	\$6,000	\$6,000	\$6,000	\$6,000
Supplies Subtotal	\$8,642	\$8,421	\$8,607	\$8,200

6. Contractual

<u>C. Language Instruction</u>				
Collaboration with Washtenaw Community College				
To develop Chinese Language Program at WCC				
Chinese Language Lecturer, WCC hired faculty				
200 Level Chinese course instruction				
8 credits @ \$1185/credit hour				
[EA Effort: 100%]	\$9,481	\$9,766	\$10,059	\$10,361
Washtenaw Community College Foreign Language Chair				
Professional service fee for coordination of EA language program by Juan Redondo				
WCC Chair @ \$3,000				
[EA Effort: 100%]	\$3,000	\$3,000	\$3,000	\$3,000
Subgrant Indirect Cost				
Indirect cost @ 8%				
	\$999	\$1,021	\$1,045	\$1,069
Contractual Subtotal	\$13,480	\$13,787	\$14,104	\$14,429

7. Construction	\$0	\$0	\$0	\$0
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8. Other

B. Teacher Training

World History and Literature Initiative

Speaker's fee for 1 presenter (may be a U-M faculty and/or graduate student) @ \$500	\$500	\$500	\$500	\$500	AP CPI
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Fee for faculty coordinator at livestreamed external campus @ \$150 [EA Effort: 20%]	\$150	\$150	\$150	\$150	
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WHaLI Student Assistant, TBA Curricular development assistance & evaluation 150 hours @ \$20/hr (8% Fringe: \$80, \$82, \$85, \$87) [EA Effort: 20%]	\$1,000	\$1,030	\$1,061	\$1,093	
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Collaboration with the Midwest Institute for International/Intercultural Education (MIIE)

Professional service fees to develop curriculum modules at workshops (3 annually) @ \$1,000 per faculty member	\$3,000	\$3,000	\$3,000	\$3,000	AP1 &
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Library Travel Grants

Domestic travel & per diem (meals, incidentals) for 6 researchers & educators, priority given to MIIE members @ \$1,000	\$6,000	\$6,000	\$6,000	\$6,000	AP1 &
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EA Language Teacher Certification Program

Student Assistance, TBA Assistance with curriculum development research 312.5 hours x \$16/hr (8% Fringe: \$400, \$400, \$400, \$400) [100% EA]	\$5,000	\$5,000	\$5,000	\$5,000	AP1 &
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University of Puerto Rico (UPR) Collaboration

K-16 professional and curriculum development workshop Speaker's fee for 1 presenter (may be U-M faculty and/or graduate student) @ \$500	\$500	\$500	\$500	\$500	AP1 CPI
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BN-6

UPR Faculty Consultant, Juan Hernandez Faculty consultant for UPR Symposium 50 hours @ \$25/hr (8% Fringe: \$100, \$100, \$100, \$100) [EA Effort: 20%]	\$1,250	\$1,250	\$1,250	\$1,250
Professional Service Fees for Center for Evaluation Design, Evaluation, and Research Project To design educational toolkits and provide pedagogical consultation to presenters for annual symposium @ \$1,200	\$1,200	\$1,200	\$1,200	\$1,200
EA Conference Travel Grants				AP1 &
Professional Development for Community College and MSI Faculty to Attend EANRC Conferences Domestic travel (Yr. 1: 12 Grants, Yrs. 2-3: 9 Grants, Yr. 4: 6 Grants) @ \$750	\$9,000	\$6,750	\$6,750	\$4,500
EA K-12 Workshops				AP
Speaker's fee for 5 (may include UM faculty and/or graduate student) presenters @ \$300	\$1,500	\$1,500	\$1,500	\$1,500
Professional service fees for 3 teacher to participate in mentoring and networking program @ \$333	\$1,000	\$1,000	\$1,000	\$1,000
Domestic travel, lodging, and per diem (meals, incidentals) for 3 workshop participants @ \$600	\$1,800	\$1,800	\$1,800	\$1,800
Recording, editing, and tech staff for distance learning and photography for 30 hours @ \$50/hr	\$1,500	\$1,500	\$1,500	\$1,500
Venue fees	\$500	\$500	\$500	\$500
Group ground transportation for offsite locations	\$500	\$500	\$500	\$500

BN-7

C. Language Instruction

Uyghur Language (First Year Uyghur I & II)

Course Proctor for Distance Learning Course
 110 hours @ \$16/hr
 (8% Fringe: \$141, \$141, \$141, \$141)
 [100% EA]

\$1,760 \$1,760 \$1,760 \$1,760

Course Tutor for Uyghur
 60 hours @ \$12 per hour
 (8% Fringe: \$58, \$58, \$58, \$58)
 [100% EA]

\$720 \$720 \$720 \$720

Domestic travel, lodging & per diem (meals, incidentals) for
 Indiana University instructor 2 times per year @ \$1,200

\$2,400 \$2,400 \$2,400 \$2,400

International Institute Annual Conference

Speaker's fee for 1 presenter @ \$500
 Domestic or international travel, lodging & per diem (meals,
 incidentals) for 1 speaker @ \$2000

\$500 \$500 \$500 \$500
 \$2,000 \$2,000 \$2,000 \$2,000

D. Outreach

CKS Colloquium Series

Speaker's fees for 7, 6, 4, 1 speakers @ \$500
 Domestic and international travel, lodging & per diem (meals,
 incidentals) for 6, 4, 2, 0 speakers @ \$1,093

\$3,500 \$3,000 \$2,000 \$500
 \$7,651 \$6,558 \$4,372 \$1,093

Student Assistance, TBA
 Assistance with lectures, poster design and distribution
 36, 30, 24, 24 hours @ \$15/hr (3 hrs per lecture)
 (8% Fringe: \$62, \$64, \$66, \$68)
 [EA Effort: 100%]

\$780 \$803 \$828 \$852

EA Social Media

Student Assistance, TBA
 Development and maintenance of EA Social Media
 260 hours (5 hrs/week) @ \$15/hr
 (8% Fringe: \$312, \$312, \$312, \$312)
 [EA Effort: 100%]

\$3,900 \$3,900 \$3,900 \$3,900

BN-8

E. Library

Asia Library Support

UM Web Developer, Julia Falkovitch

Service fee for structural design and programming of exhibition website

[EA Effort: 100%]

\$3,000 \$0 \$0 \$0

Asia Library Student Assistance, TBA

500 hours @ \$12/hr

(8% Fringe: \$480, \$480, \$480, \$480)

[EA Effort: 100%]

\$6,000 \$6,000 \$6,000 \$6,000

F. Evaluation

Evaluation Specialist, Karin Tice

Collaboration with FERA for program evaluation

External evaluator

[EA Effort: 20%]

\$8,000 \$8,000 \$8,000 \$8,000

Other Subtotal \$74,611 \$67,821 \$64,691 \$57,718

9. Total Direct Costs \$252,600 \$252,112 \$253,127 \$252,538

10. Indirect Costs \$20,208 \$19,988 \$19,122 \$19,049

Grand Total \$272,808 \$272,100 \$272,249 \$271,587

BN-9

**EAST ASIA NATIONAL RESOURCE CENTER, THE UNIVERSITY OF MICHIGAN
2018-22 Foreign Language and Area Studies Fellowship Budget**

Category	Year 1	Year 2	Year 3	Year 4	Priority
A. Undergraduate Fellowships					
1. Academic Year Fellowships					CPP1, CPP2
Institutional Payment					
3 students @ \$10,000	\$30,000	\$30,000	\$30,000	\$30,000	
Subsistence Allowance					
3 students @ \$5,000	\$15,000	\$15,000	\$15,000	\$15,000	
Subtotal	\$45,000	\$45,000	\$45,000	\$45,000	
B. Graduate Fellowships					
1. Academic Year Fellowships					CPP1, CPP2
Institutional Payment					
8 students @ \$18,000	\$144,000	\$144,000	\$144,000	\$144,000	
Subsistence Allowance					
8 students @ \$15,000	\$120,000	\$120,000	\$120,000	\$120,000	
Subtotal	\$264,000	\$264,000	\$264,000	\$264,000	
C. Summer Fellowships					
1. Graduate & Undergraduate Fellowships					CPP1, CPP2
Institutional Payment					
8 students @ \$5,000	\$40,000	\$40,000	\$40,000	\$40,000	
Subsistence Allowance					
8 students @ \$2,500	\$20,000	\$20,000	\$20,000	\$20,000	
Subtotal	\$60,000	\$60,000	\$60,000	\$60,000	
FLAS TOTAL	\$369,000	\$369,000	\$369,000	\$369,000	