

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 # P015A180144

Grants.gov Tracking#: GRANT12660076

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180144

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text" value="10068553"/>
--	---

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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="The Trustees of the University of Pennsylvania"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1231352685A1"/>	* c. Organizational DUNS: <input type="text" value="0422507120000"/>

d. Address:

* Street1: <input type="text" value="Office of Research Services"/>
Street2: <input type="text" value="3451 Walnut Street, 5th Floor"/>
* City: <input type="text" value="Philadelphia"/>
County/Parish: <input type="text" value="Philadelphia"/>
* State: <input type="text" value="PA: Pennsylvania"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="19104-6205"/>

e. Organizational Unit:

Department Name: <input type="text" value="0152 - East Asian Studies Cent"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="ELIZABETH"/>
Middle Name: <input type="text" value="D"/>	
* Last Name: <input type="text" value="PELOSO"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="AssocVicePres/AssocViceProvost for Research"/>

Organizational Affiliation: <input type="text" value="The Trustees of the University of Pennsylvania"/>

* Telephone Number: <input type="text" value="2157460234"/>	Fax Number: <input type="text" value="2158989708"/>
---	---

* Email: <input type="text" value="epeloso@upenn.edu"/>

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI National Resource Center and FLAS Fellowship Funding 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="2,275,700.00"/>
* 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="2,275,700.00"/>

*** 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

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

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	110,000.00	122,046.00	123,535.00	125,070.00		480,651.00
2. Fringe Benefits	20,471.00	21,831.00	23,201.00	23,553.00		89,056.00
3. Travel	26,000.00	26,000.00	26,000.00	26,000.00		104,000.00
4. Equipment						
5. Supplies	4,800.00	4,800.00	4,800.00	4,800.00		19,200.00
6. Contractual						
7. Construction						
8. Other	30,000.00	41,000.00	30,000.00	41,000.00		142,000.00
9. Total Direct Costs (lines 1-8)	191,271.00	215,677.00	207,536.00	220,423.00		834,907.00
10. Indirect Costs*	15,302.00	17,254.00	16,603.00	17,634.00		66,793.00
11. Training Stipends	343,500.00	343,500.00	343,500.00	343,500.00		1,374,000.00
12. Total Costs (lines 9-11)	550,073.00	576,431.00	567,639.00	581,557.00		2,275,700.00

***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: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 37.00%.

(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 # P015A180144

Name of Institution/Organization THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA	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>Filled For Validation</p>	<p>TITLE</p> <p>Associate Director Office of Research Service</p>
<p>APPLICANT ORGANIZATION</p> <p>The Trustees of the University of Pennsylvania</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
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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"/>
	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)
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NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

01 CEAS GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Center for East Asian Studies GEPA (Section 427) Statement

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. A fully staffed Office of Affirmative Action and Equal Opportunity Programs is charged with ensuring that the University meets its obligations as an affirmative action and equal opportunity employer and educational institution. The Center for East Asian Studies (CEAS) follows and supports university policies and is all-inclusive in its academic and outreach programming. Much of CEAS outreach programming targets underserved and minority communities.

CEAS promotes diversity in its outreach event attendance by targeting publicity efforts to urban schools and community colleges. In the coming years we will launch, in conjunction with the other NRCs on campus, a very rigorous, four-year impact and evaluation plan, in which outreach to underserved constituencies both on campus and in the larger community is a high priority that we measure using several evaluation tools. During that time, we will continue to work closely with Community College of Philadelphia (a designated Minority-Serving Institution and Predominately Black Institution) to increase our reach to minority communities.

Penn's Office of Student Disabilities Services provides free professional services for students with disabilities to ensure equal academic opportunities and participation in University-sponsored programs, and CEAS makes all events accessible to persons using wheelchairs and also for audience members who are hearing or sight impaired.

Other examples of how the Center for East Asian Studies works to fulfill GEPA requirements can be seen in narrative sections: 2.C, 3.B, and 9.B.

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="The Trustees of the University of Pennsylvania"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Leona"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Hobbs"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Associate Director Office of Research Service"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Filled For Validation"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

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

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

1. Project Director:

Prefix: Dr.	First Name: Jacques	Middle Name:	Last Name: Delisle	Suffix:
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Address:

Street1:	642 Williams Hall, 255 South 36th St
Street2:	
City:	Philadelphia
County:	Philadelphia
State:	PA: Pennsylvania
Zip Code:	19104-6305
Country:	USA: UNITED STATES

Phone Number (give area code) 2155734203	Fax Number (give area code)
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Email Address:
jdelisle@law.upenn.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

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ABSTRACT

The University of Pennsylvania (Penn) Center for East Asian Studies (CEAS) seeks National Resource Center (NRC) funding (for an undergraduate NRC) and Foreign Language and Area Studies (FLAS) Fellowships for projects and programs to increase the supply of people trained on East Asia (EA) in areas of national need, by providing social science, professional, and other EA courses, and courses in strategically important languages, and by supporting professional development of faculty teaching those courses. CEAS will address Competitive Preference Priorities by building capacity on EA through its renewed partnership and programming with the Community College of Philadelphia, and through area teacher education programs in collaboration with Penn's Graduate School of Education.

Penn offers an extensive and substantial EA curriculum, taught by highly qualified faculty, that provides a strong platform for these undertakings. Focused since its founding on academic research coupled with practical application, Penn has EA faculty and courses in many Arts and Sciences departments and the schools of Law, Business, Education and Communication, making Penn particularly well-equipped to prepare students to address areas of national need.

CEAS will work to prepare students for careers in these areas, by expanding EA course offerings in professional schools and the social sciences, making competitively-awarded grants to standing EA faculty to enable them to undertake research, organize and participate in academic conferences, and develop new EA courses. CEAS will support the creation of at least two new courses each year, and improvements to existing courses. CEAS will support programs to bring prominent EA scholars and public figures to Penn for conferences, lectures, and meetings with small groups of students to supplement formal instruction on EA.

CEAS will support students' attainment of greater EA language capabilities, especially in areas of national need, by assisting language faculty to receive training in teaching advanced language for the professions, and to attend professional development conferences. CEAS will support two language teaching assistantships, host a major Business Chinese teaching conference, and support new courses teaching languages of China's borderlands (such as Tibetan, Mongolian, and Uyghur). CEAS will support the production of an online version of the materials used in Penn's innovative Medical Chinese course. CEAS will help to develop and implement online tests to measure the language attainment of Penn Chinese language learners and improve instructional outcomes.

CEAS will build capacity for teaching about EA through a renewed partnership with the Community College of Philadelphia, which has a large minority enrollment, and will pursue similar arrangements with other regional historically Black (HBCU) and Minority-Serving Institutions (MSI). CEAS will build on its relationship with Penn's Graduate School of Education to offer Act 48 credit (under Pennsylvania law) for Pennsylvania teacher professional development focused on creating EA-content. CEAS will expand its excellent outreach programs, offering a week-long Summer Global Educators' Institute (collaboratively with other Penn NRCs), and global programming in collaboration with the Penn Museum for high schools, the East Asia in the Schools program, and more.

Evaluation is critically important for program quality and improvement, and for providing the sponsor with evidence that project goals are being met. CEAS has developed measurable goals and performance measurements and joined with the other Penn NRCs to retain an independent evaluation expert. CEAS also will invite a senior EA scholar to perform an external review in the third year of the funding cycle.

FLAS Fellowships are an essential tool for increasing the supply of EA experts in areas of

national need. CEAS will prioritize applicants who demonstrate financial need, meet high standards of demonstrated ability and potential, and are likely to work in areas of identified need.

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Application for Title VI Undergraduate National Resource Center and FLAS

1. PROGRAM PLANNING AND BUDGET

1.A. Purpose and Quality. Penn seeks NRC funding to pursue specific improvements to teaching, resources, and scholarship on EA at Penn and outreach efforts to the community including K-16 educational institutions in the Philadelphia area. At the university, our efforts will focus on preparing graduates, including students in the professions, for areas of national need related to EA. We will increase course coverage and quality through awarding research travel, conference, and course development grants to faculty, including faculty in the academic disciplines and language teachers, and by bringing distinguished visiting EA faculty to teach at Penn. This will increase the range and depth of teaching on EA at Penn. We will also focus on high-profile policy-oriented speakers in collaboration with Penn's Perry World House, Center for the Study of Contemporary China, other regional studies centers at Penn, and Philadelphia's Foreign Policy Research Institute—events that will be open to the public. We will improve library resources, especially subscription-based electronic resources (see 5).

CEAS will improve language teaching by supporting faculty in attending and holding workshops on teaching methods and proficiency testing, and will use NRC funds to provide graduate student Language Teaching Assistants. CEAS will enhance Chinese teaching by supporting development of specialized instruction in Chinese for professions (such as medicine, law, engineering, or business—including undergraduates in Penn's Wharton School of Business). Courses will introduce comprehensive online testing to measure student outcomes, and support a national conference on teaching Chinese language courses to professional students. We will implement multi-level teaching of Mongolian and one other China borderland less commonly taught language (see 7.A) to support expansion in EA borderland studies and build on

Penn’s strengths in the study of these regions.

A partnership with the Community College of Philadelphia (a designated Minority-Serving Institution and Predominately Black Institution) will build on past cooperation and focus on developing sharable web resources for teaching about EA. We will involve Penn faculty and graduate students in preparing and supporting CCP faculty with EA-focused outreach events and opportunities for collaboration on FPRI co-directed annual teacher training trip to Japan. **(see 11: NRC Competitive Priorities 1 and 2).**

CEAS will increase the impact of outreach efforts, measured by attendance and numbers of people served, with the aim of increasing the number of talented students focusing on EA among current post-secondary students and future ones. Projects will include targeting high schools through programs that will send Penn graduate students, faculty, and affiliates with expertise to offer lectures and participate in other projects at Philadelphia-area institutions (sometimes in partnership with other NRCs and non-NRC programs at Penn), and our intensive summer STARTALK Chinese language teacher training (see 7.D, 9.A).

1.B.1. Timeline.

Table 1B.1. Project Timeline and Implementation Plan	
	<p>Summer 2018: Gather baseline data for grant activities and set targets for the grant cycle</p> <p>Late Summer 2018: Upon award notification, convene CEAS Staff and Executive Committee to discuss grant timeline, budget, evaluation activities, and reporting. Gauge faculty and student interest for selection of 2nd China borderland language offering</p>
YEAR 1	<p>Fall 18: Launch grant competitions for faculty; meet with Library to determine purchase of new materials; initiate search for visiting faculty; adopt a pilot proficiency test for Chinese learners; CEAS will work with Community College of Philadelphia (CCP) to create online hosting for EA-focused course modules; announce FLAS; Beginning Mongolian class begins, one other China borderland beginning language class begins.</p> <p>Spring 19: Award grants to faculty for research and course development; Plan EA course/module development with CCP; run an interdisciplinary conference on EA; run FLAS competition</p> <p>Summer 19: Run EA Summer Institute for educators; start planning a teaching Chinese for students in the professions conference; run faculty grant evaluation survey</p> <p>Year-long: Continuous improvements to website and social media presence; work with IPE to begin evaluation plan</p>
YEAR 2	<p>Fall 19: Offer new EA courses; continue Mongolian language and introduce intermediate level; continue 2nd China borderland language; start new EA course/module at CCP; launch faculty grant competitions; announce FLAS</p> <p>Spring 20: Host a national conference on Business Chinese; plan new Chinese courses for One or More of the</p>

	<p>Professions (medical, business, law, engineering); award faculty grants; run FLAS competition</p> <p>Summer 20: Review and evaluate EA course/modules at CCP; evaluate faculty grants; perform formal program evaluation with IPE</p> <p>Year-long: Continue implementation of evaluation plan; continue teacher training programs; continue CEAS outreach/marketing efforts</p>
YEAR 3	<p>Fall 20: Start Chinese for One or More of the Professions course; run new EA courses; continue Mongolian beginner and intermediate and 2nd China borderland language courses; continue EA courses at CCP; launch faculty grant competition; announce FLAS; outside scholar review</p> <p>Spring 21: Host interdisciplinary conference; invite visiting faculty; continue EA courses/modules CCP; award faculty grants; run FLAS competition</p>
	<p>Summer 21: Continue teacher training and K-12 outreach; evaluate Chinese for One or More of the Professions course; evaluate faculty grants</p>
	<p>Year-long: Strengthen CEAS website; work with Library to improve its offering; continue implementation of evaluation plan</p>
YEAR 4	<p>Fall 21: Run new EA courses; continue Chinese for One or More of the Professions course; continue EA courses modules at CCP; launch faculty grant competition; host new course by visiting faculty; announce FLAS</p> <p>Spring 22: Host academic conference; award faculty grants; run FLAS competition</p> <p>Summer 22: Evaluate faculty grants; continue K-16 outreach</p> <p>Year-long: Work with IPE to review 4-year data</p>

1.B.2. Resources and Personnel. CEAS will use resources and personnel efficiently to complete project goals. The AD has 10 years of experience in managing similar projects and has also successfully designed and carried out a full schedule of outreach initiatives for 10 years. CEAS cooperates extensively with EA faculty, who readily help with efforts to promote knowledge of EA in the region. CEAS works smoothly with other Penn NRCs, the heads of the EA language programs, and Penn professional schools’—as well as School of Arts and Sciences’—faculty and staff on collaborative projects. The CEAS Director and Executive Committee provide efficient oversight and ensure cooperation among various Penn entities.

1.C. Budget. NRC funds will be used primarily to: expand and enrich substantive course offerings through courses by visiting faculty, course development grants to faculty, support for faculty and graduate student research in areas with an impact on teaching, and support for language teaching improvement; support library acquisitions, conferences, and overseas linkage enhancement; support the social-science-oriented interdisciplinary East Asia Area Studies BA program; support outreach programs, including the partnership with Community College of

Philadelphia; and undertake collaborative outreach efforts and on-campus events with other centers and programs at the university and beyond. (*see 11: Competitive Priorities #1 & #2*).

NRC funds will be used to leverage substantial University contributions. Requested staff positions are supported by 50% of Penn funds, and one position, the Director, is entirely supported by Penn. CEAS will increase significantly its already extensive cooperation with other Penn NRCs, School of Arts and Sciences departments, other schools and centers at Penn, and institutions outside Penn, enabling CEAS to expand the scope and scale of programs and constituents while avoiding duplication of effort and expense.

(1.D. Note that Penn is applying as an Undergraduate, not Comprehensive, NRC.)

1.E. Long-term impact on undergraduate education. NRC funds for faculty, courses, programs, research, and other resources will strengthen interdisciplinary undergraduate courses, including graduate and graduate/professional courses open to advanced undergraduates. Language instruction, enhanced with NRC funding, will benefit undergraduates in job placement (see 6.A.2).

2. QUALITY OF STAFF RESOURCES

2.A.1. Qualifications of Faculty and Professional Staff. Penn EA faculty are appointed in six schools and rank at the top of their fields. Many are internationally prominent. They are especially recognized for interdisciplinary research and teaching (App. A). In addition to scholarship and teaching, they serve on editorial boards, review manuscripts for academic presses, and serve in national and international organizations. Many have held Guggenheim, Fulbright, and other competitive fellowships, and they regularly receive prestigious awards.

Of the standing faculty, 26 teach EA courses full or nearly full time. Another 20 devote at least 25% of their teaching and research to East Asia (see 6.D). EA languages are taught full time

by 18 professional language lecturers, most having doctorates or master's degrees (see 7.C); 19 qualified staff members support EA programs. Visitors, adjuncts, and PhD (or equivalent) level scholars serving in administrative posts provide significant additional teaching coverage.

Recent appointments to core EA standing faculty include Adam Smith in EALC (also the University Museum's Curator for EA), David Spafford (Japanese history), and Hsiao-wen Cheng (EA religions), Guobin Yang in Communications and Sociology (China), Jianjing Kuang in Linguistics (languages of SW China), Xinyin Chen in Graduate School of Education (China), Minyuan Zhao in the Wharton School (business, China), and, most recently, Christopher Atwood (EALC, Mongolian and Chinese history). Other faculty members who have joined Penn during this period offer substantial teaching and research on EA.

Core EA faculty, and other faculty as well, undertake extensive research on and in East Asia. Approximately **440 faculty reported that they carried out around 700 research or teaching projects on site in East Asia** from all 12 Schools at Penn since 2012.

CEAS currently has one half-time Associate Director and a part-time graduate student assistant, in addition to CEAS Director Prof. Jacques deLisle. Academic advising for the EAST degree is managed by CEAS faculty in the Department of East Asian Languages and Civilizations, with cooperation from CEAS. David Dettmann, MA, Associate Director, directs the Center's programs, and is responsible for budgeting and reporting on these. Dettmann, together with a graduate assistant, manages the CEAS outreach program and most aspects of communications. Professional staff in SAS departments and in other schools provide significant additional support for EA programs at Penn. Examples include China scholar Amy Gadsden, PhD, former Associate Dean for International Programs at the Law School and now Executive Director of Penn Global and Director of Penn's China Initiatives (through August 2018);

Yuanyuan Zeng, PhD, Associate Director of the Center for the Study of Contemporary China; Regina Abrami, PhD, Director, Global Program, the Lauder Institute of Management and International Studies; and Scott Moore, PhD, Director of Penn's China Initiatives (beginning August 2018). All four are accomplished academics who provide substantive content for EA programs. Some teach EA courses.

2.A.2. Professional development. Most faculty receive Penn financial support to attend major professional conferences and have university and external resources to support additional conferences, research, and professional development. With Penn and outside support, faculty regularly travel to East Asia for research, attend conferences, teach and participate in collaborative programs. CEAS supports approximately 10 faculty and student travel grants for research and conference travel each year.

Language faculty receive CEAS grants for conference travel, organizing workshops on language teaching, and training. CEAS has consistently supported lecturers' opportunities for professional development and advancement, previously with NRC funds, and later with more modest funding available from Penn. To professionalize Korean teaching at Penn, CEAS helped to transform the program from one taught almost entirely by teaching assistants in evening courses into the Korean Language Program, at parity with the Chinese and Japanese programs. Lecturers can advance to higher professional status with *de facto* tenure (see 7.C).

With NRC funds, we will be able to re-expand our level of support for all these activities and restore partial support for a faculty-organized EA conference.

2.A.3. Teaching/Supervising/Advising Students. Standing faculty teach three to four courses each year, are widely available to students outside of class, supervise independent studies, and serve as academic advisors. Standing faculty direct BA, MA, and PhD candidates in their

research, and help students arrange for study and research abroad through personal and institutional contacts. EA faculty across the university advise doctoral, masters and undergraduate theses in SAS and other Schools. Faculty serve as advisors to student activities such as the East Asia House, a residence hall for EA-interested students, and numerous EA student publications and clubs. They also lead or otherwise participate in study abroad programs.

2.B.1. Governance of CEAS/Faculty and Staff Involvement. CEAS coordinates, supports and integrates EA research and teaching across several Penn schools. CEAS was established in 1995 and draws together faculty and students from across the University. Since July 2009, Jacques deLisle, an internationally known China specialist at Penn's Law School and Department of Political Science, has served as CEAS Director. This appointment highlights CEAS's interdisciplinary commitment and the EA focus in Penn professional schools.

The CEAS Executive Committee has broad authority over CEAS policy, grants, and other matters. Four members are elected from the core faculty and represent at least three disciplines and at least two country specialties. One elected member represents those who teach and research on EA but are not full time EA-specialized faculty. The Committee includes an EA librarian, and a Director of one of the EA language programs. As of 2018, the Executive Committee includes representatives of the James Joo-Jin Kim Program in Korean Studies and the Center for the Study of Contemporary China, a step undertaken to coordinate activities with these country-focused centers under the CEAS umbrella. CEAS staff members attend ex officio. CEAS policies, programs, and grant award decisions thus reflect the input of diverse stakeholder constituencies.

2.B.2. Staffing and Oversight of Administration and Outreach. The Associate Director (AD), under supervision of the Director, oversees all CEAS programming and all funded activities. The

BA program in East Asian Area Studies is coordinated by a standing faculty member in EALC. Outreach programming is managed by the AD with assistance from a half-time graduate student assistant. Given the planned increased level of activities, NRC funding is sought to support an increase in the AD position from half time to full-time. Given the planned increase in outreach efforts, NRC funding is sought to hire a second part-time graduate assistant to coordinate expanded outreach efforts and logistics (see 9). EA faculty are extensively involved in the oversight and performance of outreach events.

6.C. Employment practices. Penn is strongly committed to nondiscriminatory employment practices and actively seeks to employ members of underrepresented groups. All job openings are advertised widely with specific references to these policies. In the Penn Compact 2020, President Gutmann identified increasing faculty and staff diversity as a high priority.

Of the 26 members of the standing faculty teaching full-time on EA, 10 are women (of whom 7 are tenured) and 10 are people of color (of whom 8 are tenured). The Penn Women's Committee's has six times awarded Fund to Encourage Women grants to CEAS to bring prominent women scholars to Penn to encourage women students to enter the field.

Of the 18 members of the EA language faculty, 14 are women, and all were born in East Asia.

3. IMPACT AND EVALUATION

3.A.1. Impact on the University and Beyond. Penn is a large and vital institution, with EA faculty and courses distributed widely across its 12 Schools. CEAS provides a key focal point for such interests, coordinating EA activities across campus, providing a meeting point for EA-focused faculty and students, and leveraging Penn and outside resources for EA studies. Without CEAS and NRC support, departments such as sociology and political science would have been much less likely to have created EA-focused positions. In prior NRC cycles, CEAS had used

NRC funds to seed such positions. Course development grants and visiting faculty positions, in the past supported by NRC funds, have greatly increased EA course offerings. Faculty grants and events have broadly raised awareness of, interest in, and knowledge about EA across Penn, including in less traditionally EA-focused departments and schools.

Impact on the region would be unusually great with NRC support for EA at Penn. Penn is situated in at the center of the **fifth largest metropolitan area in the U.S.** and a major postsecondary educational center, with the region ranking in the top five in number of college students. There are **currently no NRCs for East Asia in the Mid-Atlantic Region.** CEAS is well situated to expand its extensive contacts with regional school systems, businesses, governments, foundations, museums, media, universities, colleges, and community colleges.

Penn is an internationally recognized resource for U.S. policy on, and partnerships, with EA. Penn professors are regularly cited in national and international media, consulted by government and non-governmental organizations, and perform research with global impact. CEAS-affiliated faculty achieve national impact through their research, writing, leadership and public outreach. Educators from across the nation have also been deeply affected by CEAS's programs. In a survey of attendees of Penn NRC global teachers' workshops, 96% said they have implemented international lesson plans. The policy-relevant reach of CEAS is enhanced by partnerships with such institutions as Penn's Perry World House (the university's center for policy-oriented international programs) and the Foreign Policy Research Institute (an independent Philadelphia-based think tank with which CEAS regularly partners for public programs and teacher-training and where CEAS Director deLisle is Director of the Asia Program).

3.A.2. Advanced Language Training. Penn supports high quality Chinese, Korean, and Japanese instruction (all Critical Languages), enrolling over 2,200 students between 2016 and

2018. 66% of EA language courses are taught at advanced levels. For over a century, Penn has trained specialists in EA, including post-secondary educators at leading universities in the U.S. and abroad. Penn provides programs of the highest standard to undergraduate and graduate students, including graduate students at Penn's top-ranked professional schools (business, law, communications, and education). In a post-graduation survey of 185 student respondents in May 2014, 89% said they were sufficiently prepared with language proficiency for their jobs.

3.B. Equal Access and Treatment. Penn is deeply committed to diversity among students and faculty. Among students majoring in East Asian Language and Civilizations (EALC) and East Asian Area Studies (EAST) for AY 2017-18, more than 50% are minority students (breakdown by ethnicity is not available), and over 60% of enrolled students are women. Among other Penn students focusing on EA, the pattern of diversity is similar.

Penn maintains a strong commitment to equal access and treatment for all students and other participants in CEAS programs. The **Office of Affirmative Action and Equal Opportunity** supports these efforts and reports regularly to the University Trustees (see 6.C). The **Office of Student Disabilities Services** provides professional services for students with disabilities to ensure equal academic opportunities and participation in University-sponsored programs. CEAS promotes diversity in outreach event attendance by targeting marketing efforts to urban schools and community colleges. We will work closely with CCP to build EA teaching capacity reaching minority communities.

Penn's College of Liberal and Professional Studies offers for-credit courses to non-matriculated students in classes shared with regular Penn students, usually taught in the evening. **Such non-traditional students** add to diversity in the Penn student population.

3.C.1. Evaluation Plan. Program evaluation is key to continuously improving implementation and ensuring achievement of our fundamental objectives. Continuous, rigorous evaluation ensures high quality, cost-efficiency and effectiveness of EA programs at Penn. CEAS and Penn's existing NRCs have a high level of evaluation and collaborate closely with one another.

To measure objectively the quality and impact of the activities supported by Title VI funding, CEAS will employ multiple assessment methods, each guided by the program goals and performance measures. CEAS followed this plan for the AY 2010-14 NRC cycle with considerable success, and we believe our experience ensures evaluation will be carried out optimally in the next cycle. Our plan is designed to provide ongoing feedback for use in improving the Center's programs and ability to meet stated objectives.

The Associate Director (AD), with assistance from the project staff, will assess program effectiveness on an on-going basis, using quantitative and qualitative measures. The Independent Program Evaluator (IPE), works with NRCs at Penn and will assist CEAS in the creation of data tools, data management, and analysis, and will assist in undertaking a holistic assessment of NRCs' programming, with the aim of implementing best practices.

Evaluation will use data from several sources: data collected for ongoing reporting requirements and GPRA measures, available University data, and new data collected specifically to monitor and assess NRC program impact. To ensure the validity of the data, wherever possible the Center has identified measurements that can be collected independent of the NRCs. We will also triangulate data gathered from other sources.

Quantitative Evaluation Measures: The project staff will compile, aggregate and analyze quantifiable project data using computerized project databases such as Penn's Institutional Research Query Database (IRQDB), which collects course enrollment, degree and other data

obtained from the Office of the Registrar and SAS Computing. CEAS will work with the Director of Institutional Research to design record searches that produce results showing aggregate outcomes. Center staff will track student, K-16 educator and community member participation in outreach programs in a database of attendance records. Surveys are distributed to faculty and graduate students to gather information regarding resources produced, events hosted and funds leveraged, using Likert scales for a quantifiable measure for program and implementation success.

Qualitative Evaluation Measures: The AD will solicit information via surveys for outreach events and workshops. One-time events will be evaluated based in terms of topic, location, presenters, and other pertinent elements. Longer-term series of events will conclude with an online survey written by the IPE and distributed by the AD. The information will be compiled and analyzed by the IPE. For events held in conjunction with other organizations, surveys will have a table of summary survey results and a comprehensive narrative shared with partners. Surveys will be used to gain insight into impact, relevance and satisfaction as perceived by students, teachers, other event attendees and others. We will use online survey tools along with on-site paper forms, to maximize response rates. The Director and AD will review course evaluations and other materials to assess quality of, and satisfaction with, EA teaching, with a special focus on courses supported by CEAS course development or teaching assistance grants. All of these elements help guide the program and provide information for biannual reviews and performance reports (see App. C). To provide an independent perspective, CEAS will invite a senior scholar with relevant experience to undertake an outside review in Year 3.

Performance Measurement: CEAS has identified four goals about which to collect data for performance measurement. The goals and performance measures are sufficiently reliable and

representative of CEAS's projects that they will accurately reflect overall, as well as project-specific success, as well as .

Goal 1: Expanding teaching and research at Penn on modern EA, especially in the social sciences, to produce graduates prepared for careers in **areas of national need and government service, business, education, and the professions**. This includes developing new EA content courses and hosting visiting professors teaching new content. See App. C for related Performance Measures.

Goal 2. Improve Chinese language instruction, especially at advanced levels and for students entering the professions, and expand teaching of EA LCTLs. See App. C for related Performance Measures.

Goal 3. Build capacity for teaching on EA by partnering with the Community College of Philadelphia, and collaborating with Penn's Graduate School of Education to prepare educators to teach on EA. Performance measurements are: (1) Develop renewed and expanded partnership with CCP, with a program to create at least two new courses, or modules on EA for existing courses, each year and collaborative East Asia-focused outreach planning. (*Competitive Preference Priority 1*). (2) Work with Penn's Graduate School of Education on one or more teacher training workshops with EA content to be conducted each year with NRC support to provide regional in-service and pre-service teachers with the expertise to include East Asia in their teaching. *Competitive Preference Priority #2*). See also App. C.

Goal 4: Building on our long commitment to outreach in multiple forms, CEAS will increase its reach into the urban community around Penn and in the Delaware Valley, particularly K-16 students and teachers. See App. C for Performance Measurements.

Program Evaluators. The CEAS AD is primarily responsible for implementing evaluation activities, distributing results, and managing changes based on data. The Independent Project Evaluator (IPE), is responsible for selecting and developing assessment tools, assisting the Center with developing tracking databases, and analyzing data. The IPE undertakes a holistic review of the program to identify other areas for increased analysis.

The IPE, Laura Chisholm, holds an MA (Urban Studies) from Temple University with a concentration in research and evaluation methods. She is currently the Grants Compliance Officer at the Northampton Community College in the Lehigh Valley of Pennsylvania. Ms. Chisholm, who has led corporate, non-profit and education-based evaluation and program analysis efforts, has been working as the IPE for Title VI grants at Penn since 2010. Having one IPE oversee all evaluation efforts for the NRCs at Penn over a multi-year period provides consistency, economies of scale, and deeper collaboration among partners.

Evaluation Process: Formative and Summative Analysis. The evaluation process involves both a formative and summative analysis of project effectiveness. Formative evaluation begins at the start of the program cycle and continues throughout each program year, utilizing monthly meetings and the bi-yearly review process to gather and review information. Formative evaluation seeks to answer these questions: (1) Were program activities and services implemented as intended? (2) Is the project moving forward with new initiatives in a sound, efficient manner that leads to successful implementation within the timeline and budget? (3) Were data collected and reviewed as planned? (4) Are decisions about future programming based on objective data analysis? At the end of each project year, a thorough analysis of all evaluative data is conducted to meet the requirements of the EDGAR § 75. 590 pertaining to annual evaluation.

Regular review of data (such as enrollment numbers and survey results) facilitates evaluative feedback. The AD will hold biannual meetings with the IPE for this purpose. Information compiled for the Title VI reports is further analyzed and shared through a trend report written by the IPE, which tracks indices and highlights trends over multiple years.

For summative evaluation efforts, program staff use computerized databases to audit enrollment records and conduct bi-yearly program reviews. The IPE works with the Center to track enrollment, numbers of courses, and levels of language and area studies courses to generate reports comparing outcomes with 1) baseline data, and 2) goals and targets. These procedures insure a complete and thorough evaluation of data to document achievement of objectives and changes in programming. Longitudinal data will facilitate detection of trends and cyclical flows. Reports on NRC activities are prepared to meet IFLE requirements. As part of the summative analysis, the Center scrutinizes metrics to assure comprehensiveness, adding indicators if needed.

Addressing GPRA measures: To address **NRC GPRA Measures 2 and 3**, the AD will gather data from Penn's comprehensive enrollment system to assess increases in enrollment for these languages. Over the grant period, CEAS expects an increase in priority language courses offered and in enrollment, as we implement multi-level courses in EA LCTLs.

To address **NRC GPRA Measure 4**, the AD will identify and actively track the number of those earning certificates and minor and major degrees in priority languages and/or LCTLs, area studies, or international studies, over the four-year grant period.

To address **FLAS GPRA Measure 1**, the AD will administer the FLAS tracking survey to ensure high response rates. The contact information of FLAS graduated fellows will be regularly updated, and they will be contacted annually to maintain engagement with CEAS. By doing so, response rates to the biannual FLAS tracking survey should increase.

To address **FLAS GPRA Measure 2**, the AD will track the number of fellowships that are awarded for each priority language, on a yearly basis.

To address **FLAS GPRA Measure 3**, the percentage of FLAS fellows who increase their foreign language reading, writing/listening/speaking score by at least one proficiency level will be tracked annually by the AD. The AD will collect data on FLAS fellows to report proficiency levels pre and post-FLAS, monitoring increases in language proficiency. OPI-trained Penn language faculty will conduct pre/post OPI language interviews to measure proficiency.

3.C.2. Use of Evaluation Results to Make Programmatic Changes. CEAS staff review the program biannually and document any unanticipated outcomes. The review includes an analysis of the Center's goals. The AD discusses outcomes with the director, program staff, and senior administrators so that implementation strategies can be modified and enhanced as needed. CEAS shares strategies and solutions with other Penn NRCs and faculty, to achieve best practices and economies of scale.

3.D. Contributions to the Supply of Specialists on East Asia. CEAS conducted a survey (during the last cycle in which Penn had an EA NRC) in May 2014 of alumni who graduated from Penn in EA fields that found an impressive level of placement in related fields. Of the 185 respondents who graduated from Penn with a BA, MA, or doctorate in EA studies between 1998 and 2013, 65% have worked in a related field. Of the 88% (163) who are currently working, a third are in fields that address national need: 13% are working in higher education, 9% in non-profits, 5% in government in the U.S., and 5% in K-12 education. Some placements are: Foreign Service Officers serving in USAID and the State Department; International Investment Specialist, SelectUSA, the Department of Commerce; World Bank; the Department of Homeland Security; and Interpol.

3.E. Addressing national needs and disseminating information. Languages and regions focused on by CEAS faculty and programs address all the national needs criteria. Chinese, Japanese, and Korean are all designated critical languages, and Chinese, Japanese, and Korean-speaking areas are the principal regions of expertise for almost all Penn EA faculty. CEAS's extensive support for language instruction fosters early acquisition of advanced skills by undergraduates. Penn students, undergraduate and graduate, regularly win national fellowships that address U.S. national needs through advancing studies in foreign affairs and public service, such as the Boren, Truman, Critical Language, and Fulbright Scholarships.

CEAS continually works to insure broad access to its resources. Public lectures and media appearances by EA faculty provide effective avenues to disseminate information. A section of the CEAS website will resume development and distribution of sharable educational lesson plans developed in teacher training programs. CEAS will continue to contribute to a database of public lesson plans through the National Consortium for Teaching about Asia website, which includes hundreds of documents for classroom materials. The CEAS website also will add a new section—to supplement a similar section maintained by the China-focused CSCC—to highlight media commentary by EA faculty. CEAS maintains a vast database of e-mail addresses, totaling over 3,000 students, faculty, community members, and educators, all of whom have opted-in to learn about CEAS offerings and resources. During the academic year, a bi-weekly e-newsletter announcing CEAS events, regional EA events, EA fellowships, EA jobs, teacher training programs, and other resources, is sent to our constituents. In addition to our weekly e-newsletter, we maintain active Facebook and Twitter accounts, keeping our followers up-to-date with CEAS events and EA-focused news and happenings. We cooperate with other Penn NRCs, CSCC, the

Kim Program in Korean Studies, and other programs, departments, and schools at Penn to gather information about and publicize EA-related events and opportunities.

3.F. FLAS Fellowships addressing national needs. During the 2010-2014 FLAS cycle, CEAS prioritized awarding fellowships to address national needs. All of the fellowships were for students studying and using critical languages, and most of the recipients during this period studied in professional schools or in preparation for government service or teaching. Of the 51 fellowships awarded during that period, 20% went to International Business students (in the Lauder and Huntsman programs), 4% to Law, 4% to Public Health, 30% to those preparing for higher education careers, and 6% to those entering K-12 education. Awards have gone to students in non-traditional but relevant fields. For example, a FLAS Fellow in Chinese completed a degree in criminology, and now works at Interpol fighting human trafficking.

CEAS has been successful in placing many students in post-graduate education and training in areas of national need. In a May 2014 survey of all alumni graduating in **majors related to East Asia between 1998 and 2013, one-third of the respondents entered EA-related fields** after graduation (see 3.D). If awarded an NRC in the current cycle, CEAS will continue strongly to prioritize areas of national need, and recruit students by advertising in the relevant professional schools and giving preference to students in fields likely to lead to such placements.

4. COMMITMENT TO THE SUBJECT AREA

4.A. Institutional Support for East Asian Studies. The University of Pennsylvania (Penn) has supported scholarship on East Asian (EA) languages and cultures for over a century, since American scholars and collectors began bringing important works of art from Asia to form the collections of the University's renowned Museum of Archaeology and Anthropology. Penn was **one of the first American universities to teach courses in East Asian studies and language.**

In 1926, Penn began to offer degrees in the Department of Oriental Studies, which has developed into today's Department of East Asian Languages and Civilizations (EALC). After World War II, Penn spearheaded the study of modern East Asia, adding strength in the social sciences and professional education. The Center for East Asian Studies (CEAS) was founded in 1995 to coordinate and advance Penn's interdisciplinary approach to EA.

A new level of institutional commitment came with the announcement by Penn President Amy Gutmann of the Strategic Framework for Penn's Global Initiatives 2012–17, a major plan that included the appointment of a **Vice Provost for Global Initiatives**, the establishment of **Perry World House** on campus, which provides a physical home and symbol for Penn's growing global initiatives and which has given a prominent place to EA (especially China) in its programming, the creation of the **Center for the Study of Contemporary China**, a joint project of the Provost's office and four Penn schools, which works to advance Penn's interdisciplinary programs, research, and scholarship about political, legal, economic, and social factors shaping China and its role in the world today. The **Penn-Wharton China Center**, opened in Beijing in 2015, offers an unprecedented physical presence for Penn in East Asia and greatly increased opportunities for joint research and study abroad. To date, all of Penn's 12 schools have hosted events in conjunction with PWCC. Also in 2015, the **Penn China Research and Engagement Fund (CREF)** was launched by the Provosts' Office with a five-year ten million dollar competitive matching program to stimulate and support activity in China and engagement with the PWCC. CEAS and the Chinese Language Program received a CREF funding to take undergraduates to Beijing and Ulaanbaatar in 2016 for *A Tale of Two Capitals: A Comparative Study of Development*. The **James Joo-Jin Kim Program in Korean Studies**, established in 1997, and the **American Center for Mongolian Studies (ACMS)**, which moved to Penn in

2014, are other recent major initiatives expanding EA resources. Penn Law established a Center for Asian Law in 2014. The Fells School of Government and its Fox Leadership Program, led by Professor John DiIullio, has increased greatly China-related programming, including through a new Masters in International Affairs.

Penn’s total endowment of \$12.2 billion includes five major EA-specific endowments totaling over \$16 million: the Park Fellowship, the E. Dale Saunders Professorship, the Korea

Penn support for:	Amount in AY 2013-14 (with NRC)	Amount in AY 2017-18 w/out NRC	Percent of change
Total Operation of Penn CEAS	\$195,080	\$102,104	(-48%)
CEAS Outreach activities	\$47,800	\$18,800	(-61%)
Total salary/EB for EA teaching staff	\$5,037,170	\$6,272,514	+20%
Language faculty Salary/EB	\$1,268,728	\$1,087,729	(-36%)
Non-language faculty Salary/EB	\$3,768,442	\$5,184,785	+28%
Library resources in EA and European languages & English (acquisitions & staff)	\$1,957,569	\$2,187,034	+11%
Financial support for students of EA	\$1,984,838	\$832,050	(-59%)
Total Penn support for EA studies:	\$9,174,657	\$9,393,702	

Foundation endowment (which supports two Korea professorships), and the James Joo-Jin Kim and Moon Postdoctoral Fellowships. Penn spends over \$9 million annually for the direct support of EA studies, including EA faculty, library, and student aid, and the CEAS office (Table 4.A). This does not capture all of Penn’s support of EA study, however. The Kim Program in Korean Studies (with an endowment of several million dollars) and the Center for the Study of Contemporary China (with an annual budget of nearly half a million dollars) provide significant additional resources. All across campus projects related to East Asia take place with the support of many departments and schools, so that Penn’s total support of EA studies is likely around \$14 million.

The Center for East Asian Studies receives \$52,104 in salary and employee benefits (EB), \$50,000 in operating expenses, plus in-kind contributions from Penn. The Director’s stipend is

fully supported by Penn; the Associate Director position is 50% supported, along with a part-time graduate student.

Teaching staff: Forty-six standing faculty members in six Schools devote between 25% and 100% of their teaching and research to non-language teaching and research on EA, at an annual cost of nearly \$5.18 million (prorated based on the proportion of time devoted to EA). EA languages are taught by 18 professional lecturers, at a cost of about \$1.09 million (see 2.A.1).

Library resources include over \$2 million annually for EA (see 5.A.1). Libraries in the professional schools and other Penn units also acquire and hold significant EA collections.

Linkages: Penn has academic agreements with 90 institutions in East Asia: China (41), Japan (20), South Korea (13), Taiwan (11), and Singapore (5). Penn has more linkages with China than with any other country; Japan and Korea also rank in the top 10. Penn Global coordinates international exchange activities and provides services to international students and scholars, undergraduate study abroad, and formal exchanges. **Study abroad arrangements are in place at 27 institutions in EA.** About 25% of Penn undergraduates participate in study abroad, one of the highest rates in the nation. The professional schools each have EA study abroad programs tailored to related career paths.

Outreach: Penn currently pays half-time salary and EBs of the CEAS AD, who manages outreach programs, and one half-time graduate assistant. Penn provides venues and entertainment expenses for events hosted by CEAS. Faculty and graduate students offer their time to give outreach lectures, host visiting lecturers and otherwise participate in outreach and exchanges.

4.B. Financial Support for Students. Sixty percent of Penn undergraduates receive financial aid, structured so that no student need graduate with debt. Support for graduate

students is substantial. Many School of Arts and Sciences (SAS) PhD students receive five-year Benjamin Franklin Fellowships (BFF), providing approximately \$60,000 per year in tuition, stipend, and health insurance. Currently 32 PhD students focused on EA hold the BFF, for a total of nearly \$2 million in support. Penn makes several additional EA-specific awards, including the Park, Seigle, Rickett, Linder, Moon Family and James Joo-Jin Kim prizes and fellowships. **Penn adds funds to FLAS fellowships:** in AY 2013-14 (during the last cycle in which Penn had an EA NRC) for example, 12 EA FLAS Fellows together received over \$100,000 in additional support. Penn annually provides over \$50,000 to assist students to study abroad in EA.

5. STRENGTH OF LIBRARY

Penn Libraries are an important campus, regional and national resource. With an operating budget of \$71,814,000 the central Penn Library holds 7.5 million books and monographs and

Table 5.A.1a. Penn Library titles by subject heading		
Subject heading	In all languages	In Western European languages
China	93,862	51,981
Japan	57,063	33,372
Korea	11,902	10,632
Taiwan	14,785	4,492

109,467 print and electronic serial titles. It

maintains depository collections for documents

from U.S. and international governmental

organizations, and Penn’s music and video

collections. The collaborative learning and group

activity space Weigle Information Commons incorporates advanced information technology with courseware services and offers many IT workshops for faculty, students, and staff. Libraries in several of Penn’s schools, including Law and Business (Wharton) have substantial EA resources not reflected in the central university library’s holdings and budget.

5.A.1. Holdings. Strengths in EA-related holdings in Western languages are in history, literature, and social sciences (Table 5.A.1a). The Penn Libraries E-Resources search engine links to **116 China, Japan, and Korea-focused databases** and more than 6000 electronic journals (up from

220 in 2013). E-journal titles are provided through JSTOR, Project Muse, ScienceDirect, and other programs and publishers.

Van Pelt Library currently has **187,844 volumes in EA languages** (Table 5.A.1b). The Library also provides extensive access to EA language web/online journals and primary sources. Recent acquisitions include three major Chinese newspaper archives (*Guangming ribao*, *Renmin ribao*, and *Shenbao*), online access to China’s 2010 census data, the Shanghai Library’s full-text database of Republican Era periodicals, archived and current subscriptions to Japan’s *Yomiuri shinbun*, MagazinePlus (citation index to past and current Japanese magazines and journals), JapanKnowledge, *Yonhaengnok chonggan chungbop’an* (a full-text database of ancient Korean travel accounts), and Lawinfochina (a Chinese and bilingual data base of Chinese law, legal scholarship, and legal case reports).

Table 5.A.1b. Van Pelt Library holdings in East Asian languages

Category	Chinese	Japanese	Korean	Total
Books (vols.)	112,717	58,733	16,394	187,844
Serials (including print and electronic journal and newspaper subscriptions)	2,475	3,059	177	5,711
Microformats	1,081	24	1	1,106

Penn’s EA Collection reflects a strongly interdisciplinary range, consistent with trends in academic research and teaching today. The majority of EA monographs and

bound vernacular journals are housed in Penn’s main library, also home to the Derk Bodde East Asian Seminar Room, which collects core reference works and academic journals. The Current Periodicals Section holds EA periodicals in EA and Western languages. The University Museum Library has hundreds of EA vernacular holdings on anthropology, archaeology, and the Fisher Fine Arts Library collection covers EA art/architecture. The Biddle Law Library has more than 8,000 titles on EA in Western European languages and more than 200 titles in EA languages, with 970 e-resources and 115 serials, accessible to the full Penn community. Other professional

schools libraries also have significant EA holdings.

5.A.2. Institutional Support of Library. Since 1995, Penn has increased its EA language acquisitions budget by 75% to \$623,840 in AY 2016-17. **Library staff** include the Chinese

Studies Librarian, Japanese/Korean

Studies Librarian, Chinese Library

Specialist, and Japanese Library

Table 5.A.2. Expenditures for East Asia vernacular materials in Van Pelt Library, in dollars, since founding of CEAS

1995/96	2000/01	2008/09	2013/14	2017/18
297,200	421,813	461,669	520,165	623,840

Specialist. Salary and benefits in AY 2017-18 exceeded \$350,000.

5.B.1. Access to Other Institutional Holdings. Penn participates in many interlibrary exchanges and subscribes to extensive online resources. Penn's membership in the Research Libraries Group and regional consortia and participation in the Mid-Atlantic Law Library Cooperative provide expedited borrowing.

Penn is a member and co-founder of BorrowDirect, initiated with Yale and Columbia in 1999, and later joined by Cornell, Princeton, Dartmouth, Brown, Harvard and the University of Chicago, providing the means to search all participating libraries' online bibliographical databases simultaneously, and allowing users to request titles online for delivery within four days. Penn also participates in E-ZBorrow, a similar cooperative program for 60 academic libraries in and near Pennsylvania, as well as other interlibrary loan arrangements.

5.B.2. Access for Other Institutions. The Penn EA Collection and Penn Library resources generally are **available to other institutions in the Middle Atlantic region**, as well as to the public. Affiliates of Haverford, Bryn Mawr, and Swarthmore Colleges can also access library resources through a consortium agreement. Educators, as well as faculty and students in our planned partnership with CCP can be authorized to borrow. Similar access is available to

scholars and graduate students from other area institutions. Through its lending alliances, Penn supports EA scholars and libraries far beyond campus.

6. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Table 6.A. Area courses and specialized courses, for 2017-2018		
Discipline	Total EA Courses Offered	Specialized Courses (100 Level and up)
Anthropology	7	7
Art History	3	3
Cinema Studies	4	4
Communications	1	1
History	5	2
Law	2	2
Literature & Culture	91	77
Management	1	1
Political Science	4	4
Religious Studies	2	2
Sociology	2	2
TOTAL	122	105

6.A. Quality and Extent of Offerings.

Penn's EA programs offer broad coverage in the humanities, social sciences and professional training (Table 6.A). Of 96 courses, 55 are cross-listed with other departments, an index of interdisciplinarity of teaching. This (and the information in the table) significantly understate course offerings because many courses are offered on an alternate year basis. At the law school, for example, there are five courses regularly offered on EA law, but rarely more than two in one academic year. **Strengths among Penn's EA offerings include:**

History: Chance and Spafford teach medieval Japanese history; Dickinson modern Japan and EA diplomacy; Azuma early modern Japan and Japanese emigration; Mair and Goldin pre-modern China; Fei early modern China; Atwood premodern China and Mongolia. Waldron modern China and EA; E. Park pre-modern and modern Korea. At Penn this field has evolved to embrace **transnational perspectives**: Dickinson focuses his research on Japan, but integrates Japan into a comparative/global context. China scholar Waldron also takes an integrated approach, teaching in a course on **Asia in a Wider World**. *Faculty:* Atwood, Azuma, Chance, Dickinson, Fei, Goldin, Mair, McDougall, E. Park, Spafford, Waldron.

Literature: Study of Chinese and Japanese literature is thorough. Comparative approaches are encouraged through cooperation with the Department of Comparative Literature and Literary Theory. Chance and Kano teach medieval and early modern Japanese literature; Cheng, Goldin and Mair ancient and medieval Chinese literature; Chi-ming Yang covers international views of Chinese literature. *Faculty:* Chance, Cheng, Goldin, Kano, Mair, Spafford, C. Yang.

Anthropology and Archaeology: A new position in the archaeology of China has been filled by Adam Smith in EALC, and has brought opportunities for Penn students to participate in excavations. Mair has written, lectured and organized exhibits on **Caucasoid mummies from the ancient Silk Road**. Steinhardt teaches ancient EA architecture and art; Agha teaches Sino-Tibetan language. *Faculty:* Agha, Kim, Mair, Schurr, Smith, Steinhardt.

Art and Architecture: Offerings range from early Chinese architecture and art (Steinhardt), to contemporary Japanese printmaking (Davis), to urban planning courses focusing on EA cities (Fierro, Steinhardt). *Faculty:* Davis, Fierro, Steinhardt.

Political Science and International Relations: Courses cover political economy, domestic politics, international relations and international law. Goldstein teaches about China's international relations and Chinese politics; deLisle human rights, law, and politics in China; Hou Chinese domestic politics. Hou's position was seeded by NRC funds and is now entirely supported by Penn. *Faculty:* deLisle, Dickinson, Hou, Plantan, Goldstein, McDougall, Waldron.

Religious Studies: Goldin teaches Chinese philosophy and thought; McDaniel Buddhism in East and Southeast Asia; Steinhardt Buddhist art and architecture. Hsiao-wen Cheng teaches Chinese religion; Jolyon Thomas, Japanese religion. *Faculty:* Cheng, Goldin, Mair, McDaniel, Steinhardt.

Sociology: Hannum teaches about Chinese society, with an emphasis on education; H. Park

Korean society, health, education, and development issues; G. Yang Chinese society with an emphasis on the Internet and new media. Hannum's position was seeded by NRC funds and is now entirely supported by Penn. *Faculty:* Hannum, Kao, H. Park, G. Yang.

Interdisciplinary study of East Asia: Interdisciplinary approaches to the study of contemporary East Asia have been growing in importance at Penn and in the field generally. Penn has particular strengths in work that bridges social sciences and the professional schools. Law professor Feldman is a **scholar of Japanese law and society**. Law professor deLisle works on **Chinese law, politics, and international relations** and has a secondary appointment in Political Science. Hannum, who researches education in China, has appointments in Sociology and in the Graduate School of Education. Guobin Yang joined Penn in 2012 as a **joint appointment in Sociology and the Annenberg School of Communication**. Yue Hou, in Political Science works on Chinese domestic politics, including legal issues. Steinhardt teaches in EALC and Architecture. *Faculty:* deLisle, Feldman, Hannum, Steinhardt, Hou, G. Yang.

Central Asian Studies: In addition to its core strengths in Chinese, Japanese and Korean studies, Penn has extensive resources in Central Asian Studies. Mair is a preeminent scholar exploring the mutual influence of Chinese and other traditions in this region. Atwood is an internationally known scholar of Mongolia, and Steinhardt is an expert on its early architecture and art. Agha is a scholar of Sino-Tibetan languages. In 2014 Penn became the home of **the American Center for Mongolian Studies (ACMS) U.S. office**, which has greatly enhanced opportunities for research in this region (through ACMS's facilities in Ulaanbaatar) and collaboration on events at Penn. If funded, CEAS will support **Mongolian language as well as another EA LCTL teaching** to support work on Chinese borderlands. *Faculty:* Agha, Atwood, Mair, Nichols, Steinhardt.

Gender Studies: Kano regularly teaches Gender and Sexuality in East Asia, and Chance gender issues in medieval Japan. Cheng researches female sexuality in Song China. *Faculty:* Chance, Cheng, Fei, Goldin, Kano.

Penn professional schools' faculty undertake substantial research and teaching on, and linkage with, East Asia. **Wharton** provides EA offerings in its major disciplinary fields for undergraduate and graduate students, which are substantially augmented by the Penn-Wharton China Center since 2015 (see 1.A). Many faculty teach in part on business in China, both in and outside of Wharton. Meyer (now emeritus, but still teaching) teaches on management in China. Zhao offers courses on business strategy and China; deLisle teaches "Law and the Chinese Economy." Abrami teaches "Doing Business in China." Others teach about China's business and economy in a comparative context. *Faculty:* Abrams, Chiang, deLisle, Dickinson, Fei, Feldman, Goldstein, Guillen, Lai, Meyer, Orts, Shen, Zhang, Zhao.

Wharton partners with SAS in two landmark programs with EA foci, the undergraduate **Huntsman Program in International Studies and Business** (see 2.A), and the **Lauder Institute for Management and International Studies** (see 2.B). Dickinson is co-director of the Lauder Institute program that awards MBA-M.A. joint degrees, including China, Japan and Korea "tracks." Wharton established the **Initiative for Global Environmental Leadership** (IGEL), which brings together business leaders, professors at Wharton and other Penn Schools, and leading international experts to address business and the environment; a major research focus is China. Wharton provides seminars for selected faculty members who participate in study tours to China, Korea and Japan. Graduate students study in a Global Immersion Program, which includes travel to EA, with a focus on business cultures and practices.

Penn Law School's EA faculty is among the strongest in the country: Jacques deLisle, Stephen A. Cozen Professor of Law, Professor of Political Science, and CEAS Director, is an internationally known specialist in Chinese legal reform and China's approach to international law, and Eric Feldman, Professor of Law, is a leading scholar of Japanese law and society. The School regularly offers five courses in East Asian law, with additional courses by visiting or adjunct faculty. The Law School brings prominent faculty from EA to teach or co-teach courses and give public talks, and often hosts EA Fulbright Scholars.

The student-edited *Asian Law Review* (*ALR*, formerly the *East Asia Law Review*)—one of the few EA-specialized law reviews in the U.S.—publishes articles by leading scholars. Organizations at Penn Law sponsor, often with CEAS, conferences and talks by EA scholars, lawyers and officials. *Faculty:* deLisle, Feldman.

The **Center for Global Communication Studies** at the Annenberg School for Communication brings transnational and comparative approaches to communications research. CGCS has initiated **ventures with Chinese journalism and communications schools** and works to engage scholars and regulators in China on matters relating to communications laws, policies, and practices. Programs bring graduate students and faculty from universities in China (including the Communications University of China, Renmin, and Tsinghua). Guobin Yang, a preeminent scholar of China and the Internet, has greatly strengthened Annenberg's program.

Penn's **Graduate School of Education** (GSE) has student and faculty exchanges with several EA institutions. Yoko Butler studies language learning in Japan and the U.S. and works with H. Park and Hannum in Sociology to research education and adolescence in EA. If funded, CEAS will **partner with GSE to introduce study of EA into teacher preparation curricula**. *Faculty:* Butler, Chen, Hannum, H. Park.

The **T. C. Chan Center, a Penn Engineering and Design School joint program** with Tsinghua University, focuses on environmentally sustainable building technology and policy. Penn's Schools of Medicine, Nursing, Dentistry, and Veterinary Medicine have growing numbers of collaborative programs in East Asia.

Penn's curricular offerings are significantly enhanced by staff who do not hold full-time faculty positions but who are highly accomplished scholars and who teach courses, provide guest lectures, or provide content to EA programming. Examples include Gadsden (law and history of China), Abrami (business, China and Vietnam), Moore (China environment and politics).

6.B. Depth of Specialized Course Coverage in One or More Disciplines. Penn offers 122 non-language EA courses, of which 105 are specialized (Table 6.A), having prerequisites in introductory or higher courses, indicating great depth in coverage.

6.C. Interdisciplinary Courses. Starting with its founder, Benjamin Franklin, Penn has always emphasized interdisciplinary studies and valued both academic research and practical application. These priorities were confirmed with the Penn Integrates Knowledge initiative launched in 2005, which has recruited 15 top scholars, jointly appointed in two Penn Schools, stimulating research and achievement in both schools.

The interdisciplinary character of undergraduate and graduate courses is evident in the program strengths listed in 6.A and reflected in EA events and programming. EA courses are offered in 12 SAS departments and 5 other Schools. Several survey courses are team-taught. Interdisciplinary Graduate Groups supervise graduate students.

6.D. Non-Language Faculty. CEAS has since its founding in 1995 worked to expand the standing faculty in EA, particularly in the social sciences and non-traditional departments and schools. Penn's teaching resources include standing, adjunct and visiting faculty, in addition to

highly qualified academics who serve in administrative posts and also teach. Standing faculty bear full teaching loads. These resources enable Penn to offer broad as well as specialized teaching on EA. All **Teaching Assistants** are trained in intensive pre-teaching workshops and serve as discussion section leaders in undergraduate EA courses. The Center for Teaching and Learning also supports them with pedagogical workshops.

7. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

7.A.1. Extent of Language Teaching. Comprehensive language training in Chinese,

Japanese, Korean, with additional courses in other EA languages, is a strong feature of Penn's program. Students develop strong speaking, writing, reading, and aural comprehension skills to form a foundation for specialized advanced training or professional use. All courses integrate cultural knowledge into their pedagogy. All Penn undergrads are required to complete at least two years of language study, and EA-focused graduate students must become proficient.

Students in the Huntsman Program take four advanced courses in their target language and undertake at least one semester of immersion study abroad. The Lauder Program's Chinese and Japanese track **MA/MBA students must attain a Superior rating on the ACTFL Oral Proficiency Interview.**

Chinese Language Program: Begun under Derk Bodde in 1938, Penn's Chinese Language Program (CLP) is now directed by Dr. Mien-hwa Chiang. Each instructional level has a coordinator. Language Liaison for EALC Prof. Linda Chance, offers additional support. Since 2000, the CLP has expanded from 5 instructors and approximately 200 students to **12 full-time lecturers and 450–500 students.** It now includes such innovative courses as **Medical Chinese, Online Business Chinese, and Advanced Conversational Chinese.**

The program emphasizes excellence in teaching. Its mission is to develop language abilities

for professional schools, business, and government sectors, and to prepare graduate students to teach Chinese. It offers multiple tracks and specialties to accommodate a diverse student body. NRC funds will be used to support Chinese Language Teaching Assistants. To support Wharton Lauder students, Penn offers **Beginning, Intermediate, and Advanced Business Chinese**. In addition to National Standards-based language instruction, these courses address presentation skills, China's political and economic development, companies' social and environmental responsibilities, and business plan writing. NRC funds will be used to develop new courses in these directions for teaching Chinese for One or More of the Professions (medicine, business, law, engineering). The CLP Director and a senior lecturer are publishing a series of Business Chinese textbooks. The Medical Chinese course's success has led CEAS to support plans to compile the curriculum materials for an online course.

All Senior Lecturers have Chinese OPI certifications. CLP's vertical articulation is ACTFL proficiency-based. The horizontal articulation is led by experienced course coordinators to ensure the consistency of content and goals of multiple-session lower level courses. All textbooks are updated frequently.

Japanese Language Program: Begun under E. Dale Saunders in 1957, the Japanese Language Program (JLP) is directed by Tomoko Takami. The staff of five includes two Senior Lecturers with *de facto* tenure and three staff with certification as ACTFL oral proficiency testers. Pedagogy emphasizes participatory classroom activity. Audio-visual materials, including online homework, video and Wimba voice boards, are used throughout the program. The communal course material site, to which lecturers contribute, facilitates innovation and coordination of instruction and provides automated listening homework that students can complete on their own schedules. Students at the highest levels choose among: **Japanese for the Professions,**

Advanced Proficiency (a preparatory course for the Japanese Language Proficiency Test), **Advanced Japanese**, and **Readings in Advanced Japanese** (which uses materials tailored to each student). Modern Japanese is the instructional medium in Classical Japanese. Japanese for the Professions supports students in business, law and other areas. Penn is a member of the Japanese Studies Consortium in Kyoto and sends students to six programs in Japan.

Takami is a leader in the development of business Japanese pedagogy. She created the Japanese for Specific Purposes Special Interest Group (JSP-SIG) in the American Association Teachers of Japanese meeting and publishes on teaching and using business cases.

Korean Language Program: Formally established in 1984 and now directed by Haewon Cho, the Korean Language Program (KLP) has become one of the largest in the Ivy League. With about 200 students per year, taught by three full-time and one part-time lecturer, KLP offers a complete curriculum **covering five full years and offering fourteen courses**. Only 12 institutions in North America offer a five-year program of Korean language.

The KLP's curricula have been redesigned in line with the National Standards, which focus on communicative and cultural competencies. Korean course objectives, teaching materials and assessment tools have been revised to better meet the 5 Cs goal areas (Communication, Cultures, Connections, Comparisons, and Communities). Penn students are encouraged to engage in activities and projects to use Korean in meaningful and authentic contexts. Courses catering to diverse student interests have been developed, including Korean for Heritage Learners, Elementary Korean Online, and Business Communication in Korean. Penn was the **first among North American institutions to design a comprehensive program for Business Korean**, offering courses at three different levels. Online courses in Elementary Korean were first offered in Summer 2013 to provide students with temporal and spatial flexibility, and Penn will build on

this initiative. The KLP is a leader in the development of instructional technology. Over the past five years, KLP has integrated digital and multi-media resources to create a series of new materials to improve students’ communicative and cultural competence.

7.A.2. Language enrollments. Enrollments in EALC language courses in AY 2017-18 were: Chinese, 695; Japanese, 220; Korean, 203 (Table 7.A.2). Total enrollment in AY 2017-18 EA language courses was 1,118.

7.B. Levels of Language Training. A full range of language courses in Chinese, Japanese, and Korean is provided, through fifth-year courses in modern language (see 7.A.1). Specialized business or professional language courses are taught in all three languages. Two years of Classical Chinese and Classical Japanese are offered. Two years each of Cantonese and Taiwanese are taught through the Penn Language Center. Tibetan was introduced in 2013-14 and continues as a yearly offering. Penn has committed to beginning Mongolia in Fall 2018 through the Penn Language Center, and with NRC support, it will be expanded to intermediate and advanced levels. Language training abroad is expected of all PhD students (see 8.B).

Penn is unusual in offering **multiple courses focusing on skills needed by pre-professional and professional students. Advanced language study is taught in substantive courses with a strong language component.** For example, second-year Classical Chinese is

Table 7.A.2. Enrollments in EA language classes AY 2017-18				
Languages Taught	Level of Instruction	Total Sections	Total Enrollment	Faculty per Language
Mandarin Chinese	1	20	231	3 standing 7 lecturers 2 instructors
	2	19	191	
	3	6	102	
	4	7	73	
	5	7	76	
Cantonese	1	1	10	1 instructor
	2	1	5	
Taiwanese	1	1	4	1 instructor

	2	1	3	
Japanese	1	10	106	1 standing 3 lecturers 1 teaching asst.
	2	7	43	
	3	8	37	
	4	5	20	
	5	4	14	
Korean	1	6	64	3 lecturers 1 instructor
	2	4	37	
	Heritage	2	20	
	3	2	8	
	4	7	47	
Thai	1	2	2	1 instructor
	2	2	2	
Filipino	1	2	8	1 instructor
	2	2	8	
	3	1	4	
Indonesian	1	1	6	1 instructor
	2	1	6	
Vietnamese	1	2	9	1 instructor
	2	2	7	
Tibetan	1	1	4	1 instructor
Uzbek	1	1	5	1 instructor
TOTAL		138	1,179	28 faculty

taught in modern Chinese. Penn is also exceptional in offering reading/discussion courses in target languages attached to undergraduate lectures in non-language courses. Another innovation is content courses, the equivalent of courses in a Chinese-speaking university, with all discussions, readings, and assignments in Chinese. Most literature and culture faculty regularly teach language, sometimes

as discipline-based courses focusing on original-language texts. Faculty encourage and, at the graduate level and in some undergraduate programs, require students to use EA language materials in their research for papers and theses.

7.C. Language Teaching Staff and Training. Penn’s language faculty is highly educated and exceptionally experienced (see App. A). The CLP includes three standing faculty in Chinese language and literature and seven professional language lecturers, 3 of whom three have PhDs and four have advanced training. Three JLP standing faculty teach advanced courses, while six lecturers, two of whom hold the PhD, teach the balance. KLP courses are taught by three full-time lecturers, of whom two have doctorates.

Previously with support from NRC funds and since 2014 more modestly supported by Penn funds, language lecturers regularly contribute scholarship at major conferences, undertake the development of curricula and teaching materials in their field, and organize and host conferences and workshops on language teaching (see 2.A).

Until budget cuts led to their suspension, CEAS awarded graduate student Language Teaching Assistantships (LTA), to improve teaching capacity and allow LTAs to gain important pedagogical experience. LTAs and Lecturers are regularly evaluated by the Program Directors, who also oversee instructors' participation in supplemental training for oral proficiency testing and **performance-based instructional methodology**, with GSE and the Penn Language Center. If funded, CEAS will again support LTAs and language pedagogy.

7.D. Quality of Language Program. EA language courses teach the four core skills, balance linguistic performance with content focus, and emphasize culturally authentic use of language. Each program uses the latest curricular materials, develops its own supplemental materials, and incorporates technology in delivery and evaluation of instruction. All use performance-based instruction and testing, including OPI testing and standards across all languages.

A testament to the quality of language instruction at Penn—and a significant factor contributing to quality of language instruction at Penn—is the **extraordinary role that Penn language teaching staff play in teaching beyond Penn**. Working closely with CEAS, the Penn Chinese Language Program has received its eighth consecutive, annual Department of Defense STARTALK grant. To increase the number of Americans learning, speaking, and teaching critical-need foreign languages, between 2007 and 2014 **Penn STARTALK has taught Chinese (and provided generous scholarships) to nearly 200 high school students** and 14 K-12 teachers learning, respectively, Chinese language and Chinese language pedagogy. Since 2017,

CEAS has been collaborating with CLP to train Chinese Language teachers with another STARTALK funded summer program, merging cutting edge pedagogy, technology, and global content related to China's "One belt one road" initiative.

Resources: Audio-Visual and Computing Facilities. Penn's Multi-Media Technology Services supplements in-class instruction of language and EA courses, offering resources in Chinese, Japanese and Korean. Instructional Computing has a state-of-the-art Language Resource Center with multi-language capabilities and multimedia applications for developing course materials. All classrooms in which language courses are held are Smart Classrooms with computers and other equipment for multimedia-enhanced instruction. CEAS maintains a library of videos for use in language and area courses, which it makes available to K-16 educators.

Language Proficiency Requirements: Penn has a two-year foreign language requirement for undergraduates in the College of Arts and Sciences. The standard of evaluation is "competence," which is defined more broadly and culturally than oral proficiency. Penn EA language programs continue to support oral proficiency testing and high written and cultural competency requirements. Majors in EAST must complete the Penn Language Requirement in an EA language; majors in EALC must complete at least one year more; all students are urged to take 3 additional CUs to earn a Language Certificate. The Huntsman Program, the Lauder Program and EALC and other PhD students must reach significantly higher levels of proficiency.

8. QUALITY OF CURRICULUM DESIGN

8.A.1. Undergraduate Degree Programs. Students focusing on EA humanities and languages often **major in East Asian Languages and Civilizations (EALC)**, which graduates an average of 33 majors and minors each year. EALC majors must complete 14 EA course units (CUs), including a minimum of 6 CUs of language (a CU is a one-semester course; most students take

8–10 CUs per year). Chinese and Japanese majors must complete a research paper in a Major Seminar. A Korean minor is active, and a major is being developed.

Students focusing on EA through the social sciences may choose the interdisciplinary **East Asian Area Studies (EAST) major**, also administered by EALC. Requiring 4 CUs of an EA language and 8 substantive CUs (including two seminars) distributed among introductory gateway courses, history, other humanities, and social sciences, the EAST major provides concentrated language and area studies instruction to students interested in EA careers in law, business, politics, and government. Many Penn undergraduates are dual majors, some combining an EA degree with a degree in a discipline. Students also may minor in EAST or EALC.

Students in other majors who have EA interests can complete half or more of their required departmental credits in EA courses and fulfill Penn's **undergraduate language requirement** with a minimum of 2 years of study in EA languages. EA courses draw students from nearly all of the 60 majors in the College of Arts and Sciences, most frequently from History, Political Science, International Relations, and Communications, as well as such non-SAS majors as Engineering, Finance, and Nursing. Students in the College of Liberal and Professional Studies can concentrate in EA and earn a certificate at the Master's level. Advanced undergraduates frequently take courses in graduate programs and at the professional schools. An **EALC Language Certificate** can be earned by students who complete a minimum of 3 language CUs beyond proficiency, with grades of B or better. Supplemental curricula such as freshman orientation proseminars and preceptorials (elective mini-courses) provide more EA offerings.

The Huntsman Program in International Studies and Business is a unique, highly selective dual-degree undergraduate program in business, language, and area studies. Students fulfill all requirements for a BA (SAS) and a BS in Economics (Wharton), and spend one to two

semesters in a full immersion program in the country of the target language. Among 182 Huntsman students, 32 are on EA tracks and 5 have declared minors in EALC.

8.A.2. Graduate and Professional Degrees. The **EALC MA** requires the equivalent of at least third-year competence in modern Chinese or Japanese, attaining language skills to conduct basic research in one EA area. MA students also take 8 CUs in EA graduate courses, mostly seminars, write a thesis, and defend it at an oral examination, and either take an MA exam or write two research papers using primary sources. The program attracts students from a broad range of backgrounds, including members of the armed forces and those in government service, and foreign students, among others. An average of 10 students matriculate each year.

The **EALC PhD** requires 20 CUs of graduate coursework and proficiency in one East Asian language with basic skills in another. The PhD in Chinese studies requires three years of a second EA language. Every PhD student serves as a teaching fellow for at least four semesters. PhD candidates are examined in three fields, take a multi-day research exam and write a dissertation based on intense research in primary and secondary sources that makes an original contribution. The program now has 56 students. Placement in positions for which a PhD is required is nearly 100%. Other departments in SAS offering doctorates with EA focus include **History, History of Art, Political Science, Sociology, Religious Studies, and Anthropology.**

Penn professional schools offer graduate degrees focused on EA, including joint degrees and certificate programs with other schools. The **Lauder Program for Management and International Studies** offers a **joint MBA from Wharton and MA in International Studies from SAS**, including Chinese, Japanese and Korean tracks. Students must be intensely familiar with at least one foreign culture and fluent in at least one area language. The 34 students studying on the EA tracks (Chinese, Japanese, and recently added Korean) in AY 2017-18 reflect

continued growth in Lauder's EA concentration, which is consistently the largest in the program.

Penn Law students can receive a **JD/MA** with an EA concentration through the **Lauder/Law** joint program, taking 14 CUs toward the MA degree, including 5 intensive language CUs. **Law students earning the JD also can earn a certificate in EA studies.** (see 6.A).

An average of 5 law doctoral candidates work on dissertations on EA topics each year, and approximately 15 to 20 JD and LL.M. students typically specialize in EA. Penn Law maintains exchange programs with Waseda University in Tokyo, Tsinghua University in Beijing, and the University of Hong Kong that allow Penn JD students to pursue one semester or one year in residence. Students in the Hong Kong and Tsinghua programs can earn a dual degree (a JD from Penn and an LL.M. from the partner institution). EA-related law courses draw significant enrollment from other Schools. In recent years, the Law School has significantly expanded placements of students in EA summer jobs and externships. An international human rights law clinic trains students in asylum cases, including Chinese ones. Annenberg and its CGCS also have substantial EA-focused activities and programs, as do many other programs at Penn.

8.B.1. Advising and Counseling. Freshmen are assigned a faculty advisor who guides them through their first two years of study. Juniors and seniors have faculty advisors in their majors. Entering PhD students are assigned a committee of advisors, including a primary advisor. Penn's Career Planning and Placement office assists undergraduates, graduate students and alumni. Each professional school has its own career advising office. CEAS faculty, including in the professional schools, have many contacts in academia, business and the professions who advise and provide other opportunities to students. The CEAS biweekly e-Newsletter, which all EA students receive, lists fellowship, study, and job opportunities (see 9.C).

8.B.2. Study Abroad/Exchange Programs. Penn has **90 academic study abroad agreements**

with institutions in East Asia. Study abroad is strong at Penn: approximately 25% of Penn's junior class spends at least one semester abroad. Penn ranks fourth among private universities and is the only Ivy League university in the top 20 research institutions category, in the proportion of undergraduate and graduate/professional students studying abroad. EA programs range from Penn faculty-led summer and academic year programs, to partnership in consortia programs, to bilateral exchange programs. Students in the undergraduate Huntsman Program EA tracks must spend at least one semester—and some spend a year—in a full immersion program in the target country. Since 2011, over 2,900 Penn students travelled to East Asia for semester, short-term, and year-long study abroad.

Many Penn undergraduates attend study abroad programs sponsored by other institutions. Academic quality standards are high, and programs must be consistent with the focus of the major and Penn academic requirements. Penn is developing the Waseda Global Leadership Program, a student exchange program with Waseda University in Japan.

Graduate student participation in study, internships, and fieldwork abroad is extensive. The Benjamin Franklin Fellowship provides a \$3,700 summer stipend for study abroad by SAS PhD students. Study in the target region is mandatory in the Lauder Program. Wharton's Global Immersion Program sends a large proportion of MBA students for travel courses, many to EA. The Law School offers intensive research-focused travel courses to EA and has partnerships with EA universities. CEAS and the Kim Program support student research and study in EA.

9. OUTREACH

9.A. K-12 Outreach. Despite the loss of NRC funding, CEAS was able to continue, albeit on a reduced scale, its K-16 Outreach program with modest support from Penn. Most activities were carried out directly by CEAS staff, sometimes as individual presentations and lectures in schools,

and sometimes as collaborative teacher training workshops held in conjunction with Penn's NRCs. In collaboration with Penn's South Asia NRC, CEAS has partnered for **Asia Day** from 2014 to 2018. Asia Day brings high school students from across the Philadelphia area to hear faculty speak about their fields, and to learn about integrating Asian studies and languages into their career and education plans. Peak student attendance, in Summer 2016, was more than 300 students. CEAS AD was a frequent speaker.

CEAS, in collaboration with the Chinese Language Program, has conducted an intensive summer Chinese language program for high school students (with STARTALK federal funding) since 2007. Over seven years, nearly 200 students participated. Since 2017, CEAS and the CLP have operated STARTALK Chinese Language teacher training programs, merging cutting edge pedagogy, technology, and global content related to China's "One belt one road" initiative to reach even more students nation-wide.

9.B. Teacher Training. CEAS is committed to providing elementary and secondary educators with the training, tools, and resources required to integrate EA themes into their classrooms. All CEAS teacher workshops offer professional development credit.

Penn CEAS is a leader among U.S. educational institutions in employing innovative curricular development methods to prepare U.S. secondary school educators to teach about East Asia. With funding from the Freeman Foundation, CEAS annually offers the **National Consortium for Teaching about Asia**, a professional development seminar series that has prepared over 200 teachers with strategies for bringing EA into their classrooms. All teachers contribute unit plans, which are hosted online as a resource for teachers across the world to access. CEAS also works together with Penn's NRCs, and would enhance efforts with EA NRC support, to offer **Global Day** (an annual event held by Penn Museum and Penn NRCs that brings

upwards of 300 area high school students to campus to study languages and cultures) and, more significantly, the **Global Summer Institute for K-16 Educators**, a week-long professional development workshop, featuring Penn faculty lectures, providing 25 teachers annually with area studies content and tools to help bring global studies into their classrooms. Since 2011, over 70 teachers have taken part in the Summer Institute. It has received high marks in our surveys: 100% of respondents in 2012 and 2013 said that the Summer Institute raised awareness and enthusiasm about incorporating global issues into their curricula. All survey respondents expressed interest in attending future Penn NRC workshops. Participants have included educators from **Community College of Philadelphia** and **Harrisburg Area Community College**, both of which serve minority populations.

CEAS collaborates with Philadelphia's Foreign Policy Research Institute (FPRI) on US-Japan Foundation grant funded teacher training programs that take US K-12 teachers on study tours of Japan. These trips are led by Frank Chance (Penn) and Paul Dickler (FPRI) and build on the successful **Phila-Nipponica Program** that CEAS had conducted with over 200 teachers between 1996 and 2014. In a follow-up evaluation of the program, teachers were overwhelmingly positive in their responses. With NRC funds, we will dedicate one or more positions in these programs to CCP faculty.

9.C. Post-Secondary Institutions. With limited support from Penn funds, CEAS operates several speaker series on Penn's campus. The **East Asian Studies Humanities Colloquium**, and the **Issues in Contemporary East Asia Series** (which focuses on political science, economics, other social sciences, law and business). Each hosts 4-6 talks by outside scholars per year. With NRC support, we would strengthen these offerings and restore support for an annual EA academic conference. The **Korean Studies Colloquium** offers several social science and

humanities lectures, including a distinguished lecture, on Korea each year. The **Center for the Study of Contemporary China** (CSCC) hosts a major annual international conference at Penn, a distinguished lecturer, and 20-30 talks by scholars of contemporary China each academic year. Many departments and schools at Penn (including EALC, the major humanities and social science departments in SAS, and the schools of law, business, and communications) offer dozens of additional events, often in collaboration with CEAS.

Since 1998, the **CEAS Distinguished Lectureship** has brought eminent senior scholars to Penn. Recent speakers have included Helen Hardacre (Harvard), TJ Pempel (UC-Berkeley), and Peter Kornicki (Cambridge). CEAS collaborates with Penn's other NRCs on a Global Distinguished Lecture (see 9.C), and with other schools and programs at Penn that regularly offer EA speakers and speaker series. CEAS co-sponsors events with other institutions in the Philadelphia area. With NRC support, we will add two lectures per year by government or public service EA practitioners.

CEAS regularly supports **undergraduate organizations focused on EA**, including the student-run *Penn East Asia Review*, EA workshops, and other events in several Schools.

CEAS has ongoing work—to be expanded with NRC Support—with the **Community College of Philadelphia (CCP), a minority-serving institution (MSI)**, and will collaborate with EA-focused outreach programming and co-develop teacher training resources in EA course modules. (see **11: Competitive Priority #1**). CEAS will explore and establish new collaborative programs with other area institutions that are MSIs or HBCUs.

Penn has long been a magnet for the EA scholarly community in the greater Philadelphia area, a region with more than 50 post-secondary institutions. Swarthmore, Bryn Mawr, and Haverford colleges are part of a consortium that can take courses at Penn. CEAS is a member of

the Greater Philadelphia Asian Studies Consortium, partnering with other post-secondary institutions to promote undergraduate research on EA. Students and faculty from nearby universities use Penn libraries and resources.

9.D. Outreach to Business, Media, and the General Public. Residents of the Delaware Valley (Pennsylvania/New Jersey/Delaware) area turn to Penn for information on EA. CEAS issues a **biweekly CEAS e-newsletter**, a key channel for reaching our diverse constituencies.

All CEAS speaker events and almost all other Penn EA events are open to the public and are widely advertised. Recent CEAS distinguished lecturers are listed in 9.C. CSCC's annual Distinguished Lecturer, recent speakers hosted include former Ambassadors to China Jon Huntsman, Jr. and Stapelton Roy, journalists and authors Evan Osnos (*New Yorker*) and David Barboza (*New York Times*), and prominent former officials (such as Kurt Campbell, Departments of State and Defense); CEAS collaborates with the National Committee for U.S.-China Relations on an annual "China Town Hall." These events attract diverse audiences of up to several hundred.

Community partnerships are a priority for CEAS. CEAS supports "One Book, One Philadelphia," a program organized by the Free Library of Philadelphia to promote literacy and engagement. CEAS participates in the Philadelphia Cherry Blossom Festival, partnering with the Japan America Society of Greater Philadelphia to organize special cultural presentations open to the public. CEAS also collaborates with the Global Philadelphia Association, a non-profit corporation dedicated to promoting Philadelphia's global profile, and Global Education Motivators, a non-profit that raises global awareness in schools and the community.

CEAS and other Penn entities serve as a resource to **local, national, and international media** on EA, responding to inquiries and connecting reporters to relevant faculty who often

serve as experts and commentators for EA news analysis.

Outreach to **business communities** in Greater Philadelphia is another significant focus. Penn EA faculty provide expertise and advice to companies and to local and state government efforts promoting business ties with EA. Penn EA lectures and seminars are designed in part—and sometimes primarily—to meet the needs of the Greater Philadelphia business community. CEAS frequently partners with the Foreign Policy Research Institute (FPRI) to reach a broader business and media community. Wharton’s innovative and highly successful **Knowledge@Wharton** website, which draws on Penn EA faculty to provide business-related analysis and which publishes Chinese versions of some reports, has greatly extended Penn’s reach into the business community and the Chinese-speaking world. With NRC funding, CEAS will host a national workshop for teaching Chinese for the professions (medical, business, law, engineering).

9.E. Involvement of Professional Schools. Penn’s professional schools, particularly Law, Business (Wharton), Communications, and Education, are involved in EA outreach activities. With NRC funding, we will expand CEAS’s relationships with **schools of education** in our region (***Competitive Priority #2***). CEAS’s long and fruitful collaboration with the **Penn Lauder Program at the Wharton School** includes extensive and sustained involvement of CEAS-affiliated faculty (including Lauder Co-Director Dickinson). In 2017, CEAS co-designed and co-directed the Mongolia Lauder Intercultural Venture. CEAS AD co-directed a pilot program for 20 Lauder dual MA/MBA students on an intensive trip together with EALC faculty Christopher Atwood. It was very highly rated and is now an annual offering.

CEAS co-sponsors numerous public talks and conferences with **Penn Law**. During the last cycle when Penn had an NRC, CEAS provided substantial resources for a popular series on

Human Rights in China that brought in prominent human rights scholars, advocates and lawyers to speak on China human rights issues, a conference on the “rights protection” movement in China that gathered top Chinese and American scholars and rights activists at Penn. During the most recent three academic years, CEAS sponsored an international conference on “law and disasters” in Asia (including the Fukushima incident in Japan and the Wenchuan earthquake in China), and a symposium on the North Korea nuclear crisis. With the National Committee on US–China Relations and Penn Law, CEAS annually co-hosts the Philadelphia component of the national “China Town Hall,” where leading experts discuss U.S.–China relations through a national webcast and live on-site speaker. CSCC’s recent annual conferences—on China’s contemporary challenges, the Internet and new media, on China’s foreign relations, the U.S., China and international law, and child development in China—have been co-organized by Penn professional school faculty and have included panels on law, business, communications, and education.

In expanding partnerships with professional schools, CEAS seeks NRC funds to develop EA-focused teacher education courses with the **Penn Graduate School of Education**. (*Competitive Priority #2*).

10. COMPETITIVE PREFERENCE PRIORITIES

NRC Competitive Preference Priority 1. In a new initiative, CEAS will revive a partnership with the Community College of Philadelphia, the city’s largest Minority Serving Institution (MSI), to build capacity for teaching on EA. CEAS will pursue deep and effective relationships with CCP, achieving outcomes of added courses and modules (sections of courses) on EA taught at PCC. CEAS will provide Penn faculty and graduate students to participate in faculty workshops preparing CCP faculty to develop new courses or modules on EA, plus evaluation

and consultation to assure quality. CEAS will provide stipends and travel grants where needed, to ensure that the course is well prepared and taught regularly.

NRC Competitive Preference Priority 2. CEAS will continue to work closely with Penn's Graduate School of Education, to reach students preparing to be teachers. New courses developed with CEAS faculty assistance and evaluation will build capacity to prepare teachers to teach on EA. Teacher training programs with EA content for teachers from the region will be supported with professional development credit through Penn GSE.

FLAS Competitive Preference Priority 1. CEAS will prioritize financial need, while still requiring a high level of achievement, potential, and need for EA language study. CEAS has worked with Penn's Office of Student Financial Services (OSFS) to assure that this objective is, and will be, met. Announcements before the competition, information sessions, and the FLAS online application process will prominently state that the CEAS FLAS awards will give priority to demonstrated financial need. Applicants wishing to be considered for priority based on need are required to submit the FAFSA application, have the FAFSA results sent to the Penn OSFS, and sign a suitable waiver permitting limited, necessary disclosure. CEAS will send the list of qualified applicants to OSFS to identify those who have demonstrated need or high levels of need. The CEAS Executive Committee will make awards, giving highest priority to those demonstrating need among the group showing high academic achievement and promise and working in priority fields.

FLAS Competitive Preference Priority 2. CEAS programs are 100% addressed to priority languages and the regions where they are spoken, including Chinese, Japanese, Korean, and, when needed, Vietnamese, Thai, Tagalog, and now as of next year, Mongolian.

11. FLAS SELECTION PROCEDURES

11.A. FLAS Selection Procedure. Following and building upon past practices when Penn was a FLAS grantee for EA, CEAS will announce the FLAS competition widely beginning in November. It will send email announcements to all students in EA-related programs, EA faculty, chairs of SAS departments, deans and relevant administrators in all twelve Penn schools, including professional schools, and through CEAS's widely-read biweekly e-newsletter. A printed brochure will be distributed to departments and such offices as Admissions and Financial Services. EA faculty will communicate the opportunity personally to prospective and continuing students. The Center for Undergraduate Research and Fellowships (CURF) sends FLAS announcements to all Penn undergraduates. CEAS will feature the FLAS Fellowship prominently on its website (www.ceas.sas.upenn.edu), so that an Internet search will alert anyone searching for EA fellowships. In November and again in February, CEAS will hold, with the other Penn NRCs, well-attended information meetings for interested students. These sessions will be videotaped and posted on our website for prospective candidates. CEAS staff will participate in an information fair for graduate opportunities. A link to information about FLAS will appear on Penn's main webpage page. CEAS will promote the program through Penn's FLAS website, at <http://www.sas.upenn.edu/flas/instructions.html>, which provides information about the fellowships, contact information for the CEAS FLAS coordinator, and directions for applying. CEAS Facebook and Twitter pages will provide exposure for the fellowship.

Applications for Summer and AY FLAS will be due in early March. The two competitions will be conducted separately, and this is emphasized in FLAS publicity. Since 2011, the FLAS application process has been conducted entirely online using a specially adapted version of Interfolio provided by Penn. This makes it easy for any qualified student to apply, and we believe that this enhances the openness of the process and the diversity of the applicants. For

efficiency of administration and to enhance awareness of FLAS opportunities, all Penn centers with FLAS fellowships coordinate application procedures and deadlines.

11.B. Applications. The FLAS application will include a short form summarizing the applicant's information, a transcript, a CV, two letters of recommendation, and a one-page statement by concerning the applicant's need for EA language training and area study for career goals. Departments or schools will rank their applicants, a process that increases the information available to the CEAS Executive Committee. The Executive Committee will make final decisions, including designation of alternate awardees, in late March. Applicants will be notified immediately.

Rigorous criteria for selection include: academic performance; potential contribution to fields and areas of national need; recommendations; importance of further language training to educational and career plans; and financial need. CEAS's Executive Committee includes a balance and variety of perspectives through membership drawn from social science and humanities departments in SAS, professional schools, and the EA language faculty. When Penn has had EA FLAS grants, CEAS has given priority to awarding FLAS fellowships to students in the social sciences and professional schools, and will continue to do so in these areas aligned well with national requirements. For future FLAS grants, **CEAS will give highest priority to financial need** (see 10). We request seven graduate AY, four undergraduate AY, and seven Summer FLAS fellowships (for which graduate and undergraduates will be eligible).

Other Attachment File(s)

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Information to Meet HEA Supplemental Statutory Requirements statement #1:
Diverse Perspectives and Wide Range of Views in Funded Activities

Four principal means ensure that the views presented on East Asia at the University of Pennsylvania reflect a wide range of perspectives. First, Penn benefits from the very unusual arrangement of having on one campus highly regarded departments with East Asia specialists within the School of Arts and Sciences, and several top-ranked professional schools with faculty who specialize wholly or in East Asia (including Wharton Business, Law, Education, and the Annenberg School of Communications), and still other top schools with active programs in East Asia (including Design, Engineering, and Medicine). The scholars associated with these diverse programs and the speakers and visiting faculty they invite to campus provide for great variety of viewpoints and subject matters.

Second, Penn welcomes many students and scholars from East Asia (and with East Asia expertise from elsewhere outside the U.S.). Penn each year hosts numerous visiting scholars, and brings several short or long-term visiting faculty, from East Asia or with East Asia expertise to teach or co-teach courses in several schools. Penn has among the largest groups of international students among its peer schools. A large share of these students are from East Asia and many include East Asia as a part—and sometimes as the focus—of their studies. This highly international group of scholars and students provide a wide range of approaches and standpoints.

Third, the political spectrum at Penn, including those working on East Asia, is notably broad. For example, among CEAS-affiliated faculty are professors affiliated with the American Enterprise Institute, the Foreign Policy Research Institute, the Christopher H. Browne Center, and the National Committee on U.S.-China Relations. Their policy and opinion pieces recently have appeared in the organs of those institutions as well as Brookings, the Woodrow Wilson Center and the Council on Foreign Relations. Faculty and staff have held positions in national government under both major parties and taken active policy roles in campaigns by candidates of both major parties. Visiting scholars and faculty further expand the range of viewpoints. Penn students represent an equally broad or broader range of outlooks, as is reflected by the opinions and analyses on display in student publications and colloquia supported by CEAS.

Fourth, CEAS consciously seeks diversity in background and perspective among the speakers it invites in its colloquia, distinguished lectureships, and other talks. A large portion of CEAS speaker resources are devoted to timely and controversial issues of world affairs, including (among recent examples) human rights in Tibet and North Korea, China's rising economic power and prospects for democracy, the North Korean nuclear crisis, relations across the Taiwan Strait and between Hong Kong and the central Chinese government, criminal justice reform in Japan, and Japan's role in world affairs.

Finally, CEAS is strongly committed to respecting all intellectual perspectives in its events and makes a conscious effort to foster lively, civil and balanced discussion.

Information to Meet HEA Supplemental Statutory Requirements statement #2:
Government Service in Areas of National Need and in Other Employment Sectors

The University of Pennsylvania began offering the study of East Asian languages and cultures in the nineteenth century and established a degree program in 1926. Chinese, Japanese and Korean all are taught at five levels. Advanced courses focusing on professional and business language are offered. Penn CEAS provides support and oversight of Cantonese, Taiwanese, Tibetan, Vietnamese, Indonesian, Thai, and Tagalog, all of which are offered at two levels. We are adding courses in Mongolian in the coming year. All these languages and their related regions are areas of national need.

Penn requires all undergraduates to study at least two years of a foreign language. Undergraduates in some programs and EA graduate students must achieve much higher levels. Annual enrollment of more than 700 students in Chinese, 200 in Japanese and 200 in Korean shows that Penn students take advantage of excellent East Asian language programs. As at peer institutions, Penn sees a very large share of its undergraduates specializing in East Asia go on to graduate and professional school and careers in education (including university teaching), government and non-profit sectors.

Since its founding by Benjamin Franklin, Penn has blended academic study in the arts and sciences with professional education. Penn remains unusual among its peers in its emphasis on interdisciplinary training and its single-campus collection of professional schools ranked among the top ten nationally: Wharton Business, Law, Engineering, Design, Education, and Annenberg School of Communications. Wharton alumni go on to positions of leadership in business and government. Many from Law, Education, and Communication to work in government and non-profits. Undergraduates enroll in East Asia-related courses at Penn's professional schools, giving them a head start in careers in related fields.

Penn's professional schools are extensively engaged with East Asia. Wharton pioneered the integration of business education with study of China and Japan in the Lauder Institute for Management and International Studies MBA/MA program (begun in 1983) and the Huntsman Program in International Studies and Business offering dual undergraduate degrees in Chinese or Japanese and business (begun in 1994). Graduates become leaders in many fields and help the U.S. engage with East Asia and remain internationally competitive.

Penn Law has a strong East Asia program, offering an SAS certificate of concentration in East Asia, a joint Master's program with the Lauder Institute, and public interest placements in China. A significant proportion of its graduates go on to service in government, business and education. The T. C. Chan Center, a Penn Engineering and Design School joint program with Tsinghua University, focuses on environmental sustainability and reflects Penn's commitment to global public interest. Annenberg's Center for Global Communication Studies trains graduate students on media issues in East Asia and develops expertise for policy-makers in government and non-profits. The Medical, Dental and Education schools train students from, or dispatch students to serve, poor areas in China and elsewhere in the region.

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: \$206,573 Year 2: \$232,931 Year 3: \$224,139 Year 4: \$238,056

FLAS Request

Year 1: \$343,500 Year 2: \$343,500 Year 3: \$343,500 Year 4: \$343,500

Type of Applicant

> Single institution University of Pennsylvania (Center for East Asian Studies)

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 |
| > 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

Abbreviations and Acronyms

ACMS = American Center for Mongolian Studies
ACTFL = American Council on the Teaching of Foreign Languages
AD = Associate Director
ALR – Asian Law Review
AY = Academic Year
BFF = Benjamin Franklin Fellowships
CGCS = Center for Global Communication Studies
CEAS = Center for East Asian Studies (at Penn)
CLP = Chinese Language Program
CSCC = Center for the Study of Contemporary China
CU = Course Unit
CURF = Center for Undergraduate Research and Funding (at Penn)
EA = East Asia
EALC = Department of East Asian Languages and Civilizations (at Penn)
EAST = East Asian Area Studies
EB = Employee Benefits
FAFSA = Free Application for Federal Student Aid
FLAS = Foreign Language and Area Studies
HBCU = Historically Black Colleges and Universities
IGEL = Initiative for Global Environmental Leadership
IPE = Independent Project Evaluator
KLP = Korean Language Program
NRC = National Resource Center
OSFS = Office of Student Financial Services (at Penn)
Penn = University of Pennsylvania
PMF = Performance Measurement Form(s)
SAS = School of Arts and Sciences (at Penn)

Appendix A
CURRICULUM VITAE FOR PROJECT PERSONNEL
FACULTY AND STAFF OF THE CENTER FOR EAST ASIAN STUDIES
UNIVERSITY OF PENNSYLVANIA

Organizational Note:

Profiles are arranged alphabetically within the following five categories:

- Director
 - Associate Director
 - East Asia Area Studies Faculty
 - Language Lecturers
 - East Asian Area Studies Professional Staff
- 

Director

DELISLE, Jacques

Department: Law School

Tenure Status: Tenured. Stephen A Cozen Professor of Law, appointed 1994.

Professor of Political Science, appointed 2010.

Director, Center for East Asian Studies, appointed 2009.

Deputy Director, Center for the Study of Contemporary China, appointed 2012.

Education: JD (Harvard Law, 1990); AB (Princeton, 1982); ABD in Ph.D. program, Government, Harvard.

Academic experience: National University of Singapore (2004), Waseda University (Tokyo, 2007), University of Aveiro (intermittently, 1999-2002), Tel Aviv University (2014); Senior Fellow and Director, Asia Program at the Foreign Policy Research Institute; Member, National Committee on U.S.-China Relations, expert witness on Chinese law, policy and practices; consultant/lecturer on legal reform and development in the PRC.

Overseas experience: China, Hong Kong, Taiwan (several terms as visiting researcher), 1986-present; Japan, 1981; lecturing/teaching China, Taiwan, Hong Kong, Singapore, Japan, Israel, Portugal 1994-2014.

Language(s): Chinese (Mandarin) reading/speaking/listening fluency.

Percent of time dedicated to area/international studies courses: 90%

Area/international Studies Courses taught: Chinese Law; Comparative Law: East Asia; Law and Economic Reform in Contemporary China; Law and the Economy in China; China and International Law; China and International Human Rights; Public International Law; International Law and International Relations (Lauder Program at Penn); China in Transition (Organizational Dynamics Master's Program, Penn); Global Immersion Program: China/Taiwan/Hong Kong (Wharton); Government and Politics of the PRC (at U. Aveiro, Portugal); Foreign Relations of the PRC (also at Aveiro).

Research and teaching specialization: Law and politics of China, economic and political reform and law in China, China and international law, international status of Taiwan, comparative and international law U.S.-China relations

Recent Publications: *China's Rise, the U.S. and the WTO: Perspectives from International Relations Theory*, 2018 U. ILL. L. REV. 57-71 (2018) (response to Gregory Shaffer and Henry Gao, China's Rise: How it Took on the U.S. at the WTO). *Political Implications of the July 2016 Arbitration Decision in the Philippines-PRC Case Concerning the South China Sea: The United States, China, and International Law*, 21 ASIAN Y.B. INT'L L. 49-82 (2015, published 2017). *China's Maritime Disputes in the South and East China Seas: What Role for International Law?*, in *CHINA'S GLOBAL ENGAGEMENT: COOPERATION, COMPETITION, AND INFLUENCE IN THE 21ST CENTURY* 235-290 (Jacques deLisle & Avery Goldstein eds., Brookings 2017). *Democracy and Constitutionalism in China's Shadow: Sunflowers in Taiwan and Umbrellas in Hong Kong*, in *LAW AND POLITICS OF THE TAIWAN SUNFLOWER AND HONG KONG UMBRELLA MOVEMENTS* 205-231 (Brian Christopher Jones ed., Routledge, 2017). *Law in the China Model 2.0: Legality, Developmentalism and Leninism under Xi Jinping*, 26:103 J. CONTEMP. CHINA 68-84 (2016). *From Accepting to Challenging the Law of the Sea?: China and the South China Sea Disputes*, in *LEGAL THOUGHTS BETWEEN THE EAST AND THE WEST IN THE MULTILEVEL LEGAL ORDER: A LIBER AMICORUM IN HONOR OF PROFESSOR HERBERT H.P. MA* 255-276 (Lo Chang-fa ed., Springer 2016). *Taiwan's Quest for International Space: Ma's Legacy, Tsai's Options, China's Choices, and U.S. Policy*, 60 ORBIS 550-574 (Fall 2016). *International Law in the Obama Administration's Pivot to Asia: The China Seas Disputes, the Trans-Pacific Partnership, Rivalry with the PRC, and Status Quo Legal Norms in U.S. Foreign Policy*, 48 CASE W. RES. J. INT'L L. 143-176 (2016). *Introduction: The Internet, Social Media and a Changing China*, in *THE INTERNET, SOCIAL MEDIA AND A CHANGING CHINA* 1-27 (Jacques deLisle, Avery Goldstein & Guobin Yang eds., University of Pennsylvania, 2016). *Xi Jinping's Impact on China's Legal Development: Domestic and International*, 3:5 ASAN FORUM 42-63 (September-October 2015). *The Rule of Law with Xi-Era Characteristics: Law for Economic Reform, Anticorruption and Illiberal Politics*, in *Roundtable: The Future of "Rule According to Law" in China*, ASIA POLICY (National Bureau of Asian Research), no. 20 (July 2015), at 23-29. *China's Challenges: Reform Era Legacies and the Road Ahead*, in *CHINA'S CHALLENGES* (Jacques deLisle and Avery Goldstein eds., Univ. of Pennsylvania 2015)

Distinctions: Taipei Economic and Cultural Office research grant, 2008 (for research in Taiwan on cross-Strait relations) Presidential Fellow and Freeman Fellow, Salzburg Seminar, 1995, 1998-2000; Kukin Scholar, Harvard Academy for International and Area Studies, 1986-88; Sears Prize, Harvard Law School, 1986.

Profiles for Project Personnel

Associate Director

DETTMANN, David W.

Department: Center for East Asian Studies.

Position: Non-tenured. Associate Director, Center for East Asian Studies, appointed 2016.

Education: BA: Languages and Cultures of Asia, University of Wisconsin-Madison, 2003; MA Russian, East European, and Central Asian Studies, University of Wisconsin-Madison, 2009.

Academic experience: 2006-2009 Teaching Assistant for Kazakh and Uzbek languages, UW-Madison; 2009-2012 Assistant Director and instructor, Center for East Asian Studies, UW-Madison (taught courses on East Asian Civilization and Muslim minorities in China); 2015 Adjunct Faculty at Temple University's Dept of Geography and Urban Studies; 2014-2016 acting Assistant Director, CEAS at University of Pennsylvania; 2012-2017 US Director of the American Center for Mongolian Studies (a Title VI-funded Overseas Research Center); 2014-2016 Substitute teacher in World Languages, William Penn Charter School.

Overseas experience: Three years in China studying traditional music, and languages and cultures of China's Muslim minorities 1995-1996, 1997-1999; involved in leading student trips to China and Mongolia, 2012-present.

Language(s): Mandarin Chinese (Intermediate High), Thai (Intermediate High), Uyghur/Kazakh/Uzbek (Intermediate Mid), Russian, Mongolian (Novice).

Percent of time dedicated to East Asia: 50%

Research and teaching specialization: Languages and Cultures of Western China (w/ focus on Uyghur)

Recent Publications: (Book review) Sinophobia: Anxiety, Violence, and the Making of Mongolian Identity by Franck Bille in *Sibirica: Interdisciplinary Journal of Siberian Studies*, Volume 17 (Spring) 2018; "Fresh from the Tonur: an appreciation for Uyghur wood-fired nan", forthcoming, July 2018 Issue 3 of *Dill* (food magazine)

Recent successful grants received for promoting East Asia education (as a primary writer):

National Endowment for the Humanities Summer Institutes: 2018 "Enduring Legacies of a Global Mongol Empire" (for K-12 teachers, co-directed with Morris Rossabi); 2016 "Modern Mongolia: Heritage and Tradition Amid Changing Realities" (co-directed with Morris Rossabi); 2017 and 2018 STARTALK K-16 Chinese language teacher training programs on the theme of China's "One Belt, One Road" (co-directed with Penn Chinese Language Program director Mien-hwa Chiang; 2016 Penn CREF funded short term study abroad trip for Penn undergraduates "A Tale of Two Capitals: A Comparative Study of Development in Beijing and Ulaanbaatar" (co-directed with CLP Director Mien-hwa Chiang).

East Asian Area Studies Faculty

ABRAMI, Regina

Department: Department of Political Science, School of Arts and Sciences, and Department of Management, Wharton School of Business.

Tenure Status: Senior Lecturer in Political Science; Senior Fellow, Wharton, and Director, Global Program of the Lauder Institute of Management and International Studies, appointed 2011.

Education: Ph.D. in Political Science from the University of California, Berkeley

Academic Experience: Harvard Business School, 2000-2011.

Overseas Experience: Lived and conducted research in China, Vietnam, and other Asian countries.

Languages: Chinese (fluent), Vietnamese.(fluent)

Percentage of time on East Asia: 50%

Area/International Studies courses taught: Business, Government, and International Economy; Doing Business in China

Research & Teaching Specialization: Political economy of national industrial strategy, doing business in emerging markets, and China and Vietnam

Recent publications: *Can China Lead? Reaching the Limits of Power and Growth* (co-authored with William C. Kirby and F. Warren McFarlan), Harvard Business School Press, 2014; "Institutions and Inequality in Single-Party Regimes: A Comparative Analysis of Vietnam and China" with Edmund Malesky and Zheng Yu, in *Comparative Politics* 2011; "The New Face of Chinese Industrial Policy: Making Sense of Anti-Dumping Cases in the Petrochemical and Steel Industries," with Yu Zheng, Harvard Business School Working Paper, 2010; "Vietnam Through Chinese Eyes: Divergent Accountability in Single-Party Regimes" with E. Malesky and Y. Zheng, *Social Science Research Network*, 2010.

Distinctions: Reinhard Bendix and John L. Simpson Memorial Fellow, UCB.

AGHA, Asif

Department: Department of Anthropology.

Tenure Status: Tenured, Professor, and Chair, appointed 1998.

Education: A.B. 1983 Princeton; M.A. 1985 University of Chicago, conferred with distinction; Ph.D. 1990 University of Chicago, conferred with distinction.

Academic Experience: Assistant Professor UCLA (1992-1998), Vassar College (1990-92).

Overseas Experience: Research Associate, Tribhuvan University, Nepal (1987-88).

Languages: Tibetan (fair), Urdu-Hindi (fluent).

Percentage of time on East Asia: 50%

Area/International Studies courses taught: Language in Culture and Society; Communications and Culture; Functional Foundations of Language; Intermediate Modern Tibetan; Elementary Modern Tibetan.

Research & Teaching Specialization: Tibetan language & culture; Linguistic and cultural anthropology.

Recent publications: "Tropes of slang." *Signs and Society* 3, no. 2 (2015): 306-330. "Mediatized projects at State peripheries," *Language & Communication*, 2012/ "Commodity registers" *Journal of Linguistic Anthropology*, 2011; *Mediatized Communication in Complex Societies*, Special Issue of *Language and Communication*, vol. 31, no. 3 (2011); "Recycling mediatized personae across participation frameworks," *Pragmatics and Society* (2010); "What do bilinguals do?" in *Beyond Yellow English: Towards a Linguistic Anthropology of Asian Pacific America*, (2009); *Language and Social Relations*. Cambridge University Press, 2007; "The object called "language" and the subject of linguistics." *Journal of English Linguistics* 35 (3): 217-235, 2007; "Recombinant selves in mass mediated space-time." *Language and Communication* 27: 320-335, 2007; "Commentary on "Questioning democratic illusions: Anthropology, interviewing and the making of contemporary society" by Charles L. Briggs." *Current Anthropology* 48 (4): 587, 2007; "Commentary on "Agency: The relation between meaning, power, and knowledge" by Paul Kockelman." *Current Anthropology* 48 (3): 387-388, 200

Dissertations Supervised in past 5 years: 3

Distinctions: Fellowship Award, Stanford Center for Advanced Study in the Behavioral Sciences (2003-04); Faculty Career Development Award, UCLA (1995-96); Faculty Research Grant, Vassar College (1990-92); William Rainey Harper Fellowship, University of Chicago (1988-89).

Profiles for Project Personnel

ATWOOD, Christopher

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured, Associate Professor of Mongolian and Chinese Frontier & Ethnic History. Appointed 2016.

Education: B.A. 1986 Harvard University; M.A. 1990 Indiana University, Bloomington; Ph.D. 1994 Indiana University Bloomington

Academic Experience: Chair, Central Eurasian Studies Department IU-Bloomington and Associate Professor 2002-2016; Visiting Professor Inner Mongolian University 2009-2014.

Overseas Experience: Extensive travel and research in China and Mongolia. Several trips to East Asia per year.

Languages: Mongolian (fluent), Chinese (fluent).

Percentage of Time on East Asia: 100%

Area/International Studies courses taught: Great Wall of China; Mongol Century; Introduction to Inner Asian Civilization; Historiography of the Mongol Yuan Empire. Other courses I have taught include: Social History of Inner Asian Nomadism; Religion and Ethnicity in Inner Asia; Ordos Documents.

Research & Teaching Specialization: Relation of culture (especially history writing and religion) and the formation of political power in the Mongolia-Chinese border area, 20th century Mongolian nationalism in Inner Mongolia and its interaction with Chinese state-building in the late Qing and Republican period, the multi-ethnic and multi-lingual historiography of the Mongol Yuan dynasty; the Mongol empire, its religious and personnel policy, and the “early modern.”

Recent publications: *Encyclopedia of Mongolia and the Mongol Empire*. New York: Facts-on-File, 2004; *Young Mongols and Vigilantes in Inner Mongolia Interregnum Decades, 1911-1931*. 2 vols. Leiden: E.J. Brill, 2002; Recent edited volumes include *Philology of the Grasslands: Essays in Mongolic, Turkic, and Tungusic Studies*. Leiden: Brill, 2018; *Ил-Хаадын судлал шинэ хандлага: өгүүллийн эмхтгэл [New Directions in Il-Khanid Studies]*. 485 pp, 2016; and recent journal articles (with Petya V. Andreeva) “Camp and Audience Scenes in Late Iron Age Rock Drawings from Khawtsgait, Mongolia.” *Archaeological Research in Asia*, 2018.

Dissertations Supervised in past 5 years: 2 since coming to Penn.

Distinctions: Honorary Doctorate, conferred by the Institute of History, Academy of Sciences of Mongolia, December 11, 2011; Order of the Polar Star, conferred by the President of Mongolia, July 11, 2011; Fellow. Sinor Inner Asian Exchange at Peking University, Fall Semester, 2013. Stipend value \$14,000; International Scholar, Academic Fellowship Program, OSI Europe: August, 2012-15 (\$6,000 stipend and travel per year); International Mentor, Central Asian Research and Teaching Initiative & Faculty Development Program, OSI Europe (\$8,400 stipend and travel) 2009-12.

AZUMA, Eiichiro

Department: Department of History.

Tenure Status: Tenured, Associate Professor of Asian American History, appointed 2001.

Education: M.A. in Asian American Studies, 1992, University of California at Los Angeles; Ph.D. in history (2000), University of California at Los Angeles.

Academic experience: Curator, Japanese American National Museum in Los Angeles, 1992 - 2001

Overseas experience: Frequent travel to Japan for research.

Language(s): Japanese (native).

Percent of time on East Asia: 100%

Area/international Studies Courses taught: American Expansion into the Pacific, Role of Japanese Americans in World War II; Introduction to Asian American History.

Research and teaching specialization: Modern Japanese history, immigration, U.S.-Japan relations, and the history of Asians in the United States.

Recent publications: Japanese Immigrant Settler Colonialism in the US-Mexican Borderlands and the US Racial-Imperialist Politics of the Hemispheric “Yellow Peril,” *Pacific Historical Review*, 2014; *Between Two Empires: Race, History and Transnationalism in Japanese America*, Oxford, 2005; *Japanese Immigrants in US-Japan Relations* (Oxford University Press, 2004); Co-editor, *Before Internment: Essays in Prewar Japanese American History* (Stanford University Press, 2006); and over a dozen peer-reviewed articles in the *Journal of American History*, *Journal of Asian Studies*, *Pacific Historical Review* and *Journal of American-East Asian Relations*.

Distinctions: Alan Charles Kors Term Associate Professor of History, 2009; Donald D. Harrington Faculty Fellowship from the University of Texas, Austin, 2008; Theodore Saloutos Award from the Immigration and Ethnic History Society, 2005; Honorable Mention in the Frederick Jackson Turner Award by the Organization of American Historians, 2005; History Book Award from the Association for Asian American Studies, 2005; Hiroshi Shimizu book prize from the Japanese Association of American Studies, 2006; The Alexander Saxton History Essay Award, 1993. W. Turrentine Jackson Prize, American Historical Association, 1998.

Profiles for Project Personnel

BUTLER, Yuko Goto

Department: Graduate School of Education.

Tenure Status: Tenured, Associate Professor of Language and Literacy in Education, appointed 2001.

Education: B.A. in Asian History, University of Tokyo, 1987; M.A. in Education (International Education), UCLA, 1991; M.A. in Linguistics, Stanford University, 1998; Ph.D. Educational Psychology, Stanford University, 1999.

Academic experience: Research Assistant, Stanford University, 1995-99; Research Associate (postdoctoral fellow), Stanford University, 2001; Assistant Professor, GSE, University of Pennsylvania 2001-present.

Overseas experience: Research visits to China, Japan, South Korea, and Taiwan.

Language(s): Japanese (native), Chinese (intermediate).

Percent of time on East Asia: 25%

Research and teaching specialization: Language assessment, Bilingualism and Biliteracy.

Recent Publications: (in press) The role of affect in intraindividual variability in task performance for young learners. *TESOL Quarterly*; Butler, Y. G. (2017) Motivational elements of digital instructional games: A study of young L2 learners' game designs. *Language Teaching Research*, 1-16. Wolf, M., & Butler, Y. G. (Eds.) (2017). *English language proficiency assessments for young learners*. New York: Routledge; Butler, Y. G. (2017). The dynamics of motivation development among young learners of English in China. In J. Enever, & E. Lindgren (Eds.), *Early Language Learning: Complexity and Mixed Methods*. Bristol: Multilingual Matters, pp. 167-185; Butler, Y. G., Liu, Y., & Kim, H. (2017). Narrative development in L1 and FL: A longitudinal study among young Chinese learners of English. In M. P. G. Mayo (Ed.), *Foreign Language in Primary School: Research Insight*. Bristol: Multilingual Matters, pp. 149-175; Butler, Y. G. (2017). Instructed SLA in East Asian contexts. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition*. London: Routledge, pp. 321-338; Butler, Y. G. (2016). Communicative and task-based language teaching in the Asia-Pacific region. In N. Van Deusen-Scholl, & S. May (Eds.), *Second and Foreign Language Education, Encyclopedia of Language and Education*. New York: Springer, pp. 327-338.

Total number of dissertations or theses supervised: 10

Distinctions: The National Institute of Japanese Language/ the Hakuhodo Foundation Fellowship, 2009; The National Academy of Education/ Spencer Postdoctoral Fellowship, 2006; The National Academy of Education/ Spencer Postdoctoral Fellowship, 2004-05.

CHANCE, Linda H.

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured, Associate Professor of Pre-modern Japanese Language and Literature; Supervisor of Japanese Language Program, Associate Chair of the Department, appointed 1990.

Education: B.A. 1977 University of Kansas; M.S. 1985 University of Washington; Ph.D. 1990 University of California, Los Angeles.

Academic experience: Visiting Associate Professor, University of Michigan, Fall 2001.

Overseas experience: Taught 2 courses at Tsukuba University, Japan, in 1998. Taught Japanese literature at Kyunghee University, South Korea, in 2008.

Languages: Japanese (fluent), Chinese (basic), Classical Japanese (advanced reading), Classical Chinese (reading).

Percentage of time on East Asia: 100%

Area/international Studies Courses taught: East Asia Civilization: Japan, War and Literature in Japan: Tales of the Heike; Love and Loss in Japanese Literary Traditions; Possessing Women; Loyal Warriors in Japanese Literature; Loyal Royals in Japanese Literature: Tale of Genji; Classical Japanese; Japanese for Sinologists; Authors and Imitators: Cloning Japanese Women Writers.

Research and teaching specialization: Medieval Japanese literature, especially the *zuihitsu* genre.

Recent Publications: "CoLoRSofJAPAnLiterature Comes to the Table." *Education About ASIA* 21.3 (2016); (with Julie Davis) "The Handwritten and the Printed: Issues of Format and Medium in Japanese Premodern Books" in *Manuscript Studies: A Journal of the Schoenberg Institute for Manuscript Studies, University of Pennsylvania Press*, Volume 1, Issue 1, Spring 2016 *Ôoku: The Secret World of the Shogun's Women*, co-authored with Cecilia Segawa-Seigle (2014); "Atom Came from Bugs: The Precocious Didacticism of Tezuka Osamu's *Essays in Insect Idleness*" in *Mechademia* 8 (2013); "Genji Guides, or Minding Murasaki" in *Manners and Mischief: Gender, Power, and Etiquette in Japan* (2011); "Does Vulgarly Make Parody? The Case of *Zoku Tsurezuregusa*," *Proceedings of the Association for Japanese Literary Studies*, vol. 10, 2009; Review of Joshua Mostow, *At the House of Gathered Leaves*, *Journal of Japanese Studies* 32: 1, Winter 2006.

Dissertations or theses supervised: 9.

Distinctions: Japan Foundation Professional Fellowship, 1997-1998; Social Science Research Council Grant, 1993-1994; Chancellor's Fellowship, UCLA, 1986-87; Monbusho Scholarship 1983-85.

Profiles for Project Personnel

CHENG, Hsiao-wen

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenure-track, Assistant Professor, appointed 2014.

Education: BA, National Taiwan University, 2012; MA National Taiwan University, 2005; PhD University of Washington, 2012.

Overseas Experience: Conducted research in Beijing, Taiwan, and the US.

Academic Experience: Research Associate in Women's Studies, and Visiting Lecturer on Women's Studies and Chinese Religion, Harvard University, 2013-2014.

Languages: Mandarin Chinese (native). Classical Chinese (reading), Japanese (intermediate), French (reading).

Percentage of time on East Asia: 100%

Area/international Studies Courses taught: Gender and the Transcendent Bodies: Religious Women in Pre-Modern China; East Asian Religions, Chinese Religion, Daoist Medical Texts.

Research & Teaching Specialization: Chinese religion, medicine and sexuality.

Recent publications: "Before Sexual and Normal: Shifting Categories of Sexual Anomalies from Ancient to Yuan China." *Asia Major*, forthcoming in 2018; "Manless Women and the Sex–Desire–Procreation Link in Song Medicine." *Asian Medicine: Tradition and Modernity*, forthcoming in 2018; Review of Man Xu, *Crossing the Gate: Everyday Lives of Women in Song Fujian (960-1279)* (SUNY Press, 2016). *Nan Nü*, forthcoming; Review of Rebecca Doran, *Transgressive Typologies: Constructions of Gender and Power in Early Tang China* (Harvard University Asia Center, 2016). *China Review International* 23.2 (2018); "What Was Good Writing (or Reading) in Eleventh-Century China? Rethinking Guwen and Its Relation to Daoxue." *Journal of Chinese Literature and Culture* 4:2 (November 2017); Review of Beverly Bossler, *Courtesans, Concubines, and the Cult of Female Fidelity: Gender and Social Change in China, 1000-1400* (Cambridge and London: Harvard University Asia Center, 2013). *Nan Nü: Men, Women and Gender in China* 16.1 (2014).

Distinctions: Post-Doctoral Fellow, Institute of History and Philology, Academia Sinica, 2012-13.

CHEN, Xinyin

Department: Applied Psychology and Human Development Division, Graduate School of Education.

Tenure Status: Tenured Professor, appointed 1995.

Education: B.A. (Psychology) East China Normal University, 1983; M.A. (Psychology) Shanghai Normal University, 1986; M.A. (Psychology) 1990, and Ph.D. (Psychology) University of Waterloo, 1992.

Overseas Experience: Conducted research in China, North America, and elsewhere.

Languages: Mandarin Chinese (native).

Percentage of time on East Asia: 25%

Area/international Studies Courses taught: Seminar in Applied Psychology.

Research & Teaching Specialization: Children's socioemotional development; Peer relationships; Parenting and family influences; Cross-cultural developmental psychology.

Recent publications: Chen, X.: Culture, temperament, and social and psychological adjustment. *Developmental Review*, 2018; Chen, X., Fu, R., Liu, J., Wang, L., Zarbatany, L., & Ellis, W.: Social sensitivity and social, school, and psychological adjustment among children across contexts. *Developmental Psychology*, 2018; Chen, X., Li, D., Liu, J., Chen, H., & Zhao, S.: Judgments of damage to public versus private property in Chinese children at different historical times. *Developmental Science* 21(1), 2018; Chen, X., Lee, J., & Chen, L.: Culture and peer relationships. In W. M. Bukowski, B. Laursen, & K. H. Rubin (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 552-570). Guilford. 2018; Ellis, W., Zarbatany, L., Chen, X., Kinal, M., & Boyko, L.: Peer groups as a context for school misconduct: The moderating role of group interactional style. *Child Development* 89: 248–263, 2018; Zhao, S., & Chen, X.: Maternal involvement in children's leisure activities in rural China: Relations with adjustment outcomes. *Journal of Family Psychology* 32: 71-80, 2018. Dissertations

Supervised in past 5 years: 12

Distinctions: Fellow of the American Psychological Association (Div. 7) and the Association for Psychological Science; Scholars Award from the William T. Grant Foundation, an Eastern Scholars Award from Shanghai Institutions of Higher Learning, China; Member of the Executive Committee of the International Society for the Study of Behavioral Development.

Profiles for Project Personnel

DAVIS, Julie Nelson

Department: Department of the History of Art.

Tenure Status: Tenured. Professor, appointed 2016.

Education: BA in Art, Reed College, 1985; MA in Art History, University of Washington 1994; Ph.D. Art History, University of Washington, 1997.

Academic experience: Assistant Professor of Art and East Asian Studies, Oberlin College, 1999-2002; Lecturer, Japanese Art, University of Washington, 1997-99.

Overseas experience: Studied at Gakushuin University in Tokyo and Osaka University of Foreign Studies.

Language(s): Japanese (fluent), French (advanced reading).

Percent of time on East Asia: 100%

Area/international Studies Courses taught: Arts of Japan, Arts of Edo, Ukiyo-e, Japanese film, Japanese painting, Chinese art, 20th-century East Asian art, and others.

Research and teaching specialization: Japanese art history, with an emphasis on the Edo period, particularly Kitagawa Utamaro (1753? -1806); study of collaboration in the period 1780-1800; and a study of the *Ukiyo-e Ruiko*, an early history of Ukiyo-e.

Recent Publications: *Ukiyo-e in Context* (under contract); *Partners in Print: Publishers, Artists, the Market and the Floating World* (Honolulu: University of Hawai'i Press), 2015; "A Letter from Munakata," *Impressions*, 2017. "Printing the Art of Painting: Reflections on a Surimono to Honor Sekien," for *The Artist in Edo*, edited by Yukio Lippit (Washington: National Gallery of Art); in production (2017); "The Handwritten and the Printed: Issues of Format and Medium in Japanese Premodern Books," for the *Journal for the Schoenberg Institute for Manuscripts Studies*, published by University of Pennsylvania Press; Co-authored with Linda H. Chance. Vol 1:1 (2016). *Rivals and Partners: Publishers, Artists, the Market and Ukiyo-e Print Culture*; "Connoisseurship and Yoshiwara Illusions: Reconsidering *The Mirror of the Beauties of the 'Blue Towers,' Compared*" for Kobayashi Tadashi festschrift. (2012); *Utamaro and the Spectacle of Beauty*, Reaktion Books and University of Hawai'i Press (2007);

Dissertations or theses supervised: 5

Distinctions: Sainsbury Fellowship, Abe Yoshishige Research Fellowship, Walter Chapin Simpson Humanities Fellowship, and Monbusho (Ministry of Education) scholarship.

DICKINSON, Frederick R.

Department: Department of History.

Tenure Status: Tenured, Professor of Japanese History, appointed 1993; Deputy Director, Penn Forum on Japan.

Education: B.A. 1983 U. of Notre Dame; M.A. 1986 Kyoto University; M.A. 1987 Yale University; M.Phil. 1991 Yale University; Ph.D. 1993 Yale University.

Academic experience: Visiting Professor, Swarthmore College, 2002; Visiting Professor, Satsuma Chair in Japanese Studies, Leuven University, Belgium, 2002; Visiting Professor, Kyoto University, Japan, 2004.

Overseas experience: Japan: 1980-1981 Sophia Univ., 1983-1986 Kyoto Univ.; 1989-1991 Tokyo Univ.; 1997 Kokugakuin Univ.; 2004 Kyoto University; Belgium: 2002 Leuven Univ.

Language(s): Japanese (fluent) and French (fluent).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Modern Japanese history, East Asian diplomacy, Japanese politics, imperialism, national identity, Asia/Pacific empire, Asian nationalism, war, memory of war, East Asian diaspora. Western perceptions of Japan, Asia and "Asian values," historiography of modern Japan, Japanese political history, Japanese empire, "transnationalism" in Asia.

Research and teaching specialization: Modern Japanese History, East Asian Diplomacy.

Recent Publications: *A Global History of Modern Japan*. Cambridge: Cambridge University Press, forthcoming, 2018; *World War I and the Triumph of a New Japan, 1919-1930*, Cambridge: Cambridge University Press, Social and Cultural History of Modern Warfare series, 2013; *Taishō tennō (Taishō Emperor)*. Kyoto: Minerva, Sept. 2009 (2nd edition, Dec. 2009); *War and National Reinvention: Japan in the Great War, 1914-1919*. Cambridge: Harvard University East Asian Monographs, 1999 (first paperback edition, 2000)

Total number of dissertations or theses supervised: 16 past and current.

Distinctions: 1983-86, Japanese Ministry of Education (Mombusho) Scholarship; 1989-91, Fulbright Grant for dissertation research; 1993-1994, Harvard University Reischauer Institute of Japanese Studies Post-Doctoral Fellowship; 1996, 1997, Japan Foundation Research Fellowship; 2000-1 National Fellow at the Hoover Institution on War, Revolution and Peace; Member, *Kindai Nihon ni okeru shidoshazo to shidosharon* (Research Group on Leadership in Modern Japan, International Research Center for Japanese Studies, 2010-); Member, *Nijseiki to Nihon kenkyukai* (Research Group on Twentieth Century Japan, Kyoto University, 2005-present).

Profiles for Project Personnel

FEL, Si-yen

Department: Department of History.

Tenure Status: Tenured, Associate Professor of History, appointed 2005.

Education: Ph.D. History, Stanford University, 2004.

Academic experience: University of Pennsylvania since 2005.

Overseas experience: Frequent travel to China, Taiwan, and Japan.

Language(s): Chinese (native); Japanese (reading)

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: China in the 20th Century, Representations of Chinese Women; Late Imperial China; Cities in Chinese History, History of Private Life in China.

Research and teaching specialization: Urban space in 16th and 17th century China

Recent Publications: *Sexuality and Empire: Female Chastity and Frontier Societies in Ming China (1368-1644); Negotiating Urban Space: Urbanization and Late Ming Nanjing* (Harvard University Press, 2010); "Ways of Looking: the Creation and Social Use of Urban Guidebooks in Sixteenth and Seventeenth-Century China," *Urban History*, 2010; "Ming-Qing de chengshi kongjian yu chengshihua yanjiu [Urban Space and Urbanization in Ming-Qing Eras], *Zhongguo shi xinlun* [New Discourses on Chinese History] (Academia Sinica, 2010). "We Must be Taxed": A Case of Populist Urban Fiscal Reform in Ming Nanjing (1368–1644)," *Late Imperial China* (2007).

Total number of dissertations or theses supervised: 6

Distinctions: Research Grant, University Research Foundation, Penn (2010); Summer Research Award, The Alice Paul Research Center, Penn (2009); NRC Faculty Research Grant, Center for East Asian Studies, Penn (2007); Junior Scholar Grant, The Chiang Ching-kuo Foundation (Sep 2005-June 2006).

FELDMAN, Eric

Department: School of Law.

Tenure Status: Tenured. Professor, appointed 2006. Deputy Dean for International Programs, appointed 2009.

Education: BA. Vassar College; J.D. Jurisprudence, University of California, Berkeley, 1989; Ph.D. Social Policy, University of California, Berkeley, 1994.

Academic experience: Two years as a post-doctoral fellow at Yale University's Institution for Social and Policy Studies and Yale Law School. Five years as the Associate Director of New York University's Institute for Law and Society. Visiting Professor, Univ. of Trento, Italy, April 2005, May 2006. Visiting Scholar, Waseda Univ., Japan, 2004, 2005; Visiting Professor, Stanford University, 2008-9.

Overseas experience: Visiting Professor at the Institute D'Etudes Politiques in Paris in spring 1999. Visiting Scholar at Waseda University's Graduate School of Law in Tokyo in 2001. Fulbright Fellow in Tokyo, 1990-93.

Language(s): Japanese (fluent), French (intermediate).

Percent of time dedicated to area/international studies courses: 50%

Area/international Studies Courses taught: Law and Society in Japan.

Research and teaching specialization: Japanese Law; Law and Public Health; Comparative Law; Law and Social Policy; Torts.

Recent Publications: "Baby M Turns 30: The Law and Policy of Surrogate Motherhood," *American Journal of Law and Medicine*, in press, 2018; "Informed Consent and the Role of the Treating Physician," with Holly Fernandez Lynch and Steven Joffe, *New England Journal of Medicine*, in press, 2018. Eric A. Feldman & Chai Yue, "E-Cigarette Regulation in China: The Road Ahead," 11 *University of Pennsylvania Asian Law Review* 409, 2016; Eric A. Feldman and Chai Yue, "A Preliminary Discussion of E-Cigarette Regulation in China," 21 *Acta Tabacaria Sinica* 76, 2015 (in Chinese). Mitchell D. Feldman, Eric A. Feldman, and Saul Feldman, Letter, "Expanding Long-term Care Options for Persons With Serious Mental Illness," 313 *Journal of the American Medical Association*, May 5, 2015; *Unfiltered: Conflicts over Tobacco Policy and Public Health*, Eric A. Feldman and Ronald Bayer, eds., Cambridge, MA: Harvard University Press, 2004; *The Ritual of Rights in Japan: Law, Society, and Health Policy*, New York: Cambridge University Press, 2000.

Distinctions: Fulbright Fellow, 1990-93, awards from the Robert Wood Johnson Foundation, the American Bar Association, the National Science Foundation, and the Social Science Research Council, among others. Fulbright Scholar, 2004-5; Article Prize, Law and Society Association, 2007.

Profiles for Project Personnel

FIERRO, Annette

Department: Department of Architecture, PennDesign.

Tenure Status: Tenured Associate Professor and Associate Department Chair, appointed 1993.

Education: B.S.C.E. (1990), M.A.Arch Architecture, Rice University, 1994.

Language(s): Japanese (basic).

Academic experience: University of Pennsylvania; Georgia Institute of Technology (1989-1993); has also lectured at Cornell University, Columbia University and for the Institute of French Culture and Technology.

Overseas experience: Research on Japanese contemporary architecture in Japan, Europe, and elsewhere.

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: Contemporary Architecture (includes Japan).

Research and teaching specialization: Teaches design studios and seminars in technology – with the modern movement and within international contemporary architecture.

Recent Publications: *The Glass State: The Technology of the Spectacle, Paris* (MIT Press, 2000); articles on Japanese Contemporary Architecture.

GOLDIN, Paul Rakita

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured. Professor, Department of East Asian Languages and Civilizations, appointed 1996.

Education: A.B.1992 University of Pennsylvania; A.M. 1992 University of Pennsylvania; Ph.D. 1996 Harvard University.

Language(s): Chinese (fluent), Classical Chinese (advanced reading), Japanese (intermediate), German, French), Spanish and Latin (reading).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Early Chinese History, Introduction to Classical Chinese Thought, What is Daoism?, Sex and Society in Ancient China, Introduction to Chinese Civilization, Law in Pre-Modern China.

Research and teaching specialization: Early Chinese History and Philosophy.

Recent Publications: *Routledge Handbook of Early Chinese History* (Routledge, 2018); *A Concise Companion to Confucius* (Wiley, 2017); *Dao Companion to the Philosophy of Han Fei*, (Springer, 2013); *Confucianism*, 2011: *After Confucius: Studies in Early Chinese Philosophy* (Hawaii, 2005); *A Reader of Traditional Chinese Culture* (co-edited with Victor H. Mair and Nancy S. Steinhardt, Hawaii, 2005); “The Hermeneutics of Emmentaler.” *Warring States Papers* 2009; “What Does Confucius Have to Do with Santa Claus?” *SL Magazine* (Winter 2008-09); “Appeals to History in Early Chinese Philosophy and Rhetoric,” *Journal of Chinese Philosophy* (2008) “The Myth That China Has No Creation Myth,” *Monumenta Serica* (2008): “When *zhong* 忠 Does Not Mean ‘Loyalty,’” *Dao* (2008); “Xunzi and Early Han Philosophy,” *Harvard Journal of Asiatic Studies* (2007); “The Cultural and Religious Background of Sexual Vampirism in Ancient China,” *Theology and Sexuality* (2006); “The Theme of the Primacy of the Situation in Classical Chinese Philosophy and Rhetoric,” *Asia Major* 18.2 (2005) “Why Daoism Is Not Environmentalism,” *Journal of Chinese Philosophy* (2005),

Dissertations or theses supervised: 5

Distinctions: Willis F. Doney Member, School of Historical Studies, Institute for Advanced Study, Princeton, 2013; Weiler Faculty Humanities Research Fellowship, School of Arts and Sciences, University of Pennsylvania, 2006; Distinguished International Scholars Grant (for Cheung Kwong-yue). University of Pennsylvania, 2007.

Profiles for Project Personnel

GOLDSTEIN, Avery

Department: Department of Political Science.

Tenure Status: Tenured. Professor, appointed 1991. Associate Director, Christopher H. Browne Center for International Politics; Director, Center for the Study of Contemporary China.

Education: B.A. 1975 University of Pennsylvania; M.S. 1976 University of Pennsylvania; M.A. 1978 University of California, Berkeley; Ph.D. 1985 University of California, Berkeley.

Overseas experience: Multiple research visits to Beijing, and several to Tokyo and Shanghai. Taught Chinese Politics at Kyunghee University in South Korea (Summer 1999).

Language(s): Chinese (fluent).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: International Relations Theory, International Security, Chinese Politics, Seminar in Strategic Studies, Comparative Politics.

Research and teaching specialization: International Relations, International Security, Chinese Politics.

Recent Publications: *China's Global Engagement: Cooperation, Competition, and Influence in the 21st Century*, ed., with Jacques deLisle (Washington, DC: Brookings Institution Press, 2017); *The Internet, Social Media, and a Changing China*, ed., with Jacques deLisle, and Guobin Yang (Philadelphia, PA: University of Pennsylvania Press, 2016); *China's Challenges*, ed., with Jacques deLisle (Philadelphia, PA: University of Pennsylvania Press), 2014; "China's Real and Present Danger: Now Is the Time for Washington to Worry," *Foreign Affairs*, 2013; "First things first: the pressing danger of crisis instability in US-China relations," *International Security*, 2013; *Great Expectations: Interpreting China's Arrival* (MIT Press, 2013); *Zhongguo Dazhanlue yu Guoji Anquan*. Wang Jun and Lin Minwang trans., (Beijing: Shehui Kexue Wenxian Chubanshe, 2008). Chinese translation of *Rising to the Challenge: China's Grand Strategy and International Security* (Stanford, 2005); "Power Transitions, Institutions, and China's Rise in East Asia: Theoretical Expectations and Evidence," *The Journal of Strategic Studies* Vol. 30, No. 4-5 (August–October 2007); "Parsing China's Rise: International Circumstances and National Attributes," in Robert S. Ross and Zhu Feng, eds. *China's Ascent: Power, Security, and the Future of International Politics* (Ithaca: Cornell University Press, 2008).

Dissertations or theses supervised: 8

Distinctions: David M. Knott Professor of Global Politics and International Relations, 2009; Christian R. and Mary F. Lindback Award for Distinguished Teaching, University of Pennsylvania, 2008.

GUILLEN, Mauro F.

Department: Department of Management, Wharton School of Business.

Tenure Status: Tenured. Dr. Felix Zandman Professor of International Management, Wharton School, appointed 1996; Director, The Lauder Institute.

Education: B.A. 1987 Universidad de Oviedo, Spain; M.A. 1989 Yale University; M. Phil. 1990 Yale University; Ph.D. 1991 Universidad de Oviedo, Spain (cum laude); Ph.D. 1992 Yale University (with distinction).

Academic experience: Assistant Professor of International Management and sociology, The Alfred P. Sloan School of Management, Massachusetts Institute of Technology (1992-96); Visiting Professor, Instituto de Empresa, Madrid (1993-present); Teaching Assistant, Yale School of Organization and Management (1988-89).

Language(s): Spanish (fluent), German (fluent), French, Italian, and Portuguese (reading).

Percent of time dedicated to area/international studies courses: 25%

Research and teaching specialization: International and Comparative Management; Organizational analysis.

Recent Publications: *The Architecture of Collapse: The Global System in the 21st Century*. Oxford: Oxford University Press, 2016; With Emilio Ontiveros, *Global Turning Points: Understanding the Challenges for Business in the Twenty-First Century*. New York: Cambridge University Press, 2012; *Diversity in Globalization: Organizational Change in Argentina, South Korea, and Spain*. Princeton, NJ: Princeton University Press, 2001. "Developing Difference: Social Organization and the Rise of the Auto Industries of South Korea, Taiwan, Spain, and Argentina." With Nicole Biggart, *American Sociological Review* 64(5) (1999). "Institutional Structures, Organizational Learning, and Sequential Foreign Expansion: South Korean Firms and Business Groups in China, 1987-1995." *East Asian Economic Perspectives* 10 (March 1999): 14-37; translated into Japanese in *A Viewpoint to East Asia from Kitakyushu* 6 (June 1998).

Dissertations or theses supervised: 5

Distinctions: Fulbright Fellowship, 1989-92; John Rockefeller 3rd Fellowship, 1989; John Simon Guggenheim Memorial Foundation Fellowship, 1998-99; Member, Institute for Advanced Study, Princeton, 1998-99. President's Book Award 1993, Social Science History Association; Sussman Prize 1993, Yale University for dissertation; Gustavus Myers Award for Outstanding Book on Civil Rights 1991, for *The AIDS Disaster*.

Profiles for Project Personnel

HANNUM, Emily

Department: Department of Sociology.

Tenure Status: Tenured, Associate Professor; affiliated with the Population Studies Center and the Graduate School of Education, appointed 2001.

Education: B.A. Sociology, Georgetown, 1991; Mandarin Training Program, National Taiwan University, 1990; Ph.D. Sociology, Demography Concentration, University of Michigan, 1998.

Academic experience: Harvard University (1998 - 2001), Oxford University (2008) .

Overseas experience: Works with collaborators at University of Michigan, Michigan State University, the Chinese Academy of Social Sciences, and the China National Institute for Education Research to adapt measures of human capital based on recent advances in comparative literacy studies for use in a five-city urban labor survey. Past research includes ethnic and gender stratification, labor market inequalities, education and child welfare.

Language(s): Mandarin Chinese (fluent).

Percent of time dedicated to East Asia: 100%

Area/international Studies Courses taught: Sociology of China, Social Issues in Contemporary China, Gender Issues in Contemporary Asia, Gender and Development in Asia.

Research and teaching specialization: Access to education and the social and economic consequences of education in developing countries, especially China.

Recent Publications: Hannum, Emily, and Yu Xie. "Chapter 22: Poverty and Education in Comparative Perspective." In *Oxford Handbook on Poverty and Society*, edited by David Brady and Linda M. Burton. Oxford, 2015; Hannum, Emily, Hua-Yu Sebastian Cherng, and Meiyang Wang. "Ethnic Disparities in Educational Attainment in China: Considering the Implications of Interethnic Families." *Eurasian Geography and Economics* 56 (2015): 8-23; Chiang, Yi-Lin, Emily Hannum, and Grace Kao. "It's Not Just About the Money: Gender and Youth Migration from Rural China." *Chinese Sociological Review* 47 (2015): 177-201; "Why Are Returns to Education Higher for Women than for Men in Urban China?" with Y Zhang and M Wang, *China Quarterly*, 2013; "Community Poverty, Industrialization, and Educational Gender Gaps in Rural China" with HYS Cheng, *Social Forces*, 2013; *Globalization, Changing Demographics, and Educational Challenges in East Asia (Research in Sociology of Education)*, with Hyunjoon Park and Yuko Butler, (Emerald Group, 2010); *Education and reform in China*, Routledge, 2007; and 50 other articles and book chapters since 1994.

Dissertations or theses supervised: 6

Distinctions: Director, 1998 - Present research funded by Spencer Foundation and National Institutes of Health on family, school and community factors in children's education and development in the context of rural poverty. She is also directing the Rural School Networks Project, an experiment funded by the World Bank on school culture and function of information technology-enabled networks into isolated rural school communities.

HOU, Yue

Department: Department of Political Science.

Tenure Status: Tenure-track. Assistant Professor of Political Science, appointed 2016.

Education: B.A., 2009 Grinnell College; Ph.D. Political Science, 2015 Massachusetts Institute of Technology.

Overseas experience: China

Language(s): Chinese (fluent).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: China: Institutions and the Economy, Penn (2018, Co-taught with Hanming Fang); Chinese Domestic Politics, Penn (2017, 2018); Authoritarian Politics, Penn (2017); Public Policy for Washington Interns

Research and teaching specialization: Private Entrepreneurs, Legislatures, and Property Protection in China

Recent Publications: "Constituency Service Under Nondemocratic Rule: Evidence from China" (with Greg Distelhorst). *Journal of Politics*, 2017, 79(3): 1024–1040. "Achieving Efficiency without Losing Accuracy: Strategies for Scale Reduction with an Application to Risk Attitudes" (with Krista Loose and Adam Berinsky), *Social Science Quarterly*. "Ingroup Bias in Official Behavior: A National Field Experiment in China" (with Greg Distelhorst). *Quarterly Journal of Political Science*, 2014, 9(2): 203–230.

Distinctions:

Penn China Research and Engagement Fund, 2017–2018; The Inaugural Dean's Integrative Global Inquiries Fund, Penn, 2017; The Center for the Study of Contemporary China Research Grant, Penn, 2017; The Christopher H. Browne Center for International Politics Research Grant, Penn, 2017; Chiang Ching-kuo Foundation for International Scholarly Exchange Doctoral Grant, 2013–2014

Profiles for Project Personnel

KANO, Ayako

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured. Professor of Modern Japanese Literature, appointed 2017 (Associate Professor 2001-2017).

Education: B.A., 1989 Keio University; M.A., 1993 Cornell; Ph.D. Comparative Literature, 1995 Cornell University

Overseas experience: Research in Japan 1992-1993, 1998-1999, 2007, 2008, 2010; Kyoto Consortium for Japanese Studies Visiting Professor, 2009-2010.

Language(s): Japanese (fluent), German (fluent), French (reading)

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Modern Japanese Literature, Contemporary Japanese Literature, Japanese Theater in Comparative Context, Gender and Sexuality in Japan, Gender and Sexuality in Asia, Literary Theory and Criticism in Japan, Graduate Seminar on Modern Japanese Culture, Readings in Modern Japanese.

Research and teaching specialization: The intersection of gender, performance, and politics, as well as on Japanese cultural history of the late 19th to early 20th century.

Recent Publications: *Rethinking Modern Japanese Feminisms*, co-edited with Julia Bullock and James Welker (Honolulu: University of Hawaii Press, 2018); *Japanese Feminist Debates: A Century of Contention on Sex, Love, and Labor* (Honolulu: University of Hawaii Press, June 2016); Translation of Enchi Fumiko, "Banshun sōya" [Restless night in late spring], in *The Columbia Anthology of Modern Japanese Drama*, (Columbia UP); "Nihon no Kindai Engeki to Joyū no Jendā" [Actresses and gender in modern Japanese theater], in *Jendā-shi Sōsho*, (2010); "Salome ga Miseru Mono: Nihon Kindai Engeki no okeru Shikakusei to Jendā," [What Salome makes visible: visuality and gender in modern Japanese theater], in *Shinpen Nihon no Feminizumu* (Iwanami Shoten, 2009); "Two Actresses in Three Acts: Theater, Gender, and Nationalism in Modern Japan," in *Performing "Nation": Gender Politics in Literature, Theater, and the Visual Arts of China and Japan, 1880-1940*, (Brill, 2008); "Enchi Fumiko's Stormy Days: Arashi and the Drama of Childbirth," *Monumenta Nipponica*, (Spring 2006); "Towards a Critique of Transhistorical Femininity," in *Gendering Modern Japanese History*, ed. Barbara Molony and Kathleen Uno (Harvard, 2005); *Acting Like a Woman in Japan: Theater, Gender, and Nationalism* (Palgrave, 2001).

Dissertations or theses supervised: 12

Distinctions: School of Arts and Sciences Faculty Research Fellowship, Penn, 1998-99; Research Foundation Fellowship, Penn, 1998-99; Trustees Council of Penn Women Research Grant, 1997; Mellon Dissertation Completion Grant, Cornell University, 1994.

KAPUR, Devesh

Department: Department of South Asian Studies and Department of Political Science.

Tenure Status: Tenured, Associate Professor, Political Science; Madan Lal Sobti Chair for the Study of Contemporary India; Director, Center for the Advanced Study of India, appointed 2005.

Education: Ph.D., Woodrow Wilson School, Princeton University, 1994. M.S. chemical engineering, University of Minnesota, 1985; B.Tech, chemical engineering, Institute of Technology, Banaras, India, 1983.

Academic experience: 1990-97 Brookings Institute; 1997-2005 Harvard University, since then Penn.

Language(s): Hindi, Bengali (fluent).

Percent of time dedicated to East Asia courses: 25%

Area/international Studies Courses taught: Comparative Politics, Comparative Political Economy.

Research and teaching specialization: Development in India and elsewhere.

Recent Publications: "An Economic Partnership for Twenty-first Century Asia," in Rohan Mukherjee and Anthony Yazaki (eds), *Poised for Partnership. Deepening India-Japan Relations in the Asian Century*, Oxford University Press, 2016. (with Rohit Lamba); *Geoeconomics vs. Geopolitics: Implications for Asia*, with M Suri, Oxford, 2013; Political Effects of International Migration, *Political Science*, 2014, *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India* (Princeton, 2010); *Give us your Best and Brightest: The Global Hunt for Talent and Its Impact on the Developing World*, with John McHale, Brookings Institution, 2005; *Public Institutions in India: Performance and Design*, Oxford University Press, 2005, and numerous articles and book chapters since 1994.

Total number of dissertations or theses supervised: 5

Distinctions: Joseph R. Levenson Teaching Prize, Harvard College, 2005.

Profiles for Project Personnel

KUANG, Jianjing

Department: Department of Linguistics.

Tenure Status: Tenure Track, Assistant Professor, appointed 2013

Education: PhD UCLA, 2013

Academic Experience: Faculty Member, Institute for Research in Cognitive Science, 2013-present.

Languages: Chinese (native).

Percentage of time on East Asia: 50%

Area/International Studies courses taught: Chinese Phonology.

Research & Teaching Specialization: Phonetics, Laboratory phonology, Speech production and perception, multidimensional cues in tone processing.

Publications: “The tonal space of contrastive five level tones,” in *Phonetica* (2013); “Registers in tonal contrasts,” *Proceedings of the Third International Symposium on Tonal Aspects of Languages* (2012); “Phonation contrast in two register contrast languages and its influence on vowel and tone,” *Proceedings of the 17th International Congress of Phonetics Sciences*, (2011); with Keating, Patricia, Christina Esposito, Marc Garellek, and Sameer Khan, “Phonation contrasts across languages,” *Proceedings of the 17th International Congress of Phonetics Sciences*, (2011); “Prosodic grouping and relative clause disambiguation in Mandarin,” *Proceedings of INTERSPEECH-2010*; with Hongjun Wang, “T3 sandhi at the boundaries of different prosodic hierarchies, (in Chinese), *Journal of Chinese Phonetics*, (2006); “The musical mechanism of Chinese Tones,” (in Chinese), in *Yuyanxue luncong (Journal of Linguistics)*, Volume 32. (2005).

LINDEE, Mary Susan

Department: History and Sociology of Science.

Tenure Status: Tenured. Janice and Julian Bers Professor of History and Sociology of Science, appointed 1990. Associate Dean for the Social Sciences, appointed 2011.

Education: B.S., University of Texas, Austin, 1975; M.S., 1988; Ph.D. Cornell University, 1990.

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: The Atomic Bomb: Science, Art, History.

Research and teaching specialization: Twentieth-century biological and biomedical sciences, particularly radiation biology, human genetics and genomics.

Recent Publications: "Patrons of the Human Experience: A History of the Wenner-Gren Foundation for *Anthropological Research*, 1941-2016," co-authored with Joanna Radin. *Current Anthropology* Vol. 57, Supplement 14 (October 2016); "Commentary: A Return to Origins," *Medical Anthropology Quarterly*, 2013; "The biological anthropology of living human populations: World histories, national styles, and international networks" with RV Santos, *Current Anthropology*, 2012; "Experimental Wounds: Science and Violence in Mid-Century America," *Journal of Law, Medicine & Ethics*, 2011; *Moments of Truth in Genetic Medicine* Johns Hopkins University Press, 2005; *The DNA Mystique: The Gene as a Cultural Icon*, with D. Nelkin, W.H. Freeman, 1995; new edition 2004; *Genetic Nature/Culture: Anthropology and Science Beyond the Two-Culture Divide*, with A. Goodman and D. Heath, University of California, 2003; *Suffering Made Real: American Science and the Survivors at Hiroshima*, Chicago University 1994; and numerous articles and book chapters since 1994.

Total number of dissertations or theses supervised: 6

Distinctions: John Simon Guggenheim Fellowship, 2004-2005; Weiler Fellow, School of Arts and Sciences, University of Pennsylvania, 2005; Burroughs Wellcome Fund 40th Anniversary Award, 1996 Burroughs Wellcome Fund, 40th Anniversary Awards in the History of Medicine or Science, for a study of genetic disease, 1997; National Institutes of Health, National Center for Human Genome Research, 1992-94; National Science Foundation Post-Doctoral Fellowship, 1991; Schuman Prize, History of Science Society, 1988.

Profiles for Project Personnel

MAIR, Victor H.

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured. Professor of Chinese Language and Literature, appointed 1979.

Education: B.A., Dartmouth College, 1965; B.A.Hon. School of Oriental and African Studies, Univ. of London, 1972; M.A., Harvard University, 1973; Ph.D., Harvard University, 1976; M.Phil., University of London, 1984; M.A., University of Pennsylvania (*honoris causa*), 1985.

Academic experience: Fellow or Visiting Professor at Institute for Advanced Study (Princeton, 1998-1999), Duke University (1993-1994), and the National Humanities Center (1991-1992). Founder and editor of Sino-Platonic Papers, General Editor of the ABC Chinese Dictionary Series at the University of Hawaii Press. Organized an interdisciplinary research project on Bronze Age and Iron Age mummies of Eastern Central Asia, resulting in three documentaries for television (Scientific American, NOVA, and Discovery channel), a major international conference, numerous articles, and *The Tarim Mummies: Ancient China and the Mystery of the Earliest Peoples from the West* (Thames and Hudson, 2000).

Overseas experience: Fellow professor at the University of Hong Kong (2002-2003), the Institute for Research in Humanities (Kyoto, 1995), and Swedish Collegium for Advanced Study in the Social Sciences (2004).

Language(s): Mandarin (fluent), Classical Chinese (advanced reading), Russian (intermediate).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Buddhism and Chinese Civilization; First Year Classical Chinese; Chinese Poetry and Prose; Language, Script, and Society in China. Research and teaching specialization: Buddhist popular literature as well as the vernacular tradition of Chinese fiction and the performing arts.

Recent Publications: (with Shawn Arthur) "East Asian Historical Traditions of Well-Being," chapter in *The Pursuit of Human Well-Being: The Untold Global History*, Springer, 2017; *Imperial China and Its Southern Neighbors* (Ed with Liam Kelly), Institute of Southeast Asian Studies, 2015; *Tao Te Ching*, Random House, 2012; *Columbia Anthology of Chinese Folk and Popular Literature*, with M. Bender, Columbia, 2011; *Columbia History of Chinese Literature*, Columbia, 2010; *Sacred Display: Divine and Magical Female Figures of Eurasia* (Cambria, 2010); *An Alphabetical Index to the Hanyu Da Cidian* (Univ. of Hawai'i Press, 2004); *The Hawai'i Reader in Traditional Chinese Culture* (Univ. of Hawai'i Press, 2005, 2014); *The True History of Tea*, with Erling Hoh (Thames & Hudson, 2009) editor of E. E. Kuzmina. *The Prehistory of the Silk Road* (University of Pennsylvania Press, 2008); *The Art of War: Sun Zi's Military Methods* (Columbia University Press, 2007); editor of *Contact and Exchange in the Ancient World*. (University of Hawai'i Press, 2006), author of dozens of scholarly articles since 1977.

Dissertations or theses supervised: 11

Distinctions: Fellow of the Swedish Collegium for Advanced Studies (in the Social Sciences), Uppsala, Sweden, 2004, 2008, 2013; Freeman Foundation grant (1996-2000); Luce Foundation grant (1994-1997); National Endowment for the Humanities Fellowship (1991-1992); Fellow of National Humanities Center Fellow (1991-1992); American Council of Learned Societies Grant (1982-82, 1986-87); Woodrow Wilson Fellow (1967-68).

McDOUGALL, Walter Allen

Department: Department of History.

Tenure Status: Tenured. Alloy-Ansin Professor of International Relations; Director, International Relations Program, appointed 1988.

Education: B.A., 1968, Amherst College (magna cum laude); M.A., 1971 and Ph.D. 1974 University of Chicago.

Academic experience: Assistant Professor to Professor, University of California, Berkeley, 1975-88

Overseas experience: Vietnam Veteran. Research in United Kingdom, France, Germany, Taiwan.

Language(s): French, German, Latin (reading).

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: U.S., European, and Asia/Pacific diplomatic history.

Research and teaching specialization: U.S., European, and Asia/Pacific diplomatic history.

Recent Publications: *Freedom Just Around the Corner: A New American History, 1585-1828* (HarperCollins, 2004). *Promised Land/ Crusader State* (Houghton Mifflin, 1997). *Let the Sea Make a Noise . . . A History of the North Pacific from Magellan to Macarthur* (Basic Books, 1993).

Dissertations or theses supervised: 5

Distinctions: Pulitzer Prize for History, April 1986; The Insight List of top ten professors in the U.S., May 1987; The Dexter Prize of History of Technology, Oct. 1986; Visiting Scholar, Hoover Institution, 1986, 1991; Earhart Foundation Fellowship, 1990-91; Editor of *Orbis, A Journal of World Affairs*; Senior Fellow, Foreign Policy Research Institute, Library of Congress' Council of Scholars.

Profiles for Project Personnel

McDANIEL, Justin

Department: Department of Religious Studies.

Tenure Status: Tenured, Associate Professor, appointed 2009.

Education: BA, Boston College, 1993; MTS, Harvard Divinity School, 1998; Ph.D., Harvard University, 2003

Academic Experience: Ohio University, 2002-2004; University of California at Riverside, 2004-2009.

Overseas experience: Research in Thailand, Vietnam, Laos and Japan.

Language(s): Thai, Lao, Yuan, English (fluent) Sanskrit, Pali, Middle-Indic, French, German, Khoen, and Leu (reading), Japanese (basic).

Percent of time dedicated to area/international studies courses: 50%

Area/international Studies Courses taught: Religions of Asia; Buddhism and Material Culture; Buddhist Ritual and Magic; Readings in Buddhist Texts; Gods, Ghosts and Monsters.

Research and teaching specialization: Southeast Asian Religion and History, Buddhist Studies, Sanskrit, Pali, Thai, Lao Literature and Language, South Asian Religion and Literature.

Recent Publications: *Architects of Buddhist Leisure*, University of Hawai'i Press, 2016; "The Material Turn: An Introduction to Thai Sources for the Study of Buddhist Amulets," in Fleming and Mann, *Material Culture and Asian Religions: Text, Image, Object* (Routledge, 2013); "*The Lovelorn Ghost and the Magic Monk: Practicing Buddhism in Modern Thailand*" (Columbia 2011); *Gathering Leaves and Lifting Words: Histories of Monastic Education in Laos and Thailand* (University of Washington Press, 2008); "This Hindu Holy Man is a Thai Buddhist," *South East Asia Research*, 2013 ; "Didactic Buddhist Manuscripts of Laos and Northern Thailand a case study: the Kammavaca Nissaya Sadda." *Recherches nouvelles sur le Laos*, 2008; "Reconsidering the 'Museum Effect' in Modern Thai Buddhism and Art," *Rian Thai: Journal of Thai Studies* 1.1 (2008); "Liturgies and Cacophonies in Thai Buddhism," *Aséanie* 18 (2007); "Two Bullets in a Balustrade: How the Burmese have been Removed from Northern Thai Buddhist History," *Journal of Burma Studies* 11 (2007).

Total number of dissertations or theses supervised: 4

Distinctions: Center for Ideas and Society Collaborative Research Grant, 2005-06; PacRim Research Grant, 2006-07 and 2007-08; National Endowment of the Humanities Fellow, '07-08.

MEYER, Marshall

Department: Department of Management, Wharton School of Business.

Tenure Status: Tenured, Tsai Wan-Tsai Professor of Management and Sociology, appointed 1987.

Education: PhD, University of Chicago, 1967; MA, University of Chicago, 1965; AB, Columbia University, 1964.

Academic experience: Previous appointments at University of California, Riverside; Cornell University; Harvard University. Visiting appointments: Hong Kong University of Science and Technology; Singapore Management University; Chinese University of Hong Kong; Tsinghua University; Yale University; University of California, Los Angeles; University of California, Irvine.

Overseas experience: Teaching and research in Singapore, Hong Kong, Tsinghua China.

Language(s): Chinese (intermediate).

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: Governance and Management of Chinese Firms.

Research and teaching specialization: Management in China; measurement of organizational performance; organizational design; organizational change.

Recent Publications: "Is it Capitalism?" *Management and Organization Review*, 2011; *Managing Indefinite Boundaries: The Strategy and Structure of a Chinese Business Firm.* " *Management and Organization Review* (March 2005); "Subjectivity and the Weighting of Performance Measures: Evidence from the Balanced Scorecard." *Accounting Review* (July 2003). *Rethinking Performance Measurement: Beyond the Balanced Scorecard*, (translated into Chinese, Italian, Japanese, and Russian, Cambridge University Press, 2002).

Distinctions: Visiting Scholar, Russell Sage Foundation, 1993-9; Senior Editor, *Management and Organization Review*; Advisory Editor, *Harvard Business Review—China*; Board of Scholars, Chief Executive Leadership Institute, Yale University.

Profiles for Project Personnel

NICHOLS, Philip

Department: Department of Legal Studies and Ethics, Wharton School of Business.

Tenure Status: Tenured, Associate Professor of Legal Studies and Business Ethics, appointed 1992.

Education: D, Duke University, 1988; LLM, Duke University, 1988; AB, Harvard University, 1982

Academic experience: Visiting Appointments: National University of Mongolia, Ulaanbaatar, Mongolia; Indian School of Business, Hyderabad, India; Korea University, Seoul, South Korea

Overseas experience: Teaching in Mongolia, India, and South Korea.

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: International Trade.

Research and teaching specialization: international trade and investment; emerging economies.

Recent Publications: Philip M. Nichols, *Corruption, Business Law, and Business Ethics* (University of Chicago Press, 2016); Philip M. Nichols and Diana C. Robertson, *Thinking About Bribery: Neuroscience, Moral Cognition, and Psychology of Bribery* (forthcoming) (Cambridge University Press, 2016); Philip M. Nichols, *Public Sector Corruption and the Private Business Firm* (Forthcoming) (Oxford University Press, 2016); Philip M. Nichols (2016), *The Good Bribe*, *UC Davis Law Review*, 49 (2), pp. 647-683; Philip M. Nichols (2016), *The Neomercantilist Fallacy and the Contextual Reality of the Foreign Corrupt Practices Act*, *Harvard Journal on Legislation*, 53, pp. 203-246; "Corruption, Business Law and Business Ethics," *Virginia Journal of International Law* (2013); "Creating a Market Along the Silk Road," *New York University Journal of International Law and Politics* (2013); "The Psychic Costs of Violating Corruption Laws," *Vanderbilt Journal of Transnational Law* (2013); "Using Sociological Theories of Isomorphism to Evaluate the Possibility of Regime Change Through Trade Sanction," *University of Pennsylvania Journal of International Law* 30.753 (2009); "Multiple Communities and Corruption," *Journal of Business Ethics* 2009/2010; "Corruption as a Pan-Cultural Phenomenon: An Empirical Study In Countries at Opposite Ends of the Former Soviet Empire," (with George J. Siedel and Matthew Kasdin) *Texas Journal of International Law* 39.215 (2004).

Distinctions: Reviewer, *American Business Law Journal*; o-Chair, United Nations Committee on Electronic Commerce and Trade Facilitation Law Group (Geneve, Switzerland).

ORTS, Eric

Department: Department of Legal Studies and Ethics, Wharton School of Business.

Tenure Status: Tenured; Guardsmark Professor; Professor of Legal Studies and Business Ethics and Management; Director, Initiative for Global Environmental Leadership, appointed 1991.

Education: SD, Columbia University, 1994; JD, University of Michigan, 1988; MA, New School for Social Research, 1985; BA, Oberlin College, 1982

Academic experience: In addition to Penn, Eric has had visiting appointments at University of California, Santa Barbara (Bren School of Environmental Science & Management); University of California, Los Angeles (School of Law); University of Leuven (Law Department); University of Michigan (Law School); New York University (Law School); University of Sydney (Law School); Tsinghua University (School of Economics and Management).

Overseas experience: One year at Tsinghua University, China

Language(s): Mandarin Chinese (intermediate).

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: Global Environmental Management

Research and teaching specialization: Corporate and securities law; corporate governance; environmental law and policy; management, law, and policy.

Recent Publications: Sarah E. Light and Eric W. Orts, "Public and Private Procurement in Environmental Governance". In *Policy Instruments in Environmental Law*, edited by Ken Richards & Josephine van Zeben (Edward Elgar, (2017); Eric W. Orts and N. Craig Smith, *The Moral Responsibility of Firms* (Oxford University Press, 2017); Eric W. Orts (2016), *Theorizing the Firm: Organizational Ontology in the Supreme Court*, *DePaul Law Review*, 65; Sarah E. Light and Eric W. Orts (2015), *Parallels in Public and Private Environmental Governance*, *Michigan Journal of Environmental and Administrative Law*, 5; Eric W. Orts and Amy Sepinwall (2015), *Privacy and Organizational Persons*, *University of Minnesota Law Review*, 99 (6). *Business Persons: A Legal Theory of the Firm*, (2013).

Distinctions: Eugene P. Beard Faculty Fellow in Ethics, Center for Ethics and the Professions, Harvard University, 2002-03; Faculty Fellow, Center for Business and Government, Kennedy School, Harvard University, 2002-03; Fulbright Scholar, European Union Affairs Research Program, 1990.

Profiles for Project Personnel

PARK, Eugene

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured. Korea Foundation Associate Professor of History, appointed 2008.

Director, James Joo-Jin Kim Program in Korean Studies.

Education: B.A. (1991) in History from UCLA, an M.A. (1993) in Regional Studies East Asia from Harvard University, and Ph.D. (1999) in East Asian Languages and Civilizations, also from Harvard.

Academic Experience: University of California at Irvine, 1999-2008; Korea University, 2007-8.

Languages: Korean (fluent), Classical Chinese (reading), Japanese (intermediate).

Percent of time dedicated to area/international studies courses: 100%

Area/International Studies Courses Taught: Introduction to Korean Civilization. History of Korea Before 1860; History of Korea After 1860, Korean Military History, East Asian History

Research and Teaching Specialization: Korean history especially the *chungin* class and military history.

Dissertations or theses supervised: 5

Recent Publications: *A Genealogy of Dissent: The Progeny of Fallen Royals in Chosŏn Korea*. Stanford: Stanford University Press, 2018 (in press); With Yi Tae-Jin and Kirk W. Larsen. *Peace in the East: An Chunggŭn's Vision for Asia in the Age of Japanese Imperialism*. Lanham: Lexington Books, 2017; "Dynastic Change and Politicide in Early Modern Korea: The Chosŏn Persecution of the Koryŏ Wang, 1392–1413." *Journal of Asian History* 51, no. 1: 55–85, 2017; "The Phantasm of the Western Capital (Sŏgyŏng): Imperial Korea's Redevelopment of P'yŏngyang, 1902–1908." *International Journal of Asian Studies* 12, no. 2 (July): 167–191, 2015; "Progeny of the Koryŏ Dynasty: The Kaesŏng Wang in Chosŏn Korea." *Seoul Journal of Korean Studies* 28, no. 1 (June): 1–28, 2015; *A Family of No Prominence: The Descendants of Pak Tŏkhwā and the Birth of Modern Korea* (Stanford University Press, 2014); "Saeroun kajoksa ūi ch'ugu: kŭndae Han'guk ūi chokpo p'yŏnch'an kwa chungin ch'ŭng ūi panŭng' [A search for a new family history: genealogy compilation and the reactions of chungin stratum in modern Korea]. Trans. Yi Kanghan. *Yŏksa munje yŏn'gu* (Critical Studies on Modern Korean History) 20 (October 2008).

Distinctions: Academy of Korean Studies Strategic Initiatives for Korean Studies Grant (2007-08); Seoul National University Kyujanggak Institute for Korean Studies Fellowship (2007-08); UC Irvine International Center for Writing and Translation Faculty Associate Grant (2006); UC Irvine Center for Asian Studies Grant (2005).

PARK, Josephine

Department: Department of English, Program in Asian American Studies.

Tenure Status: Tenured, Associate Professor of English. Director, Asian-American Studies, appointed 2003.

Education: BA Amherst; PhD University of California at Berkeley, 2003.

Academic Experience: Teaching at Penn since graduation from Berkeley.

Languages: Korean (fluent).

Percent of time dedicated to area/international studies courses: 25%

Area/International Studies courses taught: Introduction to Asian-American Literature; How to Tell an Asian American Story; War and Asian Americans; Cold War America.

Dissertations or theses supervised: 5

Research and teaching specialization: Asian American subjectivities shaped by twentieth-century conflicts between the United States and East Asia. She specializes in twentieth-century American literature and culture, with an emphasis on Asian American literature. She is currently working on a study that uncovers the modernist roots of avant-garde Asian American poetry, and her research tracks American fascination with the Far East in poetry from the modernist era to the present. Her teaching interests include poetry and poetics, modernism, minority literature, theories of subject formation, and issues of immigration and transnationalism.

Recent Publications: *Cold War Friendships: Korea, Vietnam, and Asian American Literature*. Oxford University Press, 2016; "Alien Enemies in Julie Otsuka's *When the Emperor Was Divine*," *Modern Fiction Studies*, 2013; "Asian American Poetry" in *The Oxford Handbook of Modern and Contemporary Poetry*, 2011; *Apparitions of Asia: Modernist Form and Asian American Poetics* (Oxford 2008)

Distinctions: David DeLauro Teaching Award, 2006; Kahn Award for Outstanding Teaching by an Assistant Professor, 2003.

Profiles for Project Personnel

PARK, Hyunjoon

Department: Department of Sociology.

Tenure Status: Tenured, Korea Foundation Associate Professor of Sociology and Education, appointed 2005.

Education: B.A. Sungkyunkwan University 1995; M.A., Sungkyunkwan University, 1997; M.S. Population Health Science University of Wisconsin-Madison, 2003; Ph.D. Sociology University of Wisconsin-Madison, 2005.

Academic Experience: Lecturer, University of Wisconsin-Madison, 2004.

Language(s): Korean (native), Japanese (intermediate).

Percent of time dedicated to area/international studies courses: 75%

Area/international Studies Courses taught: Contemporary Issues in Korean Society, Education in Korea.

Research and teaching specialization: Social Stratification, Sociology of Education, Family, Health, Social Demography, Methodology (Quantitative Methods), Comparative Sociology.

Dissertations or theses supervised: 2

Recent Publications: Kao, Grace and Hyunjoon Park (Eds.) *Family Environments, School Resources, and Educational Outcomes* (Research in the Sociology of Education, Vol. 19). Emerald, 2016; Park, Hyunjoon and Kyung-keun Kim (Eds.) *Korean Education in Changing Economic and Demographic Contexts*. Springer, 2014; Park, Hyunjoon and Yossi Shavit. Education as a Positional Good. *Research in Social Stratification and Mobility*, 2016; *Re-Evaluating Education in Japan and Korea: De-mystifying Stereotypes*. (Routledge, 2013); “Causal effects of single-sex schools on college entrance exams and college attendance: Random assignment in Seoul high schools” with JR Behrman and J Choi, *Demography*, 2013, *Globalization, Changing Demographics, and Educational Challenges in East Asia* with E. Hannum and Y. Butler, (Emerald, 2010); “Correlates of School Disciplinary Climate and Its Consequence for Student Achievement in South Korea.” in *Improving Learning Environments in Schools: Lessons from Abroad* (2010); “Japanese and Korean High Schools and Students in Comparative Perspective.” in *Quality and Inequality of Education: A Cross-National Attempt to Unravel It* (Springer Press, 2010).

Distinctions: Grant recipient from Academy of Korean Studies *Korean Millennials: Coming of Age in South Korea* (approx. \$128,000). National Academy of Education/Spencer Foundation Postdoctoral Fellowship 2008-09; Abe Fellowship, Social Science Research Council, 2008; Jean Monnet Fellowship at the Robert Schuman Centre, European University Institute, 2007.

Profiles for Project Personnel

SCHURR, Theodore G.

Department: Department of Anthropology.

Tenure Status: Tenured. Professor of Anthropology, appointed 2001.

Education: BS 1983, University of Georgia; MA 1996, PhD 1998 Emory University.

Overseas Experience: Field research in Russia, Turkey, Argentina, Canada, Melanesia, Siberia.

Language(s): Russian (fluent).

Percent of time dedicated to area/international studies courses: 50%

Area/international Studies Courses taught: Molecular anthropology, modern human evolution, human biological variation, biomedical genetics, Siberia and the Americas.

Research and teaching specialization: Molecular anthropology; modern human evolution; human biological variation; biomedical genetics; ancient DNA, in Siberia, the Americas, Asia, Australia, Melanesia, and Africa.

Dissertations or theses supervised: 8

Recent Publications: Badano I, Sanabria DJ, Totaro ME, Rubinstein S, Liotta DJ, Picconi MA, Campos R, Schurr TG. 2018. "mtDNA background, HPV infection and the risk of cervical cancer in a multiethnic population of northeastern Argentina." *PLoS ONE* 13(1), 2018; Yardumian A, Shengelia R, Bitadze L, Chitanava D, Laliashvili S, Laliashvili I, Villanea F, Sanders A, Azzam A, Groner V, Edleson K, Vilar MG, Schurr TG. "Genetic diversity in Svaneti and its implications for the human settlement of the Highland Caucasus." *Am J Phys Anthropol* 164(4) 2017; Nagle N, Ballantyne KN, van Oven M, Tyler-Smith C, Xue Y, Wilcox S, Wilcox L, Turkalov R, van Oorschot RAH, van Holst Pellekaan S, Schurr TG, McAllister P, Williams L, Kayser, Mitchell RJ, "The Genographic Consortium. Mitochondrial DNA diversity of present-day Aboriginal Australians and implications for human evolution in Oceania." *J Hum Genet advanceonline*, 1 December 2016; "Geographic population structure analysis of worldwide human populations infers their biogeographical origins," with multiple co-authors, *Nature*, 2014; "Evolutionary Perspectives on the Emergence of the Modern Human Mind, Brain, and Culture" in *Evolution of Mind, Brain, and Culture* edited by Gary Hatfield, Holly Pittman, University of Pennsylvania 2013.

Distinctions: Pi Gamma Mu Honor Society, Penn Delta Chapter, Life Member 2008; Council Member 2007-10; Coles Post-Doctoral Fellowship, Southwest Foundation for Biomedical Research, 1998.

SIL, Rudra

Department: Department of Political Science.

Tenure Status: Tenured, Professor of Political Science, and Co-Director, Huntsman Program in International Studies & Business, appointed 1996.

Education: PhD University of California at Berkeley, 1996.

Language(s): Russian (fluent), Japanese (basic).

Academic Experience: At Penn since 1996.

Overseas Experience: Research in Russia, India, Pakistan, Japan.

Percentage of time on East Asia: 25

Area/International Studies courses taught: Comparative Political Analysis, Political Change in the "Third World," The Idea of Development.

Research & Teaching Specialization: Comparative Politics, Post-Communist Studies, International Organizations, Philosophy of Social Science.

Recent publications: "Labor's Travails in Postcommunist Eastern Europe" *Current History* v. 116 (March 2017): 88-94; "The Battle Over Flexibilization in Post-Communist Transitions: Labor Politics in Poland and the Czech Republic, 1989-2010," in Special Issue of *Journal of Industrial Relations* on 'Collective Action: Engaging Ideas, Interests and Institutions,' 59, 4 (September 2017). "Russia in the Global Economy: From BRIC to Post-Industrial Europe" *21st International Conference of Europeanists*, 2014; "Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions" (with Peter J. Katzenstein), *Perspectives on Politics* 8, 2 (June 2010); "When Multi-Method Research Subverts Methodological Pluralism - Or, Why We Still Need Single-Method Research" (with Amel Ahmed), *Perspectives on Politics* 10, 4 (December 2012); *Managing "Modernity": Work Community and Authority in Late-Industrializing Japan and Russia*. University of Michigan Press, 2002; *Beyond Paradigms: Analytic Eclecticism in the Study of World Politics*. Palgrave Macmillan, 2010, coauthored with Peter J. Katzenstein;

Dissertations Supervised in past 5 years: 6

Profiles for Project Personnel

SMITH, Adam

Department: Department of East Asian Languages and Civilizations and Museum of Archaeology and Anthropology at the University of Pennsylvania.

Tenure Status: Tenure track, Associate Professor EALC and Curator, Penn Museum Asian Section, appointed 2012.

Education: MA Peking University; PhD University of California at Los Angeles.

Academic Experience: Postdoctoral appointments at Stanford and Columbia Society of Fellows.

Overseas Experience: Archeological fieldwork in Sichuan and Chongqing, China.

Languages: Mandarin (fluent), Classical Chinese (advanced reading), Japanese, French (intermediate).

Percentage of time on East Asia: 100%

Area/International Studies courses taught: Introduction to Chinese Civilization, Chinese Art in the Penn Museum, Chinese Paleography, Classical Chinese.

Research & Teaching Specialization: Early China, Chinese Paleography, Historical Linguistics, Chinese Religions, Evolutionary Anthropology, Chinese archaeology.

Recent publications: “Are Writing Systems Intelligently Designed?” *Agency in Ancient Writing*, edited by Joshua Engelhardt. Boulder: University Press of Colorado, 2012; “The Evidence for Scribal Training at Anyang,” *Writing and Literacy in Early China*, edited by Li Feng and David Prager Branner, University of Washington Press 2011; “The Chinese Sexagenary Cycle and the Ritual Origins of the Calendar,” *Calendars and Years II: Astronomy and Time in the Ancient and Medieval World*, edited by John M. Steele. Oxbow Books, 2010.

Distinctions: Postdoctoral appointment at Columbia Society of Fellows.

SMITH, HERBERT

Department: Sociology (Population and Human Ecology).

Tenure Status: Tenured Professor of Sociology, appointed 1991.

Education: PhD University of Michigan, 1982.

Academic Experience: Director, Population Studies Center, University of Pennsylvania, 2005-09, 2011-; Associate Chair, Department of Sociology, 2013-15; Acting Director, Population Aging Research Center, University of Pennsylvania, 2011-12; Associate Dean for the Social Sciences, School of Arts and Sciences, University of Pennsylvania, 2002-05; Professor of Sociology, University of Pennsylvania, 1997; Faculty Member, Graduate Groups of Sociology and Demography, 1987

Overseas Experience: Born in Italy, extensive study and research in Japan.

Languages: Japanese (fluent), classical Japanese (advanced reading), classical Chinese (reading), Italian (fluent).

Percentage of time on East Asia: 25%

Area/International Studies courses taught: Introduction to Japanese Civilization; The Age of the Samurai; Shamans to Samurai: Texts that Made Early Japanese History; Warriors, Peasants and Monks in Medieval Japan.

Research & Teaching Specialization: Family planning system in four counties of North China; and the relationship between the status of women and fertility in five South and Southeast Asian nations (Pakistan, India, Thailand, Malaysia, Philippines).

Recent publications: Porter, Lauren C., Shawn D. Bushway, Hui-Shien Tsao, and Herbert L. Smith. 2016. “How the U.S. Prison Boom Has Changed the Age Distribution of the Prison Population.” *Criminology* 54; Silber, Jeffrey H., Paul R. Rosenbaum, Matthew D. McHugh, Justin M. Ludwig, Herbert L. Smith, Bijan A. Niknam, Orit Even-Shoshan, Lee A. Fleisher, Rachel R. Kelz, and Linda H. Aiken. 2016. “Comparison of the Value of Nursing Work Environments in Hospitals across Different Levels of Patient Risk.” *JAMA Surgery* Published online January 20, 2016.

Profiles for Project Personnel

SPAFFORD, David

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenure Track Assistant Professor of Japanese, appointed 2011.

Education: PhD University of California at Berkeley, 2006.

Academic Experience: University of Washington, 2007-2011.

Overseas Experience: Born in Italy, extensive study and research in Japan.

Languages: Japanese (fluent), classical Japanese (advanced reading), classical Chinese (reading), Italian (fluent).

Percentage of time on East Asia: 100%

Area/International Studies courses taught: Introduction to Japanese Civilization; The Age of the Samurai; Shamans to Samurai: Texts that Made Early Japanese History; Warriors, Peasants and Monks in Medieval Japan.

Research & Teaching Specialization: Late Medieval Japanese History.

Recent publications: "Warrior Regimes and the Regulation of Violence in Medieval Japan." In vol. 2 of the *Cambridge World History of Violence*, ed. Deborah Tor, Harriet Zurndorfer, and Richard W. Kaeuper. Cambridge: Cambridge University Press, forthcoming; "Handed Down in the Family: The Past and Its Uses in the Kan'ei Genealogies of 1643." *The Journal of Japanese Studies* 42, no. 2 (Summer 2016), 279-314; "What's in a Name? House Revival, Adoption, and the Bounds of Family in Late Medieval Japan." *Harvard Journal of Asiatic Studies* 74, no. 2 (December 2014): 283-331; "Emperor and Shogun, Pope and King: The Development of Japan's Warrior Aristocracy." *Bulletin of the Detroit Institute of Arts* 88, no. 1 (April 2014): 11-19. *A Sense of Place: The Political Landscape in Late Medieval Japan* (Harvard East Asian Monographs, 2013); "Warriors Are Tools: Commentary on 'Epic Hero as Cyborg.'" *Fragments: Interdisciplinary Approaches to the Study of Medieval and Ancient Pasts* 2 (2012); "Uesugi Kenshin" and "Takeda Shingen" Entries in *The Encyclopedia of War*, ed. Gordon Martel, vol. 4, 2128-30. Oxford: Blackwell Publishing, 2012; Review of *The Culture of Disputes in Early Modern Japan, 1550-1700*, by David Anthony Eason, *Dissertation Reviews*, October 4, 2011; "An Apology of Betrayal: Political and Narrative Strategies in a Late Medieval Memoir." *Journal of Japanese Studies* 35, no. 2 (Summer 2009).

STEINHARDT, Nancy Shatzman

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Tenured. Professor of East Asian Art and Architecture, appointed 1982.

Curator of Chinese Art Museum of Archaeology and Anthropology at the University of Pennsylvania.

Chair, Department of East Asian Languages and Civilizations.

Education: A.B., Washington University (Summa cum laude), 1974; A.M., 1975; Ph.D., Fine Arts, Harvard, 1981.

Academic Experience: Junior Fellow, Harvard University; Bryn Mawr College; U. of Delaware; more than 180 lectures and conference talks. Organized 5 international conferences and contributed to 12 others, 2005-2009.

Overseas experience: Japan (Kyoto and Nara); 2006 China (Yale Silk Road Seminar, Beijing, Ningxia, Gansu, Xinjiang) | 2007 China (Penn Museum trip to Beijing, Sichuan, Yunnan, Tibet); Japan (Tanaka Tan Kanreki); 2008 China (research in Hebei, Liaoning, Jilin); 2009 China (Inner Mongolia and Liaoning), Italy (studying Mongol-period painting in Florence and Venice); 2010 in Japan to attend Kentoshi Period symposium in Nara.

Language(s): Chinese (fluent), Classical Chinese (reading), Japanese (reading), French, German, Russian, Hebrew.

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Art and Civilization in East Asia; Architecture of Japan; Arts of China; Chinese Art under Non-Chinese Rule: the Mongols; Arts of Japan; Chinese Painting; Chinese Architecture; Archeology of Central Asia; East Asian Funerary Arts; Chinese Wall Painting; the Chinese City; Seminars in Liao Art and Architecture, Northern and Southern Dynasties Art, Art of Tang China and Nara Japan, East Asian Monastery, Life and Death in Han China, Northeast Asian Archaeology.

Research and teaching specialization: East Asian architecture and urban planning, 3rd through 14th centuries; interaction between Chinese art and that of peoples at China's borders.

Recent Publications: *Traditional Chinese Architecture: Twelve Essays by Xinian Fu* (ed.) Princeton University Press, 2017; *China's Early Mosques*. Edinburgh Studies in Islamic Art, 2015. *Chinese Architecture and the Beaux-Arts (Spatial Habitus: Making and Meaning in Asia's Architecture) (Spatial Habitus: Making and Meaning in Asia's Vernacular Architecture)*, (Hawai'i 2011); *Chinese Traditional Architecture* (China Institute, 1984); *Chinese Imperial City Planning* (Hawaii, 1990).

Dissertations or theses supervised: 25 PhD and 12 MA since 2005.

Distinctions: 2017 Ailsa Mellon Bruce Senior Fellow, Center for Advanced Study in the Visual Arts, National Gallery, Smithsonian, 2016 Dean's Fellowship, Penn

Profiles for Project Personnel

TAVOR, Ori

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Not tenured. Lecturer, Chinese Studies, appointed 2014.

Education: PhD, University of Pennsylvania, 2012; MA Tel-Aviv University, 2007.

Academic Experience: Lecturer in Chinese Studies; MA Program Director. East Asian Languages and Civilizations, 2014-present; The George Washington University, Adjunct Professor. Religion, 2013-2014; Penn State Abington College Lecturer. Asian Studies, 2012.

Language(s): Chinese (fluent), Classical Chinese (reading), Japanese (reading), Hebrew.

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: "Religions of Asia", "Gurus, Prophets, and Aliens: Understanding New Religious Movements", "What is Taoism", "Religion, State, and Society in East Asia", "Mapping the Chinese Body", "Introduction to Classical Chinese Thought", "Religion in Modern China", "Chinese History and Civilization".

Research and teaching specialization: East Asian architecture and urban planning, 3rd through 14th centuries; interaction between Chinese art and that of peoples at China's borders.

Recent Publications: "Xunzi's Theory of Ritual Revisited: Reading Ritual as Corporal Technology," *Dao: Journal of Comparative Philosophy* 12.3 (2013); "Naming / Power: Linguistic Engineering and the Construction of Discourse in Early China," *Asian Philosophy* 24.4 (2014); "Authoring Virile Bodies: Self-Cultivation and Textual Production in Early China," *Studies in Chinese Religions* 2.1 (2016); "Ritual, Rejuvenation Practices, and the Experience of Aging in Early Chinese Religion," *Body and Religion* 1.1 (2017).

THOMAS, Jolyon

Department: Department of Religious Studies.

Tenure Status: Tenure Track Assistant Professor of Religious Studies, appointed 2011.

Education: PhD University of California at Berkeley, 2006.

Academic Experience: University of Washington, 2007-2011.

Overseas Experience: Born in Italy, extensive study and research in Japan.

Languages: Japanese (fluent), classical Japanese (advanced reading), classical Chinese (reading).

Percentage of time on East Asia: 100%

Area/International Studies courses taught: "The Politics of Shinto", "Violence, Tolerance, Freedom", "Asian Religions in the Global Imagination", "Sects and Violence in East Asia", "Japanese Popular Culture", "Japanese Religions" (graduate seminar)

Research & Teaching Specialization: Buddhism, Shinto, & marginal religious movements, religion & media, religious freedom, religion & education, religion, law & policy

Recent publications: "The Buddhist Virtues of Raging Lust and Crass Materialism in Contemporary Japan," *Material Religion* 11, no. 4 (2016): 485–506; "Varieties of Religious Freedom in Japanese Buddhist Responses to the 1899 Religions Bill," *The Asian Journal of Law & Society* 3, no. 1 (2016): 49–70; "Religions Policies during the Allied Occupation of Japan, 1945–1952," *Religion Compass* 8, no. 9 (2014): 275–286; *Drawing on Tradition: Manga, Anime, and Religion in Contemporary Japan* (Honolulu: University of Hawaii Press, 2012).

Profiles for Project Personnel

WALDRON, Arthur

Department: Department of History.

Tenure Status: Tenured. Lauder Professor of International Relations and Director of Asian Studies at the American Enterprise Institute, appointed 1997.

Education: B.A. 1971 Harvard; Ph.D. 1981 Harvard.

Academic experience: Professor of Strategy and Policy at the US Naval War College. He has also taught at Katholieke Universiteit Leuven, Brown University and Princeton University.

Overseas experience: Includes long study in China and Japan, visits to China (2004, 2006, 2007), Japan (2008) Taiwan (2007), Kazakhstan (2007).

Language(s): Chinese (fluent), Japanese (reading), Russian, French, Turkish.

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: War, Strategy, and International Relations; China in the 20th Century; Technology, Policy and War, China in the Modern World.

Research and teaching specialization: Trained as a historian of China, but also studies Eurasian and world history, particularly violence and war from neuro-chemical, anthropological, and philosophical perspectives.

Recent Publications: "China's 'Peaceful Rise' Enters Turbulence," *Orbis*, 2014; "Political Aspects of Taiwan's Security in a New Asian Environment," *Orbis*, 2012; *Mao's Road to Power: Revolutionary Writings, 1912-1949*. Volume IX and X (1945-49) edited with Stuart Schram (M. E. Sharpe, 2010); *The Chinese* (The Peoples of Asia series Blackwell, 2010); *From War to Nationalism: China's Turning Point, 1924-1925* (Cambridge University Press, 1995). *How the Peace Was Lost* (Hoover Institution Press, 1992) (tr. Japanese). *The Great Wall of China: From History to Myth* (Cambridge, 1990) (tr. Italian), 12 book chapters and 10 journal articles since 2005.

Dissertations or theses supervised: 14 PhD's and 6 MA theses.

Distinctions: Lynde and Harry Bradley Foundation grants 2007-2010. Henry Luce Foundation; American Council of Learned Societies; Smith Richardson Foundation; Fellow of the Foreign Policy Research Institute.

YANG, Chi-ming

Department: Department of English.

Tenure Status: Tenure Track, Associate Professor, appointed 2005.

Education: BA Stanford, PhD Cornell University, 2004.

Academic Experience: At Penn since 2005.

Languages: Chinese (native)

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: China in the English Imagination, Monsters in Film and Literature, Theorizing Orientalism.

Research and Teaching Specializations: Speech Prosody, Corpus Phonetics, Integration of Speech Technology in Phonetics Research.

Recent Publications: *Performing China: Virtue, Commerce, and Orientalism in Eighteenth-century England, 1660-1760* (Johns Hopkins University Press, 2011); "A Corpus Study of the 3rd Tone Sandhi in Standard Chinese," Interspeech 2007, Mechanisms of Question Intonation in Mandarin, *Chinese Spoken Language Processing* (Springer 2006), and co-author of 15 journal articles since 2004.

Dissertations of theses advertised: 4

Distinctions: National Science Foundation grantee, 2005-2009.

Profiles for Project Personnel

YANG, Guobin

Department: Annenberg School of Communication and Department of Sociology.

Tenure Status: Tenured, Grace Lee Boggs Professor of Sociology and Communication, appointed 2017.

Education: PhD English Literature, Beijing University of Foreign Studies, 1993; PhD Sociology, New York University, 2002.

Academic Experience: 2000-2005 University of Hawai'i; 2005-2012, Barnard College, Columbia University.

Overseas Experience: Extensive research in China and India.

Languages: Mandarin Chinese (native), Classical Chinese (reading).

Percentage of time on East Asia: 100%

Area/International Studies courses taught: Global Digital Activism, Chinese Media and Communication, China Today, Environment and Urbanization in China and India, Critical Approaches to East Asia in the Social Sciences.

Research & Teaching Specialization: Media and culture of dissent in China, comparative literature in Chinese and English.

Recent publications: (Ed. with Avery Goldstein) *The internet, social media, and a changing China*. University of Pennsylvania Press, 2016;(with Min Jiang). "The networked practice of online political satire in China:

Between ritual and resistance." *International Communication Gazette* 77, no. 3 (2015): 215-231; *Loyalty, Dissent, and Nostalgia: China's Red Guard Generation 1966-2009*. (Columbia); *The Power of the Internet in China: Citizen Activism Online* (Columbia, 2009; Paperback edition 2011. Chinese edition 2013 by Guangxi Teachers University Press); *Re-envisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China*, edited with Ching Kwan Lee (Stanford, 2007); *Dragon-Carving and the Literary Mind* (an annotated English translation of *Wenxin diaolong*). 2 Vols. (Foreign Language Teaching and Research Press, 2003), plus over 50 articles and book chapters since 1991.

Distinctions: Sept. 2015-Sept. 2018. "Penn Media Scholars in China" grant. Provost's Office, University of Pennsylvania. \$189,840 for three international conferences and two summer institutes in China from 2016-2018. 2016 Non-resident senior fellow, China Policy Institute, University of Nottingham. Fellow, Woodrow Wilson Center, 2002-2003.

ZHAO, Minyuan

Department: Management Department, Wharton School of Business.

Tenure Status: Tenured, Associate Professor of Strategic Management and Organization, appointed 2014.

Education: PhD New York University, 2004; MPhil, New York University, 2001; MS Fudan University, Shanghai, 1999; BE Xi'an Jiaotong University, 1996.

Academic Experience: 2006-2014 Ross School of Business, University of Michigan; 2004-2006 Assistant Professor, Carlson School of Management, University of Minnesota.

Overseas Experience: Extensive research in China and Japan; Strategic Analyst, Shanghai, 1997-1999.

Languages: Mandarin Chinese (native), Classical Chinese (reading).

Percentage of time on East Asia: 100%

Area/International Studies courses: World Economy, Global Business Environment, International Management Strategies, Seminar in International Business, Study abroad in China.

Dissertations or Theses Supervised: 8 (prior to arrival at Penn).

Research & Teaching Specialization: Interactions between firm strategy and external environment in a global context.

Recent publications: Minyuan Zhao and Mazhar Islam (2017), Cross-regional R&D Collaboration and Local Knowledge Spillover, *Advances in Strategic Management*, 36; Minyuan Zhao, J. Alcacer, C. Dezsó (2015), Location Choices under Strategic Interactions, *Strategic Management Journal*, 36 (2), pp. 197-215; Minyuan Zhao and J. Alcacer (2015), Zooming In: A Practical Manual for Identifying Geographic Clusters, *Strategic Management Journal*; "Location Choices under Strategic Interactions," with J. Alcacer & C. Dezsó, at *Strategic Management Journal*; "Firm Rivalry, Knowledge Accumulation, and MNE Location Choices," with J. Alcacer & C. Dezsó, *Journal of International Business Studies*, 2013; "Local R&D Strategies and Multi-location Firms: The Role of Internal Linkages," with J. Alcacer, *Management Science*, 2012; "Corporate Capital Budgeting Decisions and Information Sharing," with A. Hornstein, *Journal of Economics & Management Strategy*, 2011; "Trade Liberalization and Institutional Change, with K. Fogel, R. Morck and B. Yeung. *Asian Economic Papers*, 2010.

Distinctions: Strategic Management Society Best Conference Paper, 2006; Glueck Best Paper Award, BPS Division of the Academy of Management, 2004, Ryoichi Sasakawa Young Leaders Fellowship, 1997 and 1998.

Language Lecturers

CHIANG, Mien-Hwa

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Coordinator, Chinese Language Program, appointed 2000.

Education: BA, Tamkang College, Taipei, Taiwan; Applied Linguistics, Ohio University, 1982; Chinese Linguistics, Ohio State University 1984; Chinese Linguistics, Ohio State University, 1992.

Language Training/Certification: Certificate of Chinese Language Teaching, Beijing Normal University, 1995; Certificate of Attendance, Chinese Speaking Test, Center for Applied Linguistics, 1994; Certificate of Recognition, LIBRA Computer-assisted Language Courseware Development Workshop, The Language Acquisition Resources Center, 1994.

Academic experience: 1991-1993 Harvard University, Drill Instructor in EAS Dept.; 1993-1994 Ohio State University, Instructor in EALL Dept.; 1995-2000 Princeton University, Instructor in Dept. of EAS; 2000-present, University of Pennsylvania, Lecturer in Foreign Language, EALC.

Overseas experience: Head Instructor, Princeton in Beijing 1996, 1999; Columbia in Beijing Program, 2004, 2005.

Language(s): Chinese (educated native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Chinese.

Research and teaching specialization: Teaching Chinese as a Foreign Language, Mandarin Learning Difficulties, Teaching Literature in the language classroom, Teacher Education, Curriculum Design.

Recent Publications: "Open for Business: Lessons in Chinese Commerce for the New Millennium" MLA, 2009; *China's Ideals and Perplexities*, (2000) Advanced-Level Textbook for Modern Chinese, Circulated by Chinese Linguistics Project, Princeton University. "An Investigation of Students' Perception on Chinese Language Learning Difficulties" CLTA, 2002.

Total number of dissertations or theses supervised: 1 thesis, Princeton University.

Distinctions: 1992, 1993, Certificate of Teaching Excellence, Harvard University; 1982, Graduate Student Teaching Award, Ohio State University.

CHO, Haewon

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position, Lecturer in Korean Language, appointed 2009.

Director, Korean Language Program, appointed 2011.

Education: BA, Communications, Yonsei University; MA, Advertising, University of Texas at Austin; MA, TESOL, University of Washington; MA Linguistics, University of Washington.

Language Training/Certification: Executive board member, Association of American Teachers of Korean, 2012-

Overseas Experience: Born and raised in South Korea.

Languages: Korean (native); Japanese (intermediate).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses: Korean Language.

Research and teaching specialization: Development of teaching materials for Korean language learning at the college level; Use of technology and multi-media in language teaching and learning; Language learning patterns of heritage and non-heritage learners; Language assessment; Error Feedback.

Recent Publications: *Korean Grammar: The Complete Guide to Speaking Korean Naturally* (with Soohye Kim and Emily Curtis), Tuttle Publishing, 2017; *Hangukmal hasinnunkunyo* [You Speak Korean! Intermediate Korean I and II] with Kim, S and Ahn, T. (Paradigm Busters, 2009); *Hangukmal hasinnunkunyo* [You Speak Korean! Intermediate Korean I and II Workbooks], with Ahn, T., Kang, H., and Curtis, E (Paradigm Busters, 2008).

Distinctions: Travel Fund for Textbook Writing Project, *University of Washington*, SAS Language Teaching Innovation Grants, *University of Pennsylvania*, 2010, 2011, 2012, 2013; Travel Fund for Textbook Writing Project, *University of Washington*, Lecturers' Professional Development Grant, *University of Michigan* 2009; Travel Fund for Textbook Writing Project, *University of Washington* 2008.

Profiles for Project Personnel

DIETRICH, Mai-heng Shen

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position, Lecturer in Chinese Language and Coordinator of First-year Mandarin, appointed 1995.

Education: B.A. 1982 Beijing Languages Institute; M.A. 1985 Chinese Language and Literature, University of Minnesota; M.A. 1988 English Language and Literature, University of Minnesota; Ph.D. 1995 Chinese Language and Literature, University of Minnesota.

Language Training/Certification: Language Training/Certification SOPE grader (Chinese).

Overseas experience: Lived in China to 1982.

Language(s): Chinese (educated native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Chinese, Intermediate Chinese.

Research and teaching specialization: Chinese language; modern and contemporary Chinese literature; Chinese pedagogy.

Recent Publications: Book review “Chinese Odyssey: Innovative Chinese Courseware, Vol. 1,” *MLJ*, Fall 2007; “*Shi lun xie zi yu da zi dui Zhongwen pianzhang xiezuozhiliang de yingxiang*” (A discussion of hand-writing versus typing and their effects on the quality of Chinese discourse composition), in *Essays on Teaching Chinese to American Students*, eds. Aimin Cheng, Wayne He & Ling Mu, (Foreign Language Teaching and Research Press, 2007); Book review “Advanced Reader of Contemporary Chinese Short Stories: Reflections on Humanity,” *JCLTA*, February 2007; “Integrating Content into the Language Classroom,” in *Content, Tasks and Projects in the Language Classroom: 2004 conference proceedings*, eds. R. Jourdenais & S. Springer (Monterey Institute of International Studies, 2005).

Distinctions: Research Grant, Yale Consortium for Language Teaching, 1998.

DUCKWORTH, Tasi Yankar

Department: Penn Language Center

Tenure Status: Non-tenured position. Lecturer in Tibetan, appointed 2013.

Education: BA Kathmandu University, 2000; CAN Piedmont Community College, 2001

Overseas experience: Tibet, China.

Languages: Tibetan (native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Tibetan

Profiles for Project Personnel

ITO, Kinji

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Japanese, appointed 2017.

Education: PhD, Translation Studies, Binghamton University.

Overseas experience: Japan.

Languages: Japanese (native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Intensive Beginning Japanese I and II, Advanced Japanese I and II

JIAO, Liwei

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position, Lecturer in Chinese Language, Appointed 2006.

Education: PhD, Linguistics, Nankai University of China, 2003.

Language Training/Certification: Proficiency Tester, Chinese Language, State Level.

Overseas experience: Six years teaching in China and UK.

Language(s): Chinese (educated native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Chinese, Advanced Chinese, Newspaper Chinese

Research and teaching specialization: Chinese phonetics; Chinese pedagogy.

Recent Publications: *500 Common Chinese Idioms: An Annotated Frequency Dictionary for Learners and Teachers of Chinese as a Foreign Language*, with Cornelius C. Kubler and Weiguo Zhang (Routledge, July 2010); *Chinese linguist, phonologist, composer and author, Yuen Ren Chao*, translated by Liwei Jiao, (Hebei Education Press, 2010); *The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries*, with Carolyn Lee, Hsin-hsin Liang, and Julian Wheatley (Routledge, 2009).

JUNG, Ji-Young

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Korean, appointed 2012.

Education: BA Kyungpook National University, Daegu; MA in TESOL, Ed M. in Applied Linguistics, Ed D in Applied Linguistics, Columbia University Teachers College.

Academic experience: Rutgers University, 2009-2012; Korean Education Center, Korean Consulate, NYC 2009-10; William Patterson University, Korea Society, Bergen Community College. Bronx High School of Science

Overseas experience: Korea.

Languages: Korean (educated native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Korean Language at all levels.

Research and teaching specialization: Korean language pedagogy, Second language acquisition, Discourse analysis

Recent Publications: with Y Y Cho and M.Y. Park, "Pedagogical Scenarios for Teaching Topic/Nominative Marking in Discourse. *Korean Language in America*; with YY Cho, An Integrated Approach to the Teaching of Business Korean. *Korean Language in America (2011)*, "The Classroom Study on the Efficacy of Interactional Feedback for Korean Particles," *Journal of Korean Language Education*, (2010), "Issues in Acquisitional Pragmatics" *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics (2001)*.

KAWASE, Sae

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Japanese, appointed 2017.

Education: MA in Teaching Japanese as a Foreign Language, Durham University (UK), BA in English, Meiji University (Japan)

Overseas experience: Japan.

Languages: Japanese (native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Japanese I and II, Intensive Beginning Japanese

Profiles for Project Personnel

KIM, Eunae

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Korean, appointed 2017.

Education: MA, Applied Linguistics, Columbia University

Overseas experience: Korea.

Languages: Korean (native speaker).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Elementary Korean I and II, Intermediate Korean I and II, Current Korean Media II

LEE, Chih-jen

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Chinese, appointed 2005.

Education: 2005 M.A. in Asian Studies, Seton Hall University; 1998 B.A. in English Language and Literature, National Taiwan University.

Academic experience: 2005-present, Lecturer of Chinese Language, University of Pennsylvania; 2005-2006 Adjunct Professor, Seton Hall University, 2003-2005 Teaching Assistant, Seton Hall University.

Overseas experience: Taiwan.

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Chinese Language (all levels).

Research and teaching specialization: Chinese Linguistics, Language Pedagogy, Contemporary Chinese Films and Literature.

LI, Yi

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Chinese language, appointed 2012.

Education: M.Sc. in Education, University of Pennsylvania; BA Shanghai International Studies University (2010)

Overseas Experience: Born and raised in China.

Language(s): Chinese (native)

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Chinese Language (all levels)

Research and teaching specialization: Early acquisition teaching materials

Recent Publications: Developed teaching materials for “Chinese with Meggie,” Austin Texas.

Profiles for Project Personnel

MCPHERSON, Naemi

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Japanese language, appointed 2015.

Education: MA, Japanese Pedagogy, Columbia University

Language(s): Japanese (native), English (near-native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Japanese III and IV, Intermediate Japanese I and II

TAKAMI, Tomoko

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position. Lecturer in Foreign Languages in the Japanese Program, appointed 1995.

Education: BA in English and American Literature from Hiroshima Jōgakuin College (Hiroshima, Japan); MS in TESOL from University of Pennsylvania.

Language Training/Certification: Certified ACTFL OPI tester (Japanese language)

Overseas experience: Japan

Language(s): Japanese (educated native proficiency).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: First-year Japanese, Intermediate Japanese, Business Japanese.

Research and teaching specialization: Sociolinguistics, Second Language Acquisition and Japanese Language for Specific Purposes.

Recent Publications: Co-editor, *Mirai wo tsukuru kotobano kyooiku wo mezashite: Hihanteki naiyoojyuushi no gengokyoiku no riron to jissen* [Language Education for Social Future: Critical Content-Based Instruction] (2015); Co-editor with Shinji Sato, Uichi Kamiyoshi, and Yuri Kumagai. Tokyo: *Coco Syuppan; Chukyu kara nobasu Bijinesu keesu de manabu nihongo*. (Powering Up Your Japanese through Case Studies: Intermediate and Advanced Japanese) (2014; 5th printing 2017) Tokyo: The Japan Times, Inc; "New Approach to Business Japanese Instruction: Content-Based Instruction Using Business Cases." (2017). *Journal of Japanese Linguistics*. 33 (pp.65-74); Review article, "Shigeru Osuka- Japanese for Healthcare Professionals: Introduction to Medical Japanese" (2015) *Japanese Language and Literature*. 49 (2). (pp. 375- 380) American Association of Teachers of Japanese. "Employing International Business Cases for Business Language Instruction. " *Global Business Languages*. 13 (2008); "Integrating language and content: A case study of intermediate Japanese for professions," in R. Jourdenais, & S. Springer (Eds.), *Content, Tasks and Projects in the Language Classroom: 2004 Conference Proceedings* (2005). "A Study on Closing Section of Japanese Telephone Conversation," in *Working Papers in Educational Linguistics*, vol. 18, Univ. of Pennsylvania, 2002; "Integrating Language and Content: A Case Study of Intermediate Japanese for Professions," in Jourdenais and Springer, eds., *Content, Tasks and Projects in the Language Classroom: 2004 Conference Proceedings*, Monterey (Calif.) Institute of International Studies.

Distinctions: First Annual Business Language Research and Teaching Award/Grant (2007) from CIBER

Consortium for Business Language Research and Teaching; ACTFL First Time Attendee Scholarship (2008);

Best Project Award (2008) at the Second Annual Language Grants Showcase, Penn Language Center, University of Pennsylvania.

TAMURA, Megumu

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Japanese language, appointed 2017.

Education: MA, Japanese Pedagogy, Purdue University

Language(s): Japanese (native), English (near-native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Beginning Japanese III and IV, Beginning Japanese I and II

Profiles for Project Personnel

TIAN, Ye

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Chinese language, appointed 2016.

Education: PhD Education UC Riverside.

Language(s): Chinese (native), English (near-native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Advanced Chinese

Distinctions: Harvard University Certificate of Distinction in Teaching every semester 2009-2016 He also taught eight summers between 2005 and 2013 at the renowned Harvard Beijing Academy (HBA), and one summer at the Chinese Language Summer School at Middlebury College in 2014.

WANG, Li-Chun

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Chinese language, appointed 2014.

Education: MA Pennsylvania State University

Language(s): Chinese (native), English (near-native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Chinese 011, 012, 111, 112 (beginning level), 021 & 022(intensive, beginning level).

WEN, Caiju

Department: Department of East Asian Languages and Civilizations.

Tenure Status: non-tenure track lecturer in Chinese language, appointed 2014.

Education: MA Brown University

Language(s): Chinese (native), English (near-native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Intermediate Chinese

WU, Grace

Department: Department of East Asian Languages and Civilizations.

Tenure Status: Non-tenured position, Lecturer in Chinese Language, appointed 1994.

Education: B.A. 1990 Fu-jeu Catholic University, Taipei, Taiwan; M.A. 1992 Temple University.

Language Training/Certification: MS,ED. In Teaching English to Speakers of Other Languages.

Overseas experience: Taiwan.

Language(s): Chinese (native), Taiwanese (native).

Percent of time dedicated to area/international studies courses: 100%

Area/international Studies Courses taught: Taiwanese, Mandarin Chinese at all levels; organized Penn Chinese School Teacher Workshop in 2008, 2009 and 2010, Designed and developed Online Business Chinese curriculum; Language specialist, Federal Bureau of Investigation 1990

Research and teaching specialization: Acquisition of the Chinese language, Chinese literacy and Chinese character teaching, Dialects in China, written and spoken Taiwanese, Distance learning in foreign languages.

Recent Publications: *Cheng & Tsui Chinese Graded Reader Series: Biographies:* Yao Ming (2008), Lang Lang (2009) Vera Wang, Jay Chou, (2012), Ang Lee, Jeremy Lin (2013); "Using E-mails with Native Speakers: A Writing Project in Intermediate Level Chinese Language Course" in Research and Application of Digitized Chinese Teaching and Learning, 2006; *Beginning Taiwanese*. University of Pennsylvania Language Center, 1993, 2002.

Distinctions: SAS Language Teaching Innovation Grants 2009, 2010, 2011, 2012, 2013; Award for Excellent Teaching from Penn SAS, Penn, Fall 1997, Spring 1997, Fall 1998, Spring 1998. Penn CEAS/U.S. Department of Education Travel Grants for 1997 and 1998, College Language Teachers Association Annual Meetings.

East Asian Area Studies Professional Staff

DES JARDIN, Molly

Department: East Asian Department, Van Pelt-Dietrich Library.

Tenure Status: Non-tenured position. Japanese Studies Librarian, appointed 2013.

Education: B.A. in History, BS in Computer Science, University of Pittsburgh; MA, PhD in Asian Languages & Cultures, MSI in Library and Information Science, University of Michigan.

Academic experience: Postdoctoral Fellow, Reischauer Institute of Japanese Studies. Harvard University; Archive Development Manager, Digital Archive of Japan's 2011 Disasters.

Overseas experience: Extensive travel in Japan.

Language(s): Japanese (fluent), Chinese (reading, intermediate speaking), Korean (intermediate).

Percent of time dedicated to area/international studies: 100%

Research (and teaching) specialization: History of the Book in Japan, 19th-20th century Japanese literature, contemporary Japanese literature, digital literary scholarship and natural language processing.

Recent Publications: PhD Dissertation: "Editing Identity: Literary Anthologies and the Construction of the Author in Meiji Japan."

GADSDEN, Amy

Department: School of Law.

Position: Associate Dean and Director of International Programs, appointed 2009.

Education: BA Yale 1994; PhD in History, University of Pennsylvania, 2005.

Overseas Experience: Resident Director, International Republican Institute, Hong Kong, 2006-2008; Consultant, United Nations Development Programme China program, Beijing, 2004.

Languages: Chinese (fluent) Spanish (proficient).

Percent of time dedicated to area/international studies: 100%

Research Specialization: International programs, Chinese political economy and development.

Recent Publications: "Chinese Nongovernmental Organizations: Politics by Other Means?", *American Enterprise Institute Tocqueville on China Series*, 2010; "From "Confrontation" to "Cooperation" and Back Again," *China Rights Forum* 2010. "Earthquake Rocks China's Civil Society," *Far Eastern Economic Review*, June 2008; "The Evolution of Elections in China," in *China Under Hu Jintao: Opportunities, Dangers and Dilemmas*, edited by Tun-jen Cheng, Jacques deLisle and Deborah Brown, (World Scientific Publishing, 2006); "New Diplomacy, Old Politics," *Far Eastern Economic Review*, November 27, 2003. "Village Elections in China: Progress, Problems and Prospects," with Anne F. Thurston, (Washington, DC: International Republican Institute, 2001); "Flashpoints in East Asia: Hot, Hotter, Hottest," *Foreign Policy Research Institute Bulletin*, June 2000.

Distinctions: Benjamin Franklin Fellowship, 1998-2001, 2003-2005; Bradley Foundation Fellowship, 2001-2002

Profiles for Project Personnel

KOO, Samantha

Department: James Joo-Jin Kim Program in Korean Studies

Position: Associate Director

Education: B.S. International Relations, University of Pennsylvania 2014; M.A. Higher Education, University of Pennsylvania, 2017.

Academic Experience: External Reader for Yale-NUS College, Student Liaison for Sigma Iota Rho, the International Relations National Honor Society.

Overseas Experience: Trips to Korea every year

Language(s): Korean (Native), Japanese (Intermediate)

Percent of time dedicated to area/international studies courses: 100%

Research and teaching specialization: International higher education

Recent Publications: "International Students in U.S. Higher Education", *Diverse Issues in Higher Education*, 2015.

LANG, Stephen A.

Department: Museum of Archaeology and Anthropology at the University of Pennsylvania.

Position: Keeper of the Asian Collection. Non-tenured position, appointed 2005.

Education: BA, MA Cornell 2005.

Overseas Experience: Research in Hokkaido, Japan for the exhibit "Ainu Collections: University of Pennsylvania Museum of Archaeology and Anthropology Hiller Collections". Courier trip to Niigata and Asahikawa City in Japan for aforementioned exhibit.

Languages: Japanese (fluent)

Percent of time dedicated to area/international studies: 100%

Research (and teaching) specialization: Ainu arts and culture, Chinese textiles.

Recent Publications: White, J., & Lang, S. "The Asian Section," *Arts of Asia*. 38 (5), 2008.

Distinctions: Organized Museum participation in the Asian Pacific American Heritage Festival sponsored by the Governor's Advisory Commission on Asian American Affairs.

Profiles for Project Personnel

Lee, Seok

Department: Department of East Asian Languages and Civilizations

Position: Program Coordinator of the James Joo-Jin Kim Program, appointed 2016.

Education: B.A. History, Sogang University, 2003; M.A. East Asian Languages and Cultures, Indiana University, 2010; Ph.D. East Asian Languages and Civilizations, University of Pennsylvania, 2016.

Academic Experience: Reviewer, *The International Journal of the History of Sport*, 2017; Adjunct Faculty, Villanova University, 2017; Lecturer, University of Pennsylvania, 2016; Junior Fellow, Kyujanggak Institute for Korean Studies, Seoul National University, 2015.

Language(s): Korean (native)

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: "Introduction to Korean Civilization"

Research and teaching specialization: Seok's research has centered on popular culture in Colonial Korea (1910-1945) with a focus on sports, mass media and transnational celebrity culture. His teaching interest is in the cultural history and cultural studies of modern and contemporary Korea.

Recent Publications:

2017 "Becoming a Member of the Japanese National Football Team as a Korean: The 1936 Berlin Olympic Trials and Colonial Korea." In *Sport in Korea: History, Development, Management*, edited by Dae Hee Kwak, Yong Jae Ko, Inkyu Kang, and Mark Rosentraub, pp. 31-44. London and New York: Routledge.

2016 "Colonial Korea's First Participation in the Olympic Games (1932)." *Seoul Journal of Korean Studies*. 29.2 (December): 267-303.

PLANTAN, Frank, Jr.

Department: International Relations Program.

Position: Co-Director of the International Relations Program, appointed 1989.

Education: B.S. Political Science, Illinois State University, 1975; M.A. University of Pennsylvania, 1977; Ph.D. Higher Education, University of Pennsylvania, 2002.

Academic Experience: Director of the Penn-in-Seoul Study Abroad and Internship Program and as the Executive Secretary of the International Consortium for Higher Education, Civic Responsibility and Democracy; also General Rapporteur for the Council of Europe, Universities as Sites of Citizenship and Civic Responsibility and as National Director of Sigma Iota Rho, the International Relations National Honor Society.

Overseas Experience: Provost's Committee on International Education and Research, the School of Arts and Sciences Study Abroad Committee, several site review committees and as Director of summer programs in Korea and Belgium. He was also on the Corporate Restructuring Team of the World Bank in 1998 - 1999, and on the Economic Planning Board of the Republic of Korea.

Language(s): Korean (basic)

Percent of time dedicated to area/international studies courses: 25%

Area/international Studies Courses taught: Political Science, International Relations and the Graduate School of Education courses in international politics, international relations theory, power and research seminars.

Research and teaching specialization: Political, economic, and foreign relations of Korea, China and Japan; history of international relations, and the role of universities in civic engagement and democratic education.

Recent Publications: *Higher Education Today with Steve Goodman, JD*. "Korean Studies and International Relations," 2012; "Universities as Sites of Citizenship," *Final Report, Council of Europe*, 2002.

Distinctions: Consultant, The World Bank, Corporate Restructuring Team for Korea (1998-1999); Consultant, Economic Planning Board, Republic of Korea, 1981. Founding Member, Phi Beta Delta, International Education Honor Society; Faculty Advisor to Sigma Iota Rho, International Relations Honor Society and the Penn Society for International Development. President of International Services Group.

Profiles for Project Personnel

VIVIER, Brian

Department: Van Pelt Library

Position: Chinese Studies Librarian, appointed 2011

Education: B.A. Indiana University of Pennsylvania; PhD in Chinese History, Yale; Library Sciences, Southern Connecticut State University.

Academic Experience: Chinese Studies Librarian, Department of East Asian Studies, Yale University; Coordinator, Public and Information Services, University of Michigan.

Overseas experience: Extensive travel and research in China and Japan.

Languages: Mandarin (fluent), Classical Chinese (advanced reading), modern Japanese (advanced).

Percent of time dedicated to area/international studies courses: 100%

Research and teaching specialization: Economic and social history of Medieval China and Inner Asia; also provides research consultation and library support for Chinese studies classes.

Recent publications: Book Review Editor, *Journal of Song-Yuan Studies*

Distinctions: SSRC postdoctoral fellowship 2012.

ZENG, Yuanyuan

Department: Center the Study of Contemporary China.

Tenure Status: Non-tenured position. Associate Director, Center the Study of Contemporary China, appointed 2012.

Education: B.A. Sichuan University; M.S. Library & Information Science, Ph.D. Anthropology, Catholic University of America

Overseas experience: Grew up in China, and has traveled extensively in Taiwan, China, and the US.

Percent of time dedicated to East Asia: 100%

Languages: Chinese (native).

Experience: Worked previously as Social Sciences and Area Studies Librarian, Eisenhower Library, Johns Hopkins University, 2003-2012. English/Mandarin conference interpreter, US Department of State.

Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

B.1: Non-language East Asia content courses from AY 2016-17 and 2017-18

Course number	Course title	Cross listed with	Credit	Enrollment
Fall 2016 Nonlanguage Courses				
CHIN491401	1st yr Classical Chinese I	EALC221, EALC621	1 CU	12
CINE220050	China on Screen		1 CU	1
EALC001001	Intro to Chinese Civilization		1 CU	156
EALC050301	Anime to Zen Aesthetics		1 CU	12
EALC055601	Monsters of Japan	CINE055601	1 CU	21
EALC064301	Sushi&Ramen: Global Food		1 CU	17
EALC069001	Japanese Popular Culture		1 CU	164
EALC125401	20th Century Chinese Literature/Film	CINE220, EALC525	1 CU	26
EALC131401	Introduction to Chinese Thought	EALC531401	1 CU	23
EALC211050	Life and Death in Han China		1 CU	1
EALC212050	Seminar in Chinese Archaeology	EALC612401	1 CU	13
EALC222050	1st yr Classical Chinese II		1 CU	1
EALC229401	Chinese Architecture	EALC629401	1 CU	16
EALC242401	Medicine/healing in China	EALC642401	1 CU	14
EALC255401	Japanese Theatre	COML385, EALC655, FOLK485, THAR485	1 CU	16
EALC257401	Asian Religions Global	EALC657401	1 CU	11
EALC298050	Cultural History of Tibet		1 CU	14
EALC301301	First Emperor of China		1 CU	6
EALC302301	Major seminar on Japan: Japan's Others		1 CU	7
EALC340301	Intl Relations: Cross-Cultural Relations between Ancient China, Korea, and Japan		1 CU	5
EALC499001	Independent Study		1 CU	2
EALC501301	Chinese History & Civilization		1 CU	16
EALC504301	Intro to Inner Asian Civilization		1 CU	10
EALC599002	Independent Study		1 CU	10
EALC721401	Advanced Classical Chinese I		1 CU	9
EALC731301	Tang/Song Religious Texts		1 CU	3

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Course number	Course title	Cross listed with	Credit	Enrollment
EALC737301	Conquest Dynasties		1 CU	3
EALC899002	Independent Study		1 CU	1
EALC990002	Master's thesis		1 CU	2
EALC995002	Dissertation		1 CU	20
EALC999002	Independent Study		1 CU	6
HIST120401	Premodern Korea: Philosophers, warriors, slaves	EALC081401	1 CU	34
HIST390001	Communism in Practice: China & the USSR Compared		1 CU	50
HIST215301	History of Private Life in China		1 CU	10
HIST630401	Readings in Korean History	EALC780401	1 CU	9
PREC401001	Chinatown		1 CU	1
PSCI298064	The Party-State System in China: Origins and Developmen		1 CU	1
PSCI298100	SUB SAHARAN AFRICA / CHINA		1 CU	1
SOCI298054	GLOBALIZATION AND CHINA		1 CU	2
Spring 2017 Nonlanguage Courses				
CHIN722401	Advanced Classical Chinese II	EALC722401	1 CU	1
CIMS220050	COMMUNIST CHINA VIEWED FROM ITS HISTORY			1
CIMS221050	CONTEMPORARY KOREAN CINEMA AND SOC			1
COMM298052	JAPANESE MANGA: TEXTS AND CONTEXTS			2
EALC002001	Intro to Japanese Civilization		1 CU	104
EALC106401	The Chinese Body	EALC506401	1 CU	15
EALC113401	Art & Civ in East Asia	ANTH113401	1 CU	16
EALC122401	Chinese Fiction & Drama	EALC522401	1 CU	28
EALC126401	Seminar in Modern Chinese Literature	EALC526401	1 CU	11
EALC132401	Chinese Cinema	EALC132, EALC532, CIMS132	1 CU	30
EALC151401	Contemporary Fiction/Film of Japan	CIMS151, COML256, GSWS257, EALC551	1 CU	24
EALC184401	Two Koreas: Politics of Division	EALC584401	1 CU	12
EALC192401	Arts of Korea	EALC592401	1 CU	15
EALC207401	Sects & Violence in East Asia	EALC607401	1 CU	8
EALC222401	1st yr Classical Chinese I	CHIN492, EALC622	1 CU	11

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Course number	Course title	Cross listed with	Credit	Enrollment
EALC224401	China's Last Empire: The Qing	EALC624401	1 CU	20
EALC230401	Gender & Religion in China	EALC630, GSWS234, GSWS630, RELS237, RELS634	1 CU	12
EALC234401	Daoist Traditions		1 CU	5
EALC259401	Gender & Sexuality in Japan	EALC659, GSWS259	1 CU	16
EALC298050	Chinese Modern History		1 CU	12
EALC301301	First Emperor of China	EALC303301	1 CU	4
EALC399004	Independent Study		1 CU	1
EALC499000	Independent Study		1 CU	2
EALC502301	Japanese History & Civilization	EALC502301	1 CU	10
EALC599005	Independent Study		1 CU	1
EALC720301	Topics in Chinese Studies		1 CU	4
EALC735301	Chinese Paleaography		1 CU	8
EALC736301	History of the Mongol Yuan Empire		1 CU	3
EALC740301	Sinological Methods		1 CU	11
EALC749301	Japanese for Sinologists		1 CU	7
EALC899002	Independent Study		1 CU	2
EALC990002	Master's thesis		1 CU	7
EALC995002	Dissertation		1 CU	19
EALC999002	Independent Study		1 CU	1
HIST097401	History of Modern China	EALC047401	1 CU	50
HIST231401	Japanese-American Internment	ASAM203	1 CU	9
HIST233601	History of China: History of Hong Kong	EALC442	1 CU	2
HIST391401	The Vietnam War	EALC196401	1 CU	40
HIST412401	Topics on the Vietnam War	EALC442401	1 CU	9
HIST630401	Readings in Modern Japanese History	EALC774401	1 CU	10
LAW712401	Law and Society in Japan		1 CU	20
OIDD899401	GLOBAL SUPPLY CHAIN MGMT: China		1 CU	5
PSCI229001	CHINAS DOMESTIC POLITICS		1 CU	17
PSCI298058	POLITICAL CONTROVERSIES IN JAPAN: HISTORY BEHIND THE HEADLINES		1 CU	1

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Course number	Course title	Cross listed with	Credit	Enrollment
PSCI298059	CHINA AND THE GLOBAL ECONOMY		1 CU	1
PSCI298060	EMERGING FINANCIAL MARKETS OF CHINA		1 CU	1
PSCI298078	CHINA-UNITED STATES RELATIONS		1 CU	2
SOCI238401	Media, Culture and Society in Contemporary China	COMM203	1 CU	78
URBS298050	URBAN CHINA		1 CU	1
Summer 2017 Nonlanguage Courses				
HIST097910	History of Modern China	EALC047	1 CU	11
Fall 2017 Nonlanguage Courses				
ARTH258401	Early Modern Japan Art/City EDO	ARTH258, ARTH658, EALC150, EALC 550	1 CU	28
CHIN491401	1st yr Classical Chinese I	CHIN491, EALC221, EALC621	1 CU	10
EALC001001	Intro to Chinese Civilization		1 CU	130
EALC003401	Intro to Korean Civilization	EALC003, HIST098	1 CU	46
EALC069001	Japanese Popular Culture		1 CU	164
EALC126401	Seminar in Modern Chinese Literature		1 CU	8
EALC132401	Chinese Cinema	CIMS132401, EALC532	1 CU	28
EALC135401	Classical Chinese Political Thought		1 CU	0
EALC152401	Love and Loss in Japanese Literary Tradition	EALC552401	1 CU	16
EALC162401	City & Citizenship in Japan	EALC562401	1 CU	7
EALC170401	Japanese Archaeology at Penn Museum	ANTH170, ANTH570, EALC570	1 CU	8
EALC183401	Readings in Korean History	EALC583401	1 CU	6
EALC211401	Life and Death in Han China	EALC611401	1 CU	15
EALC223401	Language, Script, and Society in China	EALC623401	1 CU	16
EALC243401	Pastoralism & Mobility North Asia	EALC643401	1 CU	7
EALC298050	Introduction to Contemporary Asian Studies		1 CU	8
EALC301301	First Emperor of China		1 CU	9
EALC302301	Major seminar on Japan: Japan's Others		1 CU	5
EALC399003	Independent Study		1 CU	1
EALC499001	Independent Study		1 CU	3
EALC501301	Chinese History & Civilization		1 CU	9

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Course number	Course title	Cross listed with	Credit	Enrollment
EALC505408	East Asian Diplomacy		1 CU	9
EALC599002	Independent Study		1 CU	4
EALC721401	Advanced Classical Chinese I	CHIN721401	1 CU	3
EALC749301	Japanese for Sinologists		1 CU	8
EALC785301	Sources in Korean Studies :Premodern Korean Sources		1 CU	3
EALC990002	Master's thesis		1 CU	3
EALC995002	Dissertation		1 CU	15
EALC999002	Independent Study		1 CU	3
FNAR313401	The Chinese Body and Spatial Consumption in Chinatown		1 CU	4
HIST395401	East Asian Diplomacy	EALC105, EALC505	1 CU	126
HIST412401	Topics on the Vietnam War	EALC442401	1 CU	6
HIST630401	Topics in Asian History	EALC541401	1 CU	11
LAW832001	Asian Law Review		1 CU	-
NURS299007	Case Study: Lead Exposure in Children in China		1 CU	1
PREC203001	PENNTTRACKS: CHINATOWN 8/26		1 CU	11
PREC203002	PENNTTRACKS: CHINATOWN 8/25		1 CU	11
PREC203003	PENNTTRACKS: CHINATOWN 9/1		1 CU	9
PSCI298068	POLITICS OF THE TWO KOREAS		1 CU	1
PSCI298101	CONTEMP POLITICAL ECONOMY OF CHINA		1 CU	1
SOCI012050	GLOBALIZATION AND CHINA		1 CU	1
SOCI298066	SOCIAL, ECONOMIC POLICIES, PRACTICES AND CHALLENGES IN CONTEMPORARY CHINA		1 CU	1
SOCI298068	CHINA AND THE WORLD: LEGAL TRADITIONS		1 CU	1
Spring 2018 Nonlanguage Courses				
ARTH517401	History of the Book in East Asia	EALC 260, EALC 661	1 CU	11
CHIN722401	Advanced Classical Chinese	EALC722401	1 CU	5
EALC002001	Intro to Japanese Civilization		1 CU	72
EALC013401	Art & Civ in East Asia	ARTH103	1 CU	70
EALC013789	Art & Civ Recitation		1 CU	2
EALC025601	Chinese Popular Culture		1 CU	15

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Course number	Course title	Cross listed with	Credit	Enrollment
EALC034401	What is Taoism?	RELS184401	1 CU	29
EALC064301	Sushi & Ramen: Global Food		1 CU	22
EALC111401	East Asian Digital Humanities	EALC511401	1 CU	9
EALC116401	East Asian Gardens		1 CU	25
EALC122401	Chinese Fiction & Drama		1 CU	26
EALC125401	20th Century Chinese Literature/Film		1 CU	26
EALC139401	Religion in Modern China	EALC539, RELS139	1 CU	8
EALC151401	Contemporary Fiction/Film of Japan	CIMS151, COML256, GSWS257	1 CU	23
EALC176401	Japan: Age of the Samurai	HIST276401	1 CU	27
EALC222401	1st yr Classical Chinese II	CHIN492, EALC 622	1 CU	6
EALC233401	Chinese Aesthetics	EALC633401	1 CU	11
EALC236401	Chinese Art/Penn Museum	EALC636401	1 CU	15
EALC303301	MAJOR SEMINAR ON KOREA: Korea in the Age of Empires, 1864-1945		1 CU	3
EALC399004	Independent Study		1 CU	1
EALC499000	Independent Study		1 CU	2
EALC502301	Japanese History & Civilization		1 CU	6
EALC503001	Korean History & Civilization		1 CU	8
EALC599002	Independent Study		1 CU	2
EALC720301	Topics in Chinese Studies		1 CU	4
EALC745301	Topics in Song Dynasty History		1 CU	3
EALC790301	Korean Studies: Research Methods		1 CU	2
EALC899002	Independent Study		1 CU	2
EALC990002	Master's thesis		1 CU	11
EALC995002	Dissertation		1 CU	16
ECON272401	CHINA: INST & THE ECON	PSCI227	1 CU	55
ENVS498165	SENIOR THESIS: GEOGRAPHICAL IMPLICATIONS OF CHINA IN AFRICA: KENYA CASE STUDY		1 CU	1
HIST091401	Modern Japanese History	EALC071401	1 CU	34
HIST231402	JAPANESE-AMERICAN INTERNMENT	ASAM203	1 CU	7
LAW643001	China and International Human Rights		1 CU	10

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Course number	Course title	Cross listed with	Credit	Enrollment
LAW712001	Law and Society in Japan		1 CU	20
LAW832001	Asia Law Review		1 CU	-
LAW991001	China and International Law		1 CU	14
OIDD399001	SUPERVISED STUDY: China/Ethiopia Independent Study		1 CU	1
PSCI229001	CHINAS DOMESTIC POLITICS		1 CU	19
PSCI499012	INDEPENDENT STUDY: "CHINA AND THE FUTURE OF MULTILATERAL DEVELOPMENT FINANCE"		1 CU	1
PSCI499015	INDEPENDENT STUDY: "CHINA'S NON-INTERFERENCE POLICY ON THE KOREAN PENINSULA"		1 CU	1
PSCI499017	INDEPENDENT STUDY: "NORMS OF INTERNET GOVERNANCE IN CHINA"		1 CU	1
RELS173401	Intro to Buddhism	EALC015401	1 CU	158
RELS271401	The Politics of Shinto	EALC253, EALC653	1 CU	18
SOCI238401	MEDIA, CULTURE AND SOCIETY IN CONTEMPORARY CHINA	COMM203	1 CU	78
STAT399001	INDEPENDENT STUDY: Network Modeling on Firms in China		1 CU	1
THAR321301	ACTING & DIRECTING LAB: JAPANESE THEATRE: PRACTICE AND THEORY		1 CU	7

179 courses, 99 cross listings, enrollment total of 3,150

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B.2: Projected courses for AY 2018-19

Fall 2018 Non Language Courses			
ARTH258401	Early Modern Japan Art/City EDO	ARTH258, ARTH658, EALC150, EALC 550	1 CU
CHIN491401	1st yr Classical Chinese I	CHIN491, EALC221, EALC621	1 CU
EALC001001	Intro to Chinese Civilization		1 CU
EALC003401	Intro to Korean Civilization	EALC003, HIST098	1 CU
EALC069001	Japanese Popular Culture		1 CU
EALC107601	Trade, Money & Pirates		1 CU
EALC126401	Seminar in Modern Chinese Literature		1 CU
EALC132401	Chinese Cinema	CIMS132401, EALC532	1 CU
EALC152401	Love and Loss in Japanese Literary Tradition	EALC552401	1 CU
EALC162401	City & Citizenship in Japan	EALC562401	1 CU
EALC170401	Japanese Archaeology at Penn Museum	ANTH170, ANTH570, EALC570	1 CU
EALC183401	Readings in Korean History	EALC583401	1 CU
EALC211401	Life and Death in Han China	EALC611401	1 CU
EALC223401	Language, Script, and Society in China	EALC623401	1 CU
EALC243401	Pastoralism & Mobility North Asia	EALC643401	1 CU
EALC298050	Introduction to Contemporary Asian Studies		1 CU
EALC301301	First Emperor of China		1 CU
EALC302301	Major seminar on Japan: Japan's Others		1 CU
EALC399003	Independent Study		1 CU
EALC499001	Independent Study		1 CU
EALC501301	Chinese History & Civilization		1 CU
EALC505408	East Asian Diplomacy		1 CU
EALC599002	Independent Study		1 CU
EALC721401	Advanced Classical Chinese I	CHIN721401	1 CU
EALC749301	Japanese for Sinologists		1 CU
EALC785301	Sources in Korean Studies :Premodern Korean Sources		1 CU
EALC990002	Master's thesis		1 CU
EALC995002	Dissertation		1 CU
EALC999002	Independent Study		1 CU
HIST395401	East Asian Diplomacy	EALC105, EALC505	1 CU
HIST412401	Topics on the Vietnam War	EALC442401	1 CU
HIST630401	Topics in Asian History	EALC541401	1 CU

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FNAR313401	The Chinese Body and Spatial Consumption in Chinatown		1 CU
HIST395401	East Asian Diplomacy		1 CU
HIST412401	Topics on the Vietnam War		1 CU
HIST630401	Topics in Asian History		1 CU
PSCI298068	POLITICS OF THE TWO KOREAS		1 CU
PSCI298101	CONTEMP POLITICAL ECONOMY OF CHINA		1 CU
SOCI012050	GLOBALIZATION AND CHINA		1 CU
SOCI298066	SOCIAL, ECONOMIC POLICIES, PRACTICES AND CHALLENGES IN CONTEMPORARY CHINA		1 CU
SOCI298068	CHINA AND THE WORLD: LEGAL TRADITIONS		1 CU
Spring 2019 Non Language Courses			
ARTH315401	Japanese Art: Ukiyo-e	EALC154401	1 CU
ARTH517401	History of the Book in East Asia	EALC 260, EALC 661	1 CU
CHIN722401	Advanced Classical Chinese	EALC722401	1 CU
EALC002001	Intro to Japanese Civilization		1 CU
EALC013401	Art & Civ in East Asia	ARTH103	1 CU
EALC013789	Art & Civ Recitation		1 CU
EALC025601	Chinese Popular Culture		1 CU
EALC034401	What is Taoism?	RELS184401	1 CU
EALC064301	Sushi & Ramen: Global Food		1 CU
EALC111401	East Asian Digital Humanities	EALC511401	1 CU
EALC116401	East Asian Gardens		1 CU
EALC122401	Chinese Fiction & Drama		1 CU
EALC125401	20th Century Chinese Literature/Film		1 CU
EALC139401	Religion in Modern China	EALC539, RELS139	1 CU
EALC151401	Contemporary Fiction/Film of Japan	CIMS151, COML256, GSWS257	1 CU
EALC176401	Japan: Age of the Samurai	HIST276401	1 CU
EALC222401	1st yr Classical Chinese II	CHIN492, EALC 622	1 CU
EALC233401	Chinese Aesthetics	EALC633401	1 CU
EALC236401	Chinese Art/Penn Museum	EALC636401	1 CU
EALC303301	MAJOR SEMINAR ON KOREA: Korea in the Age of Empires, 1864-1945		1 CU
EALC399004	Independent Study		1 CU
EALC499000	Independent Study		1 CU
EALC502301	Japanese History & Civilization		1 CU
EALC503001	Korean History & Civilization		1 CU
EALC599002	Independent Study		1 CU

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EALC720301	Topics in Chinese Studies		1 CU
EALC745301	Topics in Song Dynasty History		1 CU
EALC790301	Korean Studies: Research Methods		1 CU
ECON272401	CHINA: INST & THE ECON	PSCI227	1 CU
ENVS498165	SENIOR THESIS: GEOGRAPHICAL IMPLICATIONS OF CHINA IN AFRICA: KENYA CASE STUDY		1 CU
HIST091401	Modern Japanese History	EALC071401	1 CU
HIST231402	JAPANESE-AMERICAN INTERNMENT	ASAM203	1 CU
LAW	Law and Society in Japan		1 CU
LAW	Law and Politics in China		1 CU
LAW	Chinese Law		1 CU
OIDD399001	SUPERVISED STUDY: China/Ethiopia Independent Study		1 CU
PSCI229001	CHINAS DOMESTIC POLITICS		1 CU
PSCI499012	INDEPENDENT STUDY: "CHINA AND THE FUTURE OF MULTILATERAL DEVELOPMENT FINANCE"		1 CU
PSCI499015	INDEPENDENT STUDY: "CHINA'S NON-INTERFERENCE POLICY ON THE KOREAN PENINSULA"		1 CU
PSCI499017	INDEPENDENT STUDY: "NORMS OF INTERNET GOVERNANCE IN CHINA"		1 CU
RELS173401	Intro to Buddhism	EALC015401	1 CU
RELS271401	The Politics of Shinto	EALC253, EALC653	1 CU
SOCI238401	MEDIA, CULTURE AND SOCIETY IN CONTEMPORARY CHINA	COMM203	1 CU
STAT399001	INDEPENDENT STUDY: Network Modeling on Firms in China		1 CU
THAR321301	ACTING & DIRECTING LAB: JAPANESE THEATRE: PRACTICE AND THEORY		1 CU

Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

B.3: Language Course offerings and enrollments

Course number	Course Title	Credits	Enrollment
Fall 2016 Language courses			
CHIN001601	1ST YR SPOKEN CHINESE I	1 CU	7
CHIN003601	2ND YR SPOKEN CHINESE I	1 CU	5
CHIN011001	BEGINNING MOD CHINESE I	1 CU	68
CHIN021001	Intensive Beginning Modern Chinese I & II	2 CU	10
CHIN031001	BEG RDG/WRTG CHINESE I	1 CU	48
CHIN041680	BEGINNING CANTONESE I	1 CU	10
CHIN051680	BEGINNING TAIWANESE I	1 CU	3
CHIN111001	BEGINNING CHINESE III	1 CU	70
CHIN151680	INTERMEDIATE TAIWANESE I	1 CU	1
CHIN211001	INTERMED MOD CHINESE I	1 CU	31
CHIN231001	INTER RDG/WRTG CHINESE I	1 CU	16
CHIN298050	Study abroad	1 CU	3
CHIN311001	Advanced Modern Chinese I	1 CU	14
CHIN312050	Advanced Modern Chinese II	1 CU	2
CHIN361001	Media Chinese I	1 CU	5
CHIN371050	Advanced Spoken Mandarin I	1 CU	14
CHIN381001	Business Chinese I	1 CU	35
CHIN411001	Readings in Modern Chinese Literature I	1 CU	6
CHIN412050	Readings in Modern Chinese Literature II	1 CU	1
CHIN415050	Readings in Modern Chinese documents	1 CU	1
CHIN481001	Advanced Commercial Chinese I	1 CU	16
CHIN482050	Advanced Business Chinese II	1 CU	1
CHIN491401	1st YR CLASSICAL CHINESE I	1 CU	12
CHIN515050	Topics in Chinese Literature	1 CU	1
KORN011001	Elementary Korean I	1 CU	37
KORN111001	Intermediate Korean I	1 CU	15
KORN131001	Korean for Heritage Speakers I	1 CU	9

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course Title	Credits	Enrollment
KORN211001	Advanced Korean I	1 CU	7
KORN281680	Business Communication in Korean	1 CU	5
KORN311001	Topics in Advanced Korean	1 CU	9
KORN331680	Current Korean Media I	1 CU	7
KORN481680	Advanced Business Korean I	1 CU	14
JPAN011001	Beginning Japanese I	1 CU	37
JPAN021001	Intensive Beginning Japanese I	1 CU	8
JPAN111001	Beginning Japanese III	1 CU	32
JPAN211001	Intermediate Japanese I	1 CU	16
JPAN298050	Intermediate Japanese Kanji and Vocabulary	1 CU	2
JPAN311001	Intermed Japanese III	1 CU	7
JPAN381680	Japanese for Professionals I	1 CU	5
JPAN411001	Advanced Japanese I	1 CU	4
JPAN481680	Advanced Proficiency in Japanese I	1 CU	6
JPAN511001	Readngs in Advanced Japanese I	1 CU	8
JPAN999020	Independent Study	1 CU	1
Spring 2017 Language Courses			
CHIN002601	1ST YR SPOKEN CHINESE II	1 CU	5
CHIN004601	2ND YR SPOKEN CHINESE II	1 CU	5
CHIN012001	BEGINNING MOD CHINESE II	1 CU	55
CHIN022001	Intensive Modern Chinese III & IV	2 CU	11
CHIN032001	BEG RDG/WRTG CHINESE II	1 CU	58
CHIN042680	BEGINNING CANTONESE II	1 CU	6
CHIN081680	BEGIN BUSINESS CHINESE	1 CU	6
CHIN112001	BEGINNING CHINESE IV	1 CU	71
CHIN152680	INTERMEDIATE TAIWANESE II	1 CU	3
CHIN212001	INTERMED MOD CHINESE II	1 CU	30
CHIN232001	INTER RDG/WRTG CHINESE II	1 CU	21
CHIN298050	Study abroad	1 CU	3
CHIN311050	Advanced Modern Chinese I	1 CU	1

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course Title	Credits	Enrollment
CHIN312001	Advanced Modern Chinese II	1 CU	10
CHIN372680	Advanced Spoken Mandarin II	1 CU	8
CHIN381050	Business Chinese I	1 CU	1
CHIN382001	Business Chinese II	1 CU	31
CHIN411050	Readings in Modern Chinese Literature I	1 CU	1
CHIN412001	Readings in Modern Chinese Literature II	1 CU	6
CHIN482001	Advanced Business Chinese II	1 CU	16
CHIN510001	Topics in Chinese Culture	1 CU	10
CHIN722401	Advanced Classical Chinese II	1 CU	1
CHIN492401	1st YR CLASSICAL CHINESE II	1 CU	4
KORN012001	Elementary Korean II	1 CU	28
KORN112001	Intermediate Korean II	1 CU	12
KORN132001	Korean for Heritage Speakers II	1 CU	12
KORN212001	Advanced Korean II	1 CU	6
KORN332680	Current Korean Media II	1 CU	8
KORN381680	Business Korean I	1 CU	8
KORN432001	Advanced readings in Modern Korean II	1 CU	6
KORN482680	Advanced Business Korean II	1 CU	10
JPAN002601	Intro to Spoken Japanese II	1 CU	6
JPAN012001	Beginning Japanese II	1 CU	30
JPAN022001	Intensive Beginning Japanese II	1 CU	9
JPAN112001	Beginning Japanese IV	1 CU	28
JPAN212001	Intermediate Japanese II	1 CU	12
JPAN298050	Intermediate Japanese Kanji and Vocabulary	1 CU	4
JPAN312001	Intermed Japanese IV	1 CU	4
JPAN382680	Japanese for Professionals II	1 CU	3
JPAN412001	Advanced Japanese II	1 CU	1
JPAN482680	Advanced Proficiency in Japanese II	1 CU	4
JPAN512001	Readngs in Advanced Japanese II	1 CU	1
Summer 2017 Language Courses			

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course Title	Credits	Enrollment
CHIN081980	Online Beginning Business Chinese	1 CU	4
KORN011980	Online Elementary Korean I	1 CU	4
Fall 2017 Language Courses			
CHIN001601	1ST YR SPOKEN CHINESE I	1 CU	14
CHIN011001	BEGINNING MOD CHINESE I	1 CU	77
CHIN021001	Intensive Modern Chinese I & II	2 CU	17
CHIN031001	BEG RDG/WRTG CHINESE I	1 CU	34
CHIN041680	BEGINNING CANTONESE I	1 CU	10
CHIN051680	BEGINNING TAIWANESE I	1 CU	4
CHIN111001	BEGINNING CHINESE III	1 CU	68
CHIN211001	INTERMED MOD CHINESE I	1 CU	29
CHIN231001	INTER RDG/WRTG CHINESE I	1 CU	17
CHIN311001	Advanced Modern Chinese I	1 CU	17
CHIN361001	Media Chinese I	1 CU	14
CHIN371680	Advanced Spoken Mandarin I	1 CU	4
CHIN380680	Advanced Medical Chinese	1 CU	11
CHIN381001	Business Chinese I	1 CU	36
CHIN481001	Advanced Commercial Chinese I	1 CU	14
CHIN491401	1st YR CLASSICAL CHINESE I	1 CU	10
CHIN599050	Independent Study	1 CU	1
JPAN001601	Intro to Spoken Japanese I	1 CU	22
JPAN011001	Beginning Japanese I	1 CU	29
JPAN021001	Intensive Beginning Japanese I	1 CU	6
JPAN111001	Beginning Japanese III	1 CU	21
JPAN211001	Intermediate Japanese I	1 CU	13
JPAN298050	Intermediate Japanese Kanji and Vocabulary	1 CU	2
JPAN311001	Intermed Japanese III	1 CU	6
JPAN381680	Japanese for Professionals I	1 CU	4
JPAN411001	Advanced Japanese I	1 CU	2
JPAN481680	Advanced Proficiency in Japanese I	1 CU	4

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course Title	Credits	Enrollment
JPAN511001	Readngs in Advanced Japanese I	1 CU	3
JPAN515001	Japanese-English translation	1 CU	7
KORN011001	Elementary Korean I	1 CU	38
KORN111001	Intermediate Korean I	1 CU	21
KORN131001	Korean for Heritage Speakers I	1 CU	8
KORN211001	Advanced Korean I	1 CU	3
KORN281680	Business Communication in Korean	1 CU	4
KORN298050	Korean Vocabulary Training	1 CU	2
KORN311001	Topics in Advanced Korean	1 CU	6
KORN331680	Current Korean Media I	1 CU	10
KORN481680	Advanced Business Korean I	1 CU	9
Spring 2018 Language Courses			
CHIN002601	1ST YR SPOKEN CHINESE I	1 CU	14
CHIN012001	BEGINNING MOD CHINESE II	1 CU	60
CHIN022001	Intensive Modern Chinese III & IV	2 CU	18
CHIN032001	BEG RDG/WRTG CHINESE II	1 CU	40
CHIN042680	BEGINNING CANTONESE II	1 CU	5
CHIN052680	BEGINNING TAIWANESE II	1 CU	3
CHIN112001	BEGINNING CHINESE IV	1 CU	70
CHIN212001	INTERMED MOD CHINESE II	1 CU	20
CHIN232001	INTER RDG/WRTG CHINESE II	1 CU	14
CHIN312001	Advanced Modern Chinese II	1 CU	7
CHIN361001	Media Chinese I	1 CU	3
CHIN372680	Advanced Spoken Mandarin II	1 CU	9
CHIN380680	Advanced medical Chinese	1 CU	7
CHIN382001	Business Chinese II	1 CU	21
CHIN412001	Readings in Modern Chinese Literature II	1 CU	5
CHIN482001	Advanced Business Chinese II	1 CU	16
CHIN599050	Independent Study	1 CU	1
CHIN722401	Advanced Classical Chinese II	1 CU	5

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course Title	Credits	Enrollment
JPAN002601	Intro to Spoken Japanese II	1 CU	27
JPAN012001	Beginning Japanese II	1 CU	22
JPAN022001	Intensive Beginning Japanese II	1 CU	6
JPAN112001	Beginning Japanese IV	1 CU	16
JPAN212001	Intermediate Japanese II	1 CU	11
JPAN312001	Intermed Japanese IV	1 CU	5
JPAN382680	Japanese for Professionals II	1 CU	4
JPAN412001	Advanced Japanese II	1 CU	2
JPAN482680	Advanced Proficiency in Japanese II	1 CU	5
JPAN512001	Readngs in Advanced Japanese II	1 CU	3
KORN012001	Elementary Korean II	1 CU	26
KORN112001	Intermediate Korean II	1 CU	16
KORN132001	Korean for Heritage Speakers II	1 CU	12
KORN212001	Advanced Korean II	1 CU	5
KORN332680	current Korean Media II	1 CU	18
KORN431001	Advanced readings in Modern Korean I	1 CU	13
KORN482680	Advanced Business Korean II	1 CU	12

159 Courses, 2,288 enrolled.

B.4: Projected Language courses for AY 2018-19

Course number	Course title	Credits
Fall 2018 Language Courses		
(Penn Language Center)	Beginning Uyghur	1 CU *
(Penn Language Center)	Beginning Mongolian	1 CU
CHIN001601	1ST YR SPOKEN CHINESE I	1 CU
CHIN011001	BEGINNING MOD CHINESE I	1 CU
CHIN021001	Intensive Modern Chinese I & II	2 CU
CHIN031001	BEG RDG/WRTG CHINESE I	1 CU
CHIN041680	BEGINNING CANTONESE I	1 CU

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Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course title	Credits
CHIN051680	BEGINNING TAIWANESE I	1 CU
CHIN111001	BEGINNING CHINESE III	1 CU
CHIN211001	INTERMED MOD CHINESE I	1 CU
CHIN231001	INTER RDG/WRTG CHINESE I	1 CU
CHIN311001	Advanced Modern Chinese I	1 CU
CHIN361001	Media Chinese I	1 CU
CHIN371680	Advanced Spoken Mandarin I	1 CU
CHIN380680	Advanced Medical Chinese	1 CU
CHIN381001	Business Chinese I	1 CU
CHIN481001	Advanced Commercial Chinese I	1 CU
CHIN491401	1st YR CLASSICAL CHINESE I	1 CU
CHIN599050	Independent Study	1 CU
JPAN001601	Intro to Spoken Japanese I	1 CU
JPAN011001	Beginning Japanese I	1 CU
JPAN021001	Intensive Beginning Japanese I	1 CU
JPAN111001	Beginning Japanese III	1 CU
JPAN211001	Intermediate Japanese I	1 CU
JPAN298050	Intermediate Japanese Kanji and Vocabulary	1 CU
JPAN311001	Intermed Japanese III	1 CU
JPAN381680	Japanese for Professionals I	1 CU
JPAN411001	Advanced Japanese I	1 CU
JPAN481680	Advanced Proficiency in Japanese I	1 CU
JPAN511001	Readngs in Advanced Japanese I	1 CU
JPAN515001	Japanese-English translation	1 CU
KORN011001	Elementary Korean I	1 CU
KORN131001	Korean for Heritage Speakers I	1 CU
KORN211001	Advanced Korean I	1 CU
KORN281680	Business Communication in Korean	1 CU
KORN298050	Korean Vocabulary Training	1 CU
KORN311001	Topics in Advanced Korean	1 CU

University of Pennsylvania Center for East Asian Studies NRC/FLAS AY 2018-22 Application
Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course title	Credits
KORN331680	Current Korean Media I	1 CU
KORN481680	Advanced Business Korean I	1 CU
Spring 2019 Language Courses		
ALAN (PLC)	Beginning Uyghur II	1 CU
ALAN	Beginning Mongolian II	1 CU
CHIN002601	1ST YR SPOKEN CHINESE I	1 CU
CHIN012001	BEGINNING MOD CHINESE II	1 CU
CHIN022001	Intensive Modern Chinese III & IV	2 CU
CHIN032001	BEG RDG/WRTG CHINESE II	1 CU
CHIN042680	BEGINNING CANTONESE II	1 CU
CHIN052680	BEGINNING TAIWANESE II	1 CU
CHIN112001	BEGINNING CHINESE IV	1 CU
CHIN212001	INTERMED MOD CHINESE II	1 CU
CHIN232001	INTER RDG/WRTG CHINESE II	1 CU
CHIN312001	Advanced Modern Chinese II	1 CU
CHIN361001	Media Chinese I	1 CU
CHIN372680	Advanced Spoken Mandarin II	1 CU
CHIN380680	Advanced medical Chinese	1 CU
CHIN382001	Business Chinese II	1 CU
CHIN412001	Readings in Modern Chinese Literature II	1 CU
CHIN482001	Advanced Business Chinese II	1 CU
CHIN599050	Independent Study	1 CU
CHIN722401	Advanced Classical Chinese II	1 CU
JPAN002601	Intro to Spoken Japanese II	1 CU
JPAN012001	Beginning Japanese II	1 CU
JPAN022001	Intensive Beginning Japanese II	1 CU
JPAN112001	Beginning Japanese IV	1 CU
JPAN212001	Intermediate Japanese II	1 CU
JPAN312001	Intermed Japanese IV	1 CU
JPAN382680	Japanese for Professionals II	1 CU

University of Pennsylvania Center for East Asian Studies NRC/FLAS AY 2018-22 Application
Appendix B: 2016-19 Courses and Enrollments in East Asian Studies

Course number	Course title	Credits
JPAN412001	Advanced Japanese II	1 CU
JPAN482680	Advanced Proficiency in Japanese II	1 CU
JPAN512001	Readngs in Advanced Japanese II	1 CU
KORN012001	Elementary Korean II	1 CU
KORN112001	Intermediate Korean II	1 CU
KORN132001	Korean for Heritage Speakers II	1 CU
KORN212001	Advanced Korean II	1 CU
KORN332680	current Korean Media II	1 CU
KORN431001	Advanced readings in Modern Korean I	1 CU
KORN482680	Advanced Business Korean II	1 CU

**denotes course funded by Title VI funds*

Appendix C: Performance Measure Forms (PMFs)

Goal #1: Expand teaching and research at Penn on modern East Asia and its borderlands, especially in social sciences, with the aim of producing graduates prepared for careers in areas of national need and in government service, business, education and the professions.

Performance Measures	Activities	Data / Indicators	Freq.	Data Source	Baseline and Targets				
					B L	T1	T2	T3	T4
1. Increase and improve EA course offerings	a. Provide annual competitive faculty course development grant resulting in one new course each following year	Number of courses, enrollments	Annual	Institutional records, faculty grant report	0	0	1	2	3
	b. Host one EA conference in alternate years, to stimulate research for new courses	Number of courses, enrollments	Annual	Institutional records, faculty report	0	0	1	1	2
	c. Provide annual competitive faculty conference and research travel grants	Number of courses, enrollments	Annual	Institutional records, faculty report, surveys	1	2	2	2	2
2. One new EA course each year taught by visiting professor	a. Invite one visiting professor each year to teach EA course not otherwise offered	Number of courses, enrollments	Annual	Institutional records, faculty grant report	0	1	1	1	1
3. Host high profile speaker events for campus and general public	a. Invite high profile EA academic speaker for distinguished lecture	Attendance numbers	Per event	Count	50	100	100	100	100
	b. Invite 2 high profile policy professionals working in government / public service	Attendance numbers	Per event	Count	0	75	75	75	75
	c. Speaker series chairs select 5 speakers per semester for each series, on social science and humanities topics	Attendance numbers	per event	count	0	50	50	50	50
	d. co-sponsor EA talks / events with other units in Penn and outside, with emphasis on policy-relevant issues	Attendance numbers	per event	count	0	50	50	50	50

Goal #2: Improve EA language instruction, targeting Chinese at advanced levels and for students entering the professions, and for Chinese borderland languages									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					B L	T1	T2	T3	T4
1. Increase and improve EA language offerings, w/including borderland languages	a. Provide annual competitive faculty course development grant resulting in one new course per year on teaching Chinese for the Professions	Number of courses, enrollments	Annual	Institutional records, faculty grant report	0	0	1	2	3
	a. Provide annual competitive faculty conference travel grants for language faculty	Number of courses, enrollments	Annual	Institutional records, faculty grant report	2	4	4	4	4
	b. Provide funding for intermediate level Mongolian and beginning LCTL for China’s border region (competitive grant)	Number of courses, enrollments	Annual	Institutional records, faculty grant report	0	1	2	3	3
2. Host a bi-annual conference on teaching Chinese in the Professions	a. Plan and host national Business Chinese Workshops (alternate years)	Attendance numbers	Bi-annual	Count, surveys	0	0	60	0	60
	b. Implement workshop outcomes to improve Chinese teaching to professionals at Penn	Survey responses	Bi-annual	surveys	0	0	-	0	-
3. Research and adopt a pilot proficiency test for Chinese learners at Penn; in later years improve proficiency, measured by this tool	a. Hire one graduate student TA each year to support Chinese learning	Number of hires	Annual	Institutional records	0	1	1	1	1
	b. Research, purchase and implement proficiency test	Number of tests	Annual	Count	0	100	100	100	100
	c. Assess Chinese learners annually, seeking improvement	Test scores	Annual	Tests	0	100	100	100	100

Goal #3: Build regional capacity for teaching on East Asia by partnering with the Community College of Philadelphia and by collaborating with Penn’s education school to prepare educators to teach on East Asia									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Develop with Community College of Philadelphia a program to create a website featuring course modules targeting at least two new courses or modules on EA for existing courses <i>(Competitive Preference Priority 1)</i>	a. Provide Penn EA faculty and graduate students to help CCP and faculty create EA courses or modules, and Penn faculty to evaluate them	Number of course modules	Annual	Institutional records	0	2	2	2	2
	b. Conduct collaborative EA outreach event programming with CCP	Number of outreach events, attendances	Annual	count	0	2	2	2	2
	c. Provide support to CCP to participate in annual CEAS teacher training trip to Japan or other EA country	Number of CCP faculty included	Annual	Count	0	1	1	1	1
1. Work with Penn’s School of Education to conduct annual teacher training program focused on EA area studies content for pre-service and in-service teachers <i>(Competitive Preference Priority 2)</i>	a. Provide Penn EA faculty and graduate students to create an international workshop for teachers (with other Penn NRCs if thematically appropriate)	Number of workshops created	Annual	Institutional records	0	0	1	1	1
	b. Provide Penn EA grad students to offer ongoing support to teachers, including lecturing in classrooms, if requested	Number of classroom visits	Annual	Count	0	8	8	8	8
	c. Provide EA faculty for a Summer Institute for both new and returning GSE teachers	Attendance at summer institute	Annual	Institutional records	0	35	35	35	35

Goal #4: Build and diversify outreach programs, particularly for K-16 students and teachers									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					B L	T1	T2	T3	T4
1. Increase number of regional K-16 students and teachers served	a. Survey teachers to ascertain needs	Needs	Twice per year	surveys	0	1	2	2	2
	b. Plan and hold each year at least two professional development events for K-16 educators per year	Number of PD events	Annual	count	0	2	2	2	2
	c. Improve publicity and social media advertising for these events	Views, likes, shares, responses	quarterly	Social media, mail lists	0	250	500	750	1000
2. Expand reach to other regional Community Colleges and Minority-Serving Institutions for program development	a. Contact/recruit 5 regional community college/MSI partners	Number of CCs/MSIs contacted and interested in collaboration	Annual	Institutional records, MOUs	0	2	3	5	0
	b. Develop at least 2 strategic plans with collaborating institutions that articulate timelines, roles, and responsibilities for	Number of final strategic plans developed	Annual	Institutional records, MOUs	0	0	1	2	0

June 19, 2018

Jacques deLisle, Director
David Dettmann, Associate Director
Center for East Asian Studies
University of Pennsylvania

Dear Director deLisle and Associate Director Dettmann:

On behalf of Community College of Philadelphia, I am writing to express my strong support for and commitment to the University of Pennsylvania Center for East Asian Studies (CEAS) proposal to the U. S. Department of Education for designation and funding as a National Resource Center. Support from Penn's East Asia Center has been essential to our College's ability to incorporate international and intercultural dimensions into the curriculum. To sustain and develop our momentum, Penn's CEAS is crucial to introducing community college students to diverse perspectives and a wide range of views at our Minority Serving Institution.

The renewed partnership between University of Pennsylvania's East Asian Center as a U.S. Department of Education National Resource Center and Community College of Philadelphia promises to have great impact on the entire city of Philadelphia. The College is the largest institution of higher education in Philadelphia and the sixth largest in Pennsylvania; currently, there are more than 31,000 students enrolled in credit and non-credit course work. Approximately 75% are minority students (52% African American, 14% Hispanic/Latino, and 9% Asian/Pacific Islander). The College is recognized by the U.S. Department of Education as a Minority-Serving Institution and is a designated Predominately Black Institution. The College is ranked #12 nationally in the number of associate's degrees awarded to African-American students. The College's Main Campus in Center City and auxiliary campuses in West, Northeast, and Northwest Philadelphia serve residents from throughout the City.

From 1998 to 2013, the College benefitted immensely from Penn's CEAS promotion and advancement of East Asian Studies, which included the following landmarks:

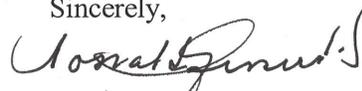
- In 1998, the College became an Asian Studies Regional Center.
- The College was awarded its first U.S. Department of Education Title VI grant to develop humanities and social science courses on China and Japan.
- The College initiated an Africa/Asia workshop series that was used as a model by the National Endowment for the Humanities.
- The College developed Chinese and Japanese language courses that have, in the past six years, served 765 student taking Japanese and 403 students taking Chinese.
- As the CEAS Director, you were invaluable in helping the College secure and implement a U.S. Department of Education Title VI Business and International Education grant on China. The College benefitted from your expertise and ability to communicate to students through lectures on China's economic transformation. The Title VI BIE grant enabled the College to bring one group of Culinary Arts and Hospitality students to China, as well as a group made up of Accounting, Marketing, and Auto Technology faculty.

- The College has established student study abroad programs in China. In addition, in 2013, CEAS helped the College to prepare and lead a site visit to Japan, which was repeated by College study abroad students travelling to Kyoto and Hiroshima in 2015 and 2018.
- Through the College's relationship with the Penn CEAS, art historian Nancy Steinhardt, Chinese literary expert Victor Mair, Japanese literature professor Linda Chance and others have led workshop days, invited groups to Penn's University Museum, and led programs at Philadelphia's Japanese house.

National Resource Centers are essential to sustaining and building upon past achievements, such as the College's 2014-15 Title VI Undergraduate International Studies and Foreign Languages grant with a focus on Japan. Looking ahead, the College hopes to expand its programming to include Korean studies and bring experts in the field to Philadelphia, as funding allows. Knowledge about East Asian cultures and their relationships with the United States provides valuable insight to students and the public regarding foreign policy and world affairs. Programs focused on 20th Century East Asian history and various points of view related to war, peace, and economics prepares students for government service and many high-demand careers which require informed debate and critical thought.

We have every confidence that the University of Pennsylvania's East Asian National Resource Center will have local, national, and international impact, and create a model for sustained cooperation between a community college with a diverse student population and a research university. You have my strongest endorsement for your application for renewed status as a National Resource Center.

Sincerely,



Donald Generals, Ed.D.
President

June 19, 2018

RE: Letter of Support for the Center for East Asian Studies at the University of Pennsylvania

To Whom It May Concern,

I enthusiastically support the Center for East Asian Studies as they apply for renewed funding under the National Resource Centers Program (CFDA 84.015A) and Foreign Language and Area Studies (FLAS) Fellowships Program (CFDA 84.015B).

The National Resource and FLAS Language Centers at Penn are critical University resources for our students, faculty and staff. Their activities benefit all 12 of Penn's Schools and play a central role in curricular development, language training, and in encouraging interdisciplinary research, teaching, and learning. During the last academic year, Penn offered over 110 area studies courses with content on East Asia, and more than 80 courses in East Asian languages. Through these courses, students across the University had the chance to study less commonly taught languages, gain expertise in under-studied world regions, and learn the importance of a global perspective in tackling the world's most challenging problems.

These language and resource centers will also enhance the ability by my office – Penn Global – to carry out the University's second *Strategic Framework for Global Initiatives*. The Centers will serve as valuable partners as we seek to augment, for example, the University's portfolio of meaningful student study abroad opportunities. In fact, we've already started to expand and diversify one of our central programs, Penn Global Seminars, in partnership with faculty affiliates of the language and resource centers. Between Spring 2016, when the program launched, and Spring 2019, the program will send over 400 students abroad across 30 courses, a third of which will be organized in partnership with the Centers' faculty affiliates. We hope to continue our partnership with these programs to provide invaluable educational experiences that empower our students moving forward.

My office is also eager to continue collaborating with the National Resource and FLAS Language Centers to identify and design solutions to the biggest challenges facing the world today, including those relating to the global order, health and healthcare, innovation and technology, and urbanization and migration. Interdisciplinary by design, the language and resource centers will serve a vital and unique role on campus by bringing together students and faculty from different disciplines, backgrounds, and experiences, and giving them the opportunity to research, teach, and learn together. Moreover, these centers will be able to leverage on-campus resources, such as the Perry World House – the University's new hub for global engagement – to promote knowledge sharing, catalyze dialogue, and make a significant impact not only on campus, but also in the local, national, and international communities.

Finally, the National Resource and FLAS Language Centers will play an important role in furthering the University's preeminence as a global institution. The work of the Center for East Asian Studies has far-reaching effects beyond our campus in Philadelphia. The workshops, conferences, and academic programs they convene here – such as the short-term study abroad program, “Tale of Two Capitals: A Comparative Study of Development in Beijing and Ulaanbaatar” – better enable Penn faculty and students to substantively engage in robust discussions, activities, and research on a region of critical geopolitical importance.

As the Vice Provost for Global Initiatives, I am responsible for executing the University's mission to bring the world to Penn and Penn to the world. The Center for East Asian Studies, along with its counterparts, are some of my most valuable tools to help make that happen. I implore you to strongly consider their request for renewed support.

Sincerely,



Ezekiel J. Emanuel
Vice Provost for Global Initiatives
University of Pennsylvania

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UNIVERSITY OF PENNSYLVANIA
CENTER FOR EAST ASIAN STUDIES NRC BUDGET 2018-2022

	FY 18-19	FY 19-20	FY 20-21	FY 21-22	TOTAL
A. PERSONNEL					
1. Language Instruction					
a. Language teaching assistant (1 stipend @ 16,000, no employee benefits) (Sec. 7.C)	16,000	16,000	16,000	16,000	64,000
b. Development and funding for "Chinese for the Professions" course \$10,000 for a semester (full-time benefit rate)	10,000	10,000	10,000	10,000	
c. China borderlands language instructor (Mongolian, and Ugyhur) starting year 1 with 1 course per semester; year 2 with 2 courses and years 3, 4 @ 3 courses (paid per course @5300) (Sec. 6.A and 7.B)	10,600	21,200	31,800	31,800	95,400
Subtotal - Language Instruction	36,600	47,200	47,200	47,200	178,200
2. Area Studies Instruction					
a. Visiting Professor, teaching one EA focused content course \$10,000 for a semester (part-time benefit rate)	10,000	10,000	10,000	10,000	40,000
b. Faculty course development grant to result in one new EA course per year; 1 @ \$4000 (full-time benefit rate)(Sec. 2.A)	4,000	4,000	4,000	4,000	16,000
Subtotal - Area Studies Instruction	14,000	14,000	14,000	14,000	56,000
3. Administrative Personnel					
a. Associate Director 50% of \$58,000 salary (full-time benefit rate) (Sec. 4.A)	29,000	29,870	30,766	31,689	121,325
Subtotal - Administrative Personnel	29,000	29,870	30,766	31,689	121,325
4. Outreach Personnel					
a. Graduate Outreach Assistant 20 hours per week @ \$20/hr	19,200	19,776	20,369	20,980	80,326

UNIVERSITY OF PENNSYLVANIA
CENTER FOR EAST ASIAN STUDIES NRC BUDGET 2018-2022

	<i>FY 18-19</i>	<i>FY 19-20</i>	<i>FY 20-21</i>	<i>FY 21-22</i>	<i>TOTAL</i>
b. Penn faculty to give presentation to K-12 students and teachers (8 speakers' fees @ \$300 (full-time benefit rate))	2,400	2,400	2,400	2,400	9,600
<i>Subtotal - Outreach Personnel</i>	<i>21,600</i>	<i>22,176</i>	<i>22,769</i>	<i>23,380</i>	<i>89,926</i>
<i>5. Community College, MSI and Education School Partnership Personnel</i>					
a. Penn faculty to participate in CC and MSI partnerships 8 faculty members @ \$500 per session (FT benefit rate)	4,000	4,000	4,000	4,000	16,000
b. Graduate students to assist with CC and MSI partnerships 4 grad. students @ 30 hours @ \$15/hour (no employee benefits)	1,800	1,800	1,800	1,800	7,200
c. Penn faculty to lecture in new international courses and workshops To be offered in collaboration with Penn's Graduate School of Education 6 faculty members @ \$500 per session (FT benefit rate)	3,000	3,000	3,000	3,000	12,000
<i>Subtotal - CC, MSI, Ed School Partnership Personnel</i>	<i>8,800</i>	<i>8,800</i>	<i>8,800</i>	<i>8,800</i>	<i>35,200</i>
PERSONNEL SUBTOTAL	110,000	122,046	123,535	125,069	480,651
B. EMPLOYEE BENEFITS					
Full-Time Benefit Rate - 31.7%	16,611	16,887	17,171	17,463	68,131
Part-Time Benefit Rate - 9.7%	3,861	4,945	6,030	6,090	20,925
EMPLOYEE BENEFITS SUBTOTAL	20,471	21,831	23,201	23,553	89,057
C. TRAVEL					
<i>2. Domestic Travel for Penn faculty</i>					
a. 12 area studies and language faculty conference travel grants @ \$1000 (Air, hotel, MIE and registration)	12,000	12,000	12,000	12,000	48,000
b. 4 awards for language faculty to learn new language pedagogy (e.g., business language) conference travel grants @ \$1000 (Air, hotel, MIE and registration)	4,000	4,000	4,000	4,000	16,000

UNIVERSITY OF PENNSYLVANIA
CENTER FOR EAST ASIAN STUDIES NRC BUDGET 2018-2022

	FY 18-19	FY 19-20	FY 20-21	FY 21-22	TOTAL
c. Faculty Research Travel Grant, 2@\$2,500	5,000	5,000	5,000	5,000	20,000
d. Student Research Travel Grant (for graduate students or thesis-writing undergraduates), 2@\$2,500	5,000	5,000	5,000	5,000	20,000
TRAVEL SUBTOTAL	26,000	26,000	26,000	26,000	104,000
D. SUPPLIES					
1. Library Acquisitions (databases, periodicals)	3,000	3,000	3,000	3,000	12,000
2. Multi-media teaching materials, inc. software, video, books	800	800	800	800	3,200
3. Office expenses for outreach (printing, materials, software, advertising)	1,000	1,000	1,000	1,000	4,000
SUPPLIES SUBTOTAL	4,800	4,800	4,800	4,800	19,200
E. OTHER					
1. Language Teaching Support					
a. Bi-annual national workshop for teachers of Chinese who focus on specialized professions (medical, business, media) venue and speaker fees (partial support)		5,000		5,000	10,000
Subtotal - Language Teaching Support	0	5,000	0	5,000	10,000
2. East Asia Outreach to Penn and Community					
a. East Asia Faculty Conference (topic determined by evaluation of competing proposals, once every two years) Travel, per diem, lodging for participants; venue rental		8,000	0	8,000	16,000
b. Visiting Lecturer Program (12 speakers each year in 2 series)					
Speakers' fees (12 @ \$300)	3,000	3,000	3,000	3,000	12,000
Speaker's travel (12 @ \$750)	7,500	7,500	7,500	7,500	30,000
Total Visiting Lecturer Program	10,500	10,500	10,500	10,500	42,000
c. Distinguished East Asia Lecture					
Speaker fees (1 per year @\$1500)	1,500	1,500	1,500	1,500	6,000
Speaker travel (hotel and transportation @\$1000)	1,000	1,000	1,000	1,000	4,000
Total Distinguished Lecture costs	2,500	2,500	2,500	2,500	10,000

UNIVERSITY OF PENNSYLVANIA
CENTER FOR EAST ASIAN STUDIES NRC BUDGET 2018-2022

	FY 18-19	FY 19-20	FY 20-21	FY 21-22	TOTAL
d. Speakers who work or have worked in Government/Public Service 2 per year, travel (hotel and transportation) 2@1000	2,000	2,000	2,000	2,000	8,000
Subtotal - East Asia Outreach to Penn and Community	15,000	23,000	15,000	23,000	76,000
3. Collaborative outreach with other Penn NRCs					
<i>The following are jointly sponsored by the 4 Penn NRCs:</i>					
a. Summer Global Institute for K-16 teachers (1 week) (including speaker fees, travel, and venue costs)	2,000	2,000	2,000	2,000	8,000
b. Global Day (jointly sponsored with South Asia Center and Penn Museum) (50% of venue, material, and media costs)	1,000	1,000	1,000	1,000	4,000
Subtotal - Collaborative Outreach with other Penn NRCs	3,000	3,000	3,000	3,000	12,000
4. Partnership with Community College of Philadelphia and Graduate School of Education (See also Personnel for other aspects of the Partnership)					
a. Stipends paid to CCP professors upon completing and teaching an EA module (4 professors annually @ \$500)	2,000	2,000	2,000	2,000	8,000
b. Travel grant to have CCP professor be part of the CEAS/FPRI Japan teacher training trip	2,000		2,000		4,000
c. Support for collaborative EA event programming at CCP venue fees and speaker/performer honoraria)	1,000	1,000	1,000	1,000	4,000
Subtotal - Partnership with CCP	5,000	3,000	5,000	3,000	16,000
5. Evaluating program efficiency and impact					
a. Independent evaluation specialist (Jointly retained with other Penn NRCs; 25% of \$12,000/year)	3,000	3,000	3,000	3,000	12,000
b. External review of program by senior EA scholar Professional fee and travel expenses			1,200		1,200

UNIVERSITY OF PENNSYLVANIA
CENTER FOR EAST ASIAN STUDIES NRC BUDGET 2018-2022

	<i>FY 18-19</i>	<i>FY 19-20</i>	<i>FY 20-21</i>	<i>FY 21-22</i>	<i>TOTAL</i>
c. Measuring attainment of Chinese language learners (100 students tested annually @ \$40)	4,000	4,000	4,000	4,000	16,000
<i>Subtotal - Evaluating program efficiency and impact</i>	<i>7,000</i>	<i>7,000</i>	<i>7,000</i>	<i>7,000</i>	<i>28,000</i>
OTHER SUBTOTAL	30,000	41,000	30,000	41,000	142,000
TOTAL DIRECT COSTS	191,271	215,677	207,536	220,422	834,907
INDIRECT COSTS (8% of direct costs)	15,302	17,254	16,603	17,634	66,793
TOTAL FUNDING REQUESTED AY 2018-2022	206,573	232,931	224,139	238,056	901,700

**University of Pennsylvania
CENTER FOR EAST ASIAN STUDIES**

FLAS Fellowship Budget 2018-22

Academic Year Fellowships	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	Total
Graduate students					
Tuition (Institutional Payment) 7 students @ \$18,000	\$126,000	\$126,000	\$126,000	\$126,000	\$504,000
Stipends 7 students @ \$15,000	\$105,000	\$105,000	\$105,000	\$105,000	\$420,000
Undergraduate students					
Tuition (Institutional Payment) 4 students @ \$10,000	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
Stipends 4 students @ \$5,000	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Total Academic Year	\$291,000	\$291,000	\$291,000	\$291,000	\$1,164,000
Summer Fellowships					
Graduate and undergraduate students					
Tuition (Institutional Payment) 7 students @ \$5000	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
Stipends 7 students @ \$2500	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000
Total Summer	\$52,500	\$52,500	\$52,500	\$52,500	\$210,000
TOTAL FELLOWSHIP BUDGET	\$343,500	\$343,500	\$343,500	\$343,500	\$1,374,000