

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

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140045 P015B140045

Univ of Hawaii

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): _____ * Other (Specify): _____
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* 3. Date Received: _____	4. Applicant Identifier: _____
------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: University of Hawai'i

* b. Employer/Taxpayer Identification Number (EIN/TIN): 99-60000354	* c. Organizational DUNS: 9650880570000
--	--

d. Address:

* Street1: 2440 Campus Rd., Box 368
Street2: _____
* City: Honolulu
County/Parish: _____
* State: HI: Hawaii
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 96822-2234

e. Organizational Unit:

Department Name: Center for Japanese Studies	Division Name: School of Pacific & Asian Stds
---	--

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

Prefix: Mr. * First Name: Jeffrey
Middle Name: _____
* Last Name: Ibara
Suffix: _____

Title: Contracts and Grants Specialist

Organizational Affiliation:
Office of Research Services

* Telephone Number: 808-956-6058 Fax Number: 808-956-9081

* Email: jibara@hawaii.edu

Original

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Dept of Education, Office of Post-Secondary Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001

*** Title:**

National Resource Centers (NRC) Program

13. Competition Identification Number:

84.015A/84.015B

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Center and Foreign Language and Area Studies Fellowships Program for East Asia at the University of Hawai'i

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

original

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,652,864.00"/>
* 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="2,652,864.00"/>

*** 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

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.

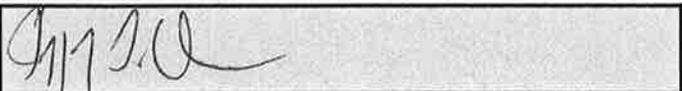
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

original 2

U.S. Department of Education Supplemental Information for the SF-424

1. Project Director:

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

Dr.	Mary	Grace	McDonald	
-----	------	-------	----------	--

Address:

* Street1:	1890 East West Road, Moore 216
Street2:	UH Sch of Pacific & Asian Studies
* City:	Honolulu
County:	

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

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

Yes No

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) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), 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.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input checked="" type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
MANDARIN CHINESE	YES
KOREAN	YES
JAPANESE	YES

UNIVERSITY OF HAWAI‘I NRCEA & FLAS, FY 2014-2017

TABLE OF CONTENTS

Application for Federal Assistance SF-424
Supplemental Information Required for Dept. of Education (Supplemental SF-424)
Application World Region and Application Type, FY2014-2017
FLAS-Eligible Languages, Performance Based Instruction, FY2014-2017
Abstract.....v
Acronyms Guide.....vi
General Education Provisions Act (GEPA) Section 427 Statement.....viii
Diverse Perspectives Assurance.....ix
Areas of National Need Assurance.....x

Project Narrative1

1. University of Hawai‘i’s Commitment to East Asian Studies2
1A1. Support to the operation of the UH NRCEA2
1A2. Support for teaching staff in EAS2
1A3. Support for EAS library resources2
1A4. Support for linkages with institutions in East Asia.....2
1A5. Support for UH NRCEA outreach activities3
1A6. Support for EAS students4
1B. Support to EAS students in the teaching program.4

2. Quality of Hawai‘i’s Curriculum Design.....5
2A1. Incorporation of EAS in undergraduate programs5
2A2. Appropriateness and quality of EA undergrad programs7
2A3. Curriculum options for graduate students7
2A4. Appropriateness and quality of graduate programs8
2B1. Academic and career advising9
2B2. Research and study abroad10
2B3. Student access to programs of other institutions11

3. Quality of Hawai‘i’s Non-language Instructional Program.....11
3A1. Extent of Non-Language Course offerings11
3A2. EAS courses in professional programs/schools12
3B. Depth of specialized EAS course coverage12
3C. Interdisciplinary EAS courses13
3D1. Sufficient numbers of non-language faculty14
3D2. Pedagogy training for instructional assistants14

4. Quality of Hawai‘i’s Language Instructional Program14
4A2. Enrollment15
4B1. Availability of 3+ levels16
4B2. Language courses in other disciplines16
4C1. Numbers of language faculty17

4C2. Training for performance-based teaching	18
4D. Quality of language program measured by:	
4D1. Performance-based instruction	18
4D2. Adequacy of resources for language teaching	19
4D3. Language proficiency requirements	20
5. Strength of Library.....	21
5A1. EA Holdings: China, Japan, Korea.....	21
5A2. Institutional support for acquisitions & library staff	23
5B1. UH access to holdings of other institutions	24
5B2. Accessibility of UH EA collection to outside users.....	24
6. Quality of Hawai‘i's Staff Resources	24
6A1. Qualifications of faculty and professional staff.....	24
6A2. Professional development opportunities.....	25
6A3. Teaching, supervision, and advising of students	26
6B1. Faculty/library representation in the UH NRCEA.....	27
6B2. UH NRCEA staffing	27
6C. Non-discriminatory practices.....	27
7. Linkage and Outreach Activities	28
7A. Outreach to elementary and secondary schools.....	28
7B. Outreach to post-secondary institutions.....	30
7C. Outreach to business, media, and the general public	31
8. Program Planning & Budget	33
<u>8A Goal 1. Four Projects to Enhance Language Instruction, EALL Curriculum</u>	
1a. <i>JPN Curriculum Design: Beginning and Intermediate Levels</i>	33
1b1. <i>CHN Curriculum Development: 5th-yr Mandarin</i>	34
1b2. <i>Placement Test for Mandarin</i>	34
1c. <i>KOR OPI (Oral Proficiency Interview) Curriculum Development</i>	34
<u>8A Goal 2. Two Projects Devoted to Integrating Asia-Pacific into the Curriculum</u>	
2. <i>Teaching Asia and the Pacific, College of Education (COE)</i>	35
3. <i>Certificate in Asian & Pac Isl Studies, course Globalization Asia & Pacific</i>	36
<u>8A Goal 3. Outreach: Teacher Training, K-12, Community Coll, University, Business</u>	
4. <i>JPN Curriculum Design Workshop for Community Colleges</i>	36
5. <i>Chinese Language Initiative K-12: Teacher Training Insts & Summer Lang Camps</i>	36
6. <i>Korean Language Initiative K-12: Teacher Training Workshops</i>	37
7. <i>Migration in Asia & the Pacific Conference</i>	37
8. <i>Project-based Learning Workshops: Tchr Training for EA Lang Instructors</i>	37
9. <i>Business Language Conferences—CIBER</i>	38
10. <i>Transnational China Workshops</i>	38
11. <i>EA Theatre</i>	38
<u>8A Goal 4. Library.....</u>	<u>39</u>
12. <i>Library</i>	39
13. <i>FLAS</i>	40

14. Administration of NRCEA	40
15. Evaluation	40
8B. Development plan/timeline	40
8C. Effective use of resources and personnel	40
8D. Long-term impact on undergrad, graduate & professional training programs	41
9. Impact and Evaluation	41
Meeting the Nation’s Security & Economic Needs: NRC & FLAS GPRA Measures...	41
9A. Impact of the UH NRCEA	42
9B. Equal access	44
9C. Evaluation plan	44
9C2. Use of recent evaluations	45
9D. Enrollments & placement data	46
9E. National needs & information to the public	46
9F. Awarding fellowships to address national needs and placement	47
10. FLAS Awardee Selection Procedures	48
10A. Advertising.....	48
10B. Application procedures	48
10C. Selection criteria	48
10D. Selection personnel	49
10E. Conforming to announced priorities	49
10F. Timeline.....	49
11. Competitive Priorities	50
NRC CP1: Collaboration with MSIs & CCs for global & international dimensions	50
NRC CP2: Collaboration with College of Education for teacher training	50
FLAS CP1: Preference to students who demonstrate financial need	50
FLAS CP2: Percentage of AY fellowships in 78 priority languages	50
Appendix 1. Project Budget, ED524 Section A and Budget Detail	1a
Appendix 2. Profiles for Project Personnel	10a
App 2A List of Names in Alphabetical Order	10a
App 2B EA Faculty List by Center/Department.....	16a
App 2C EA Faculty by Country	21a
App 2D Faculty Profiles, Alpha Order: Faculty, Collaborating Fac, Evaluator.....	25a
Appendix 3. Course List	99a
Appendix 4. Performance Measures Forms.....	122a
Certification Regarding Lobbying	128a
Assurances - Non Construction Programs	129a
Letter of Support, UH College of Education Dean Donald Young	131a
Letter of Support, ARCAS President Jeffrey Dippman.....	132a

TABLES

Table 1	UH Fiscal Allocation to EAC, 2013-14.....	2
Table 2	Earned Bachelor’s Degrees by Major (2012-2013), 2 yr EA Language	6
Table 3	Graduate Degree Programs in EA at UH.....	7
Table 4	Official Exchanges and Study Abroad in East Asia for UHM Students	10
Table 5	2012-13 Non-Language Course Offerings	12
Table 6	Course Enrollment by Language and Type: 2012-13.....	15
Table 7	Language/Literature Courses, 2012-13	16
Table 8	CJK Language Faculty 2014	17
Table 9	Entrance and Exit Goals	20
Table 10	EA Language Holdings as of June 30, 2013	21
Table 11	Library Acquisitions, 2013	23
Table 12	Current EA Library Staffing by FTE.....	23
Table 13	List of Organizations that Awarded Research Support to UH Faculty	25
Table 14	EAC Organizational Chart.....	27
Table 15a	Highlights, EAC Outreach Activities Related to K-12, 2010-14.....	28
Table 15b	Highlights, EAC Outreach Activities to Post-Secondary 2010-14.....	30
Table 15c	Highlights, EAC Outreach Activities to Business, Media, Public 2010-14	31
Table 16	Proposed Projects and NRC Absolute and Competitive Priorities.....	33
Table 17	GPRM Measures	41
Table 18	Career Placements for 2012-2013	42
Table 19	Current Undergrad Majors & Dept Concentrations of EA Grad Students	43
Table 20	FLAS Recipients & Their Career/Education Goals	47
Table 21	Career Placements 2006-10 FLAS Recipients	47

**UNIVERSITY OF HAWAI‘I NRC EAST ASIA & FLAS, FY 2014-2017
ABSTRACT**

The University of Hawai‘i (UH), the state’s flagship public institution of higher education, is a national and international leader in East Asian Studies (EAS). Classified by Carnegie as having “very high research activity,” UH is known for its pioneering research in Asian and Pacific Islands Studies, oceanography, and astronomy. UH’s resources in EAS include 141 faculty who teach over 360 EA courses across 23 academic units and 7 professional programs. Of these, approximately 130 are language courses, Chinese (Mandarin), Japanese, and Korean, enrolling 4,400 students annually. UH’s East Asian Languages and Literatures (EALL) Department is unparalleled, offering bachelor’s, master’s, and doctoral degrees in Chinese, Japanese and Korean. EALL is nationally recognized, awarded one of thirteen Chinese Language Flagship Centers and the only Korean Language Flagship Center in the U.S. UH offers degrees with EA focus in the Arts & Humanities, Social Sciences, and professional programs. Our graduates go on to use their EAS skills in government, private enterprise, K-12 schools and colleges as teachers across the nation.

EAS at UH are coordinated through the Centers for Chinese (CCS), Japanese (CJS), Korean (CKS), and Okinawan (COS) Studies in the School of Pacific and Asian Studies (SPAS) that oversees interdisciplinary certificate and degree programs in Asian Studies (AS). The Centers coordinate resources across disciplines and schools. Together, they form the East Asia Council (EAC), whose mission is to 1) direct the EA component of university-wide degree programs, 2) coordinate the acquisition and use of resources, and 3) develop transnational EA projects and proposals. The Council will administer the NRCEA.

Our proposed activities for FY2014-17 will meet the Absolute Priority of training teachers in three priority East Asian languages: Chinese (Mandarin), Korean and Japanese, and teacher training in EAS. Goal 1 is Language. We will add two language courses and improve language curriculum to accelerate the competencies of students in three priority languages, leading to career-readiness. Goal 2 is Area Studies. We will add two area studies courses and one Asia-Pacific certificate integrating EAS into the context of the Pacific, increasing the regional expertise of students in many disciplines. Meeting Competitive Preference Priority 2, we will collaborate with the College of Education to design one of these courses on Asia-Pacific for future teachers of grades 6-12 Social Studies. We will increase the number of students in languages and Asian Studies pursuing teacher preparation. Goal 3 is Outreach for Teacher Training. Meeting Competitive Preference Priority 1, we will conduct training activities among MSIs, community colleges and professional networks in Chinese, Korean, and Japanese language instruction, and in current affairs of East Asia, including Transnational China. We will conduct K-12 Outreach activities in three priority languages. Goal 4 is Library improvement. We will increase the number of materials in Chinese, Korean, Japanese, emphasizing the modern period in China, Korea, Japan, and Okinawa. To meet FLAS Competitive Preference Priority 1, we will give preference to students demonstrating financial need, starting from Year 2 AY FLAS, working with our Financial Aid Office. To meet FLAS Competitive Preference Priority 2, we will award 100% of the scholarships in three priority languages: Chinese, Korean, and Japanese.

**UNIVERSITY OF HAWAI‘I, NRCEA & FLAS, FY 2014-2017
ACRONYMS LIST**

AAS	Association for Asian Studies
AATJ	American Association for Teachers of Japanese
AATK	American Association of Teachers of Korean
ACTFL	American Council on the Teaching of Foreign Languages
APCSS	Asian-Pacific Center for Security Studies
ARCAS	Association of Regional Centers for Asian Studies
AS	Asian Studies
ASAN	Asian Studies course
ASDP	Asian Studies Development Program
ASP	Asian Studies Program
AY	Academic Year
BFSU	Beijing Foreign Studies University
BRIX	Interactive software for foreign language learning
C	China/Chinese Related Material
CCS	Center for Chinese Studies
CI	Confucius Institute
CIBER	Center for International Business Education & Research
CITS	Center for Interpretation and Translation Studies
CJK	Chinese, Japanese and Korean
CJS	Center for Japanese Studies
CKS	Center for Korean Studies
CLT	Center for Language and Technology
CLTA	Chinese Language Teachers Association
COE	College of Education
COS	Center for Okinawan Studies
CRDG	Curriculum Research and Development Group
CRI	China Review International (journal)
CTE	Center for Teaching Excellence
EA	East Asia
EAC	East Asia Council (Chief Administrators of NRCEA)
EALL	East Asian Languages and Literatures (Department)
EAS	East Asian Studies
EC	Executive Committee
EPIK	English Program in Korea
EWC	East-West Center
Flagship	National Security Education Program, Department of Defense
FLAS	Foreign Language and Area Studies (Fellowship)
FSIS	Faculty and Scholar Immigration Services (OIEP)
GIF	Global Interlibrary Loan Framework
GPRA	Government Performance and Results Act
GWLA	Great Western Library Alliance
HALT	Hawai‘i Association of Language Teachers

HBCUs	Historically Black Colleges and Universities
HIFF	Hawai'i International Film Festival
IFLE	International and Foreign Language Education, U.S. Dept of Education
ILL	Interlibrary Loan
ILR	Interagency Language Roundtable (scale)
ISS	International Student Services (OIEP)
J	Japan/Japanese Related Material
JABSOM	John A. Burns School of Medicine, UHM
JASH	Japan-America Society of Hawai'i
JET	Japan Exchange and Teaching Programme
K	Korea/Korean Related Material
KLFC	Korean Language Flagship Center
LCTL	Less Commonly Taught Language
LLL	Languages, Linguistics and Literature (College)
MIX	Mānoa International Exchange (OIEP)
MSAP	Muslim Societies in Asian and the Pacific
MSI	Minority-Serving Institution of Higher Education
NEH	National Endowment for the Humanities
NFLRC	National Foreign Language Resource Center
NGO	Non Governmental Organization
NRCEA	National Resource Center for East Asia
NRCPI	National Resource Center for Pacific Islands
NRCSEA	National Resource Center for Southeast Asian
NSE	National Student Exchange
NSEP	National Security Education Program
OCLC	Online Computer Library Center
OIEP	Office of International and Exchange Programs
OPI	Oral Proficiency Interview
PAAC	Pacific and Asian Affairs Council
PACOM	United States Pacific Command
PALS	Pacific-Asian Legal Studies
PMF	Performance Measure Form
PRC	People's Republic of China
SAC	Study Abroad Center (OIEP)
SEAS	Southeast Asian Studies
SEED	Student Equity, Excellence and Diversity
SLS	Second Language Studies
SOA	School of Architecture
SPAS	School of Pacific and Asian Studies
Startalk	National Security Language Initiative
TA	Teaching Assistantship (Graduate Teaching Assistantship)
TIM	Travel Industry Management
UCFP	Undergraduate Chinese Language Flagship Program
UH	University of Hawai'i
UHM	University of Hawai'i at Mānoa
WICHE	Western Interstate Commission for Higher Education

GENERAL EDUCATION PROVISIONS ACT (GEPa) SECTION 427

TITLE VI NRCEA & FLAS, UNIVERSITY OF HAWAI'I

The University of Hawai'i is an equal-opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or veteran status. The policy covers admission and access to, and participation, treatment and employment in, UH's programs, activities, and services.

The 2013 *U.S. News & World Report Best Colleges* ranked UH 6th in ethnic diversity among national universities. Still, there are under-represented groups at UH. To rectify inequities, UH established the Office of Student Equity, Excellence and Diversity (SEED), the umbrella organization for 14 programs that recruit and support students of different genders, abilities and other dimensions of diversity. Students of Hawaiian/part Hawaiian ancestry comprise 14% of the student body, while their representation in the community is 21.3%. To address the problems of recruitment and retention of Hawaiian students, UH established Kua'ana Native Hawaiian Student Development Services in 1988. Kua'ana coordinates financial-aid fairs for prospective students and their families, and offers scholarships, and mentoring/advising. The Office of Multi-Cultural Student Services (OMSS) identifies underrepresented groups in higher education and focuses on outreach activities encouraging individuals from under-represented groups and underserved communities to seek higher education. OMSS provides services to a number of groups, such as Vietnamese, Samoans, and Filipino students. OMSS offers college preparation, workshops, counseling, and scholarships for recruitment and retention of these groups. The Women's Center offers campus and community networking opportunities, crises services and special workshops/events, such as Title IX gender equity.

UH's KOKUA Program (Disability Access Services) provides academic access services to students with disabilities. These include academic advising, campus intervention, disability access counseling, early registration, faculty liaison, note-taking, sign language interpreting, exam accommodations, and transcription.

The EAC makes every effort to engage all ethnic and under-represented groups by advertising events through the UH website-events page, SPAS' multiple mailing lists and email lists, and by ensuring that events are held in various venues (including the School of Hawaiian Knowledge) that are disability accessible. For EAC activities, special accommodations are made for those with disabilities or special needs by working with the KOKUA Program for sign language interpreting and/or adapted furniture placement. The NRC grant will expand the potential of our EAC programs to reach more students and community groups, and will provide additional resources to target under-represented groups by working with units on campus, UH SEED, academic departments such as Engineering, and multiple community groups. See also sections 6C Nondiscriminatory practices and 9A2 Equal access.

Information to Meet §602(e) Statutory Requirements

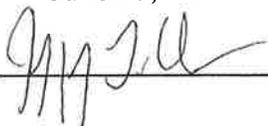
**DIVERSE PERSPECTIVES IN GRANT-FUNDED ACTIVITIES
TITLE VI NRCEA & FLAS, UNIVERSITY OF HAWAII**

Activities funded by this grant will reflect diverse perspectives and a wide range of views. Activities will also generate debate on world regions and international affairs. The East Asia Council at UH staunchly supports academic freedom and actively encourages the promotion of diverse, balanced viewpoints at the university environment. Our commitment to academic freedom will be applied to all Title VI-funded activities and projects. Cultural components to the language projects will include diverse range of resources and perspectives, including minorities in China and Japan. Events are often open to the public and we will encourage dialogue among all parties by providing opportunities for discussion and encouraging alternative voices. Directors of the East Asia Council will balance viewpoints at events by inviting scholars, community leaders, and policy makers who represent and speak to diverse opinions in an academic setting.

Curriculum development projects will use a number of sources to build the content. Faculty will invite specialists in the Asia-Pacific region to present on their specific expertise that will add richness and depth to the new courses. Every effort will be made to understand and grasp multiple sides to shared concerns and issues. This practice is essential in the academic learning process.

original

University of Hawai'i
Authorized Institutional Representative
Jeffrey Ibara, Office of Research Services
Telephone: 808 956-6058, Fax: 808 956-9081
E-mail: jibara@hawaii.edu
Date: June 27, 2014

Signature:  _____

Information to Meet §602(e) Statutory Requirements

**SERVICE IN AREAS OF NATIONAL NEED
TITLE VI NRCEA & FLAS, UNIVERSITY OF HAWAII**

The University of Hawai'i will encourage government service in areas of national need, as well as in education, business, and nonprofit sectors. UH is well positioned to fulfill the national need for experts in East Asian Studies, as identified by the U.S. Secretary of Education in consultation with Federal Agencies. Responses from all Federal Agencies designated proficiency in EA languages as high priority needs in their respective areas (Agriculture, Defense, Health and Human Services, Justice, Labor, Department of State, and Transportation).

We are the only university in the country to host two EA Language Flagship Centers (Chinese and Korean) that train global professionals with superior levels of proficiency. UH's Japanese language program is one of the largest and most diverse of its kind in the country. In 2012-2013, 101 students graduated with their Bachelor of Arts degrees in EA Studies' majors (Asian Studies, Chinese, Japanese, and Korean). UH offers diverse graduate degree and professional degree options. Placement data demonstrates that UH graduates are entering fields of government, education, business, and law.

All the EA Centers actively promote student networking and professional development opportunities through job fairs, on campus government agency recruiters, Peace Corps, and private employer interviews.

original

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Authorized Institutional Representative
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Date: June 27, 2014

Signature:  _____

University of Hawai'i, National Resource Center - East Asian Studies (NRCEA) & FLAS

The State of Hawai'i and its flagship university, the University of Hawai'i (UH), play key roles in America's relationships in the Asia-Pacific region—a strategic arena in global politics, economics, environment, and climate. UH's substantial Asia-Pacific resources stand ready to serve our nation's success in the region. Over 300 faculty specialists offer more than 600 courses related to Asia and the Pacific. In particular, East Asian Studies (EAS) at UH has exceptional expertise. Four Centers for Chinese, Japanese, Okinawan and Korean Studies coordinate EAS resources and provide leadership on campus (CCS, CJS, COS, CKS). Collaboration among EAS and degree programs in Asian and Pacific Islands Studies at UH offer rich opportunities to understand East Asia in the Asia-Pacific context. We propose four overarching goals in our NRCEA & FLAS grant application: 1) increasing the language expertise of students, teachers, and professionals in Chinese (Mandarin), Korean, and Japanese, 2) developing innovative courses and a certificate program on EA in the Asia-Pacific Region to build expertise among all students, especially future teachers, 3) training K-12, community college, and college teachers in languages and current affairs in East Asia, and 4) improving Library capacity and access serving EAS. UH proposes to accomplish these goals through a National Resource Center and FLAS scholarships in East Asia for undergraduate and graduate students. University Chancellor Tom Apple notes, "UH is at the forefront of education on and in Asia and the Pacific, offering unparalleled depth in instruction and research into languages and contemporary societies. As a Minority Serving Institution, we draw diverse students from the U.S. Pacific into higher education, build their skills through our fine faculty and academic partnerships, and send our alumni into professional careers that tie our nation to China, Korea, and Japan."

1. University of Hawai'i's Commitment to East Asian Studies

Currently, UH expends **\$19,413,404** annually in state general funding for East Asian Studies (EAS). This is supplemented by **\$439,403** in expendable income from over \$11 million in endowments for CCS, CJS, CKS, and COS. The combined investment of approx. **\$19.8 million** annually in EA expertise at UH is solid, long-term, and growing.

1A1. Support to the operation of the UH NRCEA UH provides **\$857,025** in direct support

for the operation of the Centers for C, J, K and O Studies (Table 1) which comprise the East Asia

Table 1: UH Fiscal Allocation to EAC, 2013-14					
	China	Japan	Korea	Okinawa	Total
FTE	2.4	3	4	1.5	10.9
Personnel Allocation	\$188,552	\$220,596	\$270,999	\$75,626	\$755,773
Operating Allocation	\$65,000	\$14,652	\$12,600	\$9,000	\$101,252
Total	\$253,552	\$235,248	\$283,599	\$84,626	\$857,025

Council (EAC). Administratively located in the School of Pacific and Asian Studies (SPAS), the Centers are supported by the Dean, the Chair of the Asian Studies Program, a Fellowships Coordinator, an Undergraduate Advisor, 2 Fiscal Officers, a Special Projects Coordinator, and 2 Secretaries. All devote from 10 to 75% of their time to EA-related matters. Their combined salaries total approximately **\$610,000**. UH supports facilities for the four Centers (C, J and O on three floors of Moore Hall, and K in its own building) as well as attendant services and supplies.

1A2. Support for teaching staff in EAS Of the 141 EA faculty listed in App. 2 Faculty Profiles, 130 are instructional faculty whose annual salaries total **\$12,099,588**.

1A3. Support for EAS library resources The general funds allocation for EA library materials is \$286,791. Library personnel allocations from general funds total \$900,000 for 13.15 FTE. See Tables 11, 12 (pp.23). Institutional support for the library totals **\$1,186,791**.

1A4. Support for linkages with institutions in East Asia UH established the Office of International and Exchange Programs (OIEP) to oversee international education programs and services campus wide. OIEP is comprised of the following units: Faculty and Scholar

Immigration Services (FSIS), International Student Services (ISS), Mānoa International Exchange (MIX), and the Study Abroad Center (SAC). The majority of the activity in OIEP focuses on EA: FSIS (63%), ISS (55%), MIX (74%). Study Abroad Center runs two one year/semester programs in Japan, one year/semester program in China, summer programs in China and Japan, and an independent study option for students who design their own study abroad plan in EA. See 2B2. Research and Study Abroad (p. 10) for a listing of study abroad and exchanges in EA. OIEP personnel allocations from general funds total **\$1.1 million** (16.0 FTE). UH waived tuition for all international students on official exchange programs (approx. **\$2.2 million** for exchange students from partner universities in EA in 2012-13). Moreover, each EA center has its own links, some quite extensive, with universities in East Asia. CCS, for example, has deep ties with the Beijing Foreign Studies University (BFSU), which produces 70% of China's diplomats, through joint operation of UH's Confucius Institute (CI). Faculty in BFSU's Department of Chinese as a Foreign Language have trained in Hawai'i, and as a result BFSU is sending us excellent young teachers and volunteers through our CI, to bolster the Chinese language program.

1A5. Support for UH NRCEA outreach activities EAC staff devote 20-80% of their time to outreach. The Confucius Institute (CI), established within CCS, has become the outreach arm of the Center. The CI's annual budget of \$200,000, supplemented by three full-time paid faculty and two full-time volunteer graduate student assistants from the PRC, is used to build up language instruction on campus and for outreach in K-12. In addition, SPAS and other units across campus cooperate to fund notable outreach projects, such as EA Theatre productions, most recently Spring 2014's *Jingju* or Beijing Opera, educating thousands. SPAS regularly collaborates with non-UH partners such as the EWC's Asian Studies Development Program

(ASDP), the Pacific-Asian Affairs Council (PAAC), the Asia-Pacific Center for Security Studies (APCSS), and the Pacific Forum on joint projects and workshops. UH invests substantial resources in community outreach. In 2012, UH was a major sponsor of the 14th Dalai Lama of Tibet's public talks on education and peace. In total, the University directs approximately **\$250,000** annually to EA outreach activities, not counting the salaries of EA faculty, who also regularly contribute expertise to outreach.

1A6. Support for EAS students UH adjusts tuition rates to allow select students from WICHE partners (15 western states) to pay 150% resident tuition for undergraduates, and resident tuition for graduate students. At the graduate level, the WICHE program applies only in fields of unique strengths at UH, most addressing Asia: Asian and Comparative Philosophy, Asian Theatre, Asian Studies, and East Asian Languages and Literatures. UH offers Kalakaua Scholarships in the amount of **\$30,000** annually for undergraduates focusing on Asia and Pacific. UH maintains an online website through which students apply for UH-specific scholarships, many designated for EAS. In AY 2014-15 the total funding available is \$7 million. Graduate students can compete for assistantships and undergraduate students can apply for UH Regents and Presidential Scholarships.

1B. Support to EAS students in the teaching program.

In 2013, UH fully funded 25% of its graduate students through scholarships, lectureships, and TAs. East Asian Languages & Literatures (EALL) awards 25 Graduate Teaching Assistantships annually and Asian Studies awards 2. These 27 TAs are worth **\$1,080,000**. Other departments (e.g., Anthropology, History, Sociology, Linguistics) also award TAs to EA students. In addition, ASP allocated \$67,600 in tuition dollar awards to EA graduate students for AY 2014-2015. The University, using endowed and donated funds, awards

approximately \$250,000 to EA graduate students as scholarships, research travel fellowships, and conference travel stipends in 2014-15. For FLAS recipients, UH covers the difference in tuition when UH tuition exceeds the FLAS institutional support (\$18,000); it will continue to do so if awarded FLAS for FY 2014-2017.

2. Quality of Hawai'i's Curriculum Design

2A1. Incorporation of EAS in undergraduate programs Virtually every one of the 14,655 undergraduates at UH has some exposure to EAS. All undergraduates must take two Global and Multicultural Perspectives courses with significant EA content. All Arts and Humanities majors must pass two years of a 2nd language. Students in the Shidler College of Business must pass either two years of a 2nd language or area studies courses. Business students regularly fill up EALL's specialized Japanese and Chinese language courses for business. Many UH students of all majors take Japanese to fulfill their language requirement and add a professional skill. Japanese has the highest enrollment of all languages offered at UH.

The undergraduate major in Asian Studies (AS) permits a student to emphasize either an EA region or a cross-area theme. Students take 36 credit hours of inter- and multi-disciplinary area coursework and a minimum of 2 years of an Asian language. AS also offers a minor requiring 15 credit hours of Asia-related courses and includes the option of an EA focus. Honors sections of AS courses are available for students in the Honors Program.

EALL offers undergraduate majors in C, J, or K Language and Literature, requiring 4th year language proficiency plus 36 hours of coursework. EALL also offers minors in C, J, and K (15 credits of language courses and 9 credits of non-language courses with a focus on linguistics and literature) and certificates (15 credits of language at the 3rd year level and above). UH is the only university outside Japan that offers Okinawan language and culture courses. The Korean

Language Flagship BA program and the College of Engineering last year established a dual degree Korean/Engineering program.

Given the richness of UH's EA language offerings (see App. 3 Course List) and the two-year foreign language requirement in most programs, it is not surprising that **14.8%** of students who earn their bachelor's degrees from UH have at least two years of an EA language. See Table 2. Out of 3,288 students who graduated with their bachelor's degrees in 2012-13 (F2012, S2013, Summer 2013), 488 students completed 2nd year (intermediate-level) EA language course (JPN 202, JPN 212, CHN 202, or KOR 202). These students were from 62 (out of 93) bachelor degree

Table 2: Earned Bachelor's Degrees by Major (2012-2013), 2 yr. EA Lang.

Asian Studies 18	Elem. Spec. Educ. 1	Mgmt Info. Sys. 10	Religion 2
Chinese 20	Elem. Educ. 1	Mgmt 4	Second Lang. Stds 8
Japanese 49	English 15	Marine Biology 2	Sec. Educ., JPN 1
Korean 14	Entrepreneurship 5	Marketing 16	Sec. Educ., Math 1
Accounting 14	Ethnic Stds 4	Mathematics 1	Sec. Educ. Music 1
American Stds 4	Family Resources 1	Mechanical	Social Work 1
Anthro. 4	Finance 21	Engineering 4	Sociology 8
APDM 1	Food Sci. & Human	Medical Techn. 1	Theatre 1
Art/Art Hist. 15	Nutrition 2	Microbiology 5	Travel Ind. Mgmt. 9
Biology 29	Geography 3	Molecular & Cell	Trop. Plant & Soil
Botany 2	History 9	Biology 1	Science 1
Chemistry 7	Human Resource	Music 4	Zoology 1
Communication 10	Mgmt 3	Nat. Res & Envir. 1	
Communicology 3	Info. & Comp. Sci. 4	Nursing 11	
Comp. Sci. 11	Interdiscip. Stds 21	Philosophy 1	
Creative Media 14	International Bus. 10	Plant & Envir. Protect	
Dental Hygiene 1	Journalism 2	Science 2	Total # of graduates: 488
Economics 26	KRS, Hlth/ExerSc &	Political Sci. 11	# of degree programs
Elec. Engineering 4	Lifestyle Mgmt 1	Psychology 31	represented in table: 62

programs, or 66.7% of all bachelor degree programs. The range and diversity of the bachelor degree programs demonstrate the wide reach of EAS at UH.

We will expand EA area studies' reach into the undergraduate program by developing and establishing an undergraduate certificate in Asian and Pacific Islands Studies in SPAS. Requirements will be 15 credits of Asian and Pacific Islands Studies courses including a new 3-credit required course, a minimum of 2 years of an Asian or Pacific Islands language, and a

culminating experience such as a research paper. We will work with the Korean Language Flagship Center and the Chinese Language Flagship Center to increase the number of students graduating with bachelor's degrees in Korean and Chinese.

2A2. Appropriateness and quality of EA undergrad programs Advanced language proficiency and 36 credit hours of courses are required of undergraduate majors in Chinese, Japanese, and Korean. Undergraduate EA course offerings are regularly reviewed by departments and the EA Centers to assess the appropriateness of curricular design in area studies. The quality of UH's undergraduate training is reflected by the wider achievements and activities of our students. EA majors participate in the UH Honors Program, 6 were Phi Beta Kappa in Spring 2013, many receive scholarships such as NSEP, Boren, and Japanese Monbukagakusho. About 15% of AS and EALL graduates continue EA-focused studies in graduate or professional schools right away; another 25% find employment in the private sector, Hawai'i's tourism industry and other international businesses. Approximately 5% secure K-12 teaching positions, and another 5% work in EA, often through Japan's JET program, private NGOs, or Korea's English Program in Korea (EPIK). Table 18 (p.42) shows 2012-13 graduates' career placements.

Table 3: Graduate Degree Programs in EA at UH					
Discipline/Field	MA	PhD	Discipline/Field	MA	PhD
Anthro.	X	X	Music	X	X
Art	X		Philosophy	X	X
Asian Studies	X		Political Sci.	X	X
EALL (C, J, K)	X	X	Religion	X	
Economics	X	X	Sociology	X	X
Geography	X	X	Theatre-Dance	X	X
History	X	X	Architecture		X
Linguistics	X	X	Business	X	X
			Library Sci.	X	
MBA					
Japan- and China-Track Global MBA Programs					
Joint degrees					
AS & Int. Bus	X		AS & Pub. Health	X	
AS & Law	X		AS & Library Sci.	X	

2A3. Curriculum options for graduate

students Table 3 summarizes the EA discipline-based graduate programs. Most require the ability to conduct research in the language of the area of concentration. Business students often opt to enroll in language study. The EAC oversees the EA

component of the MA in AS (with foci in C, J, or K). Students complete 36 credits in area

courses, 4th year language courses, and two interdisciplinary seminars, one to begin and the other a capstone to their programs. AS also offers a certificate program in C, J or K Studies, which requires 18 credits of area coursework in at least two major divisions, advanced language training, and a final research paper. Approximately 4 to 8 certificates are awarded each year.

EAC works with several certificate programs on campus. The UH-EWC International Cultural Studies Program offers a certificate in critical theory requiring 16 credits. The School of Law offers Pacific-Asian Legal Studies (PALS), for which students may receive credit for externships in China, Singapore, Hong Kong, and Japan. The Shidler College of Business has a nationally-ranked International Business program offering China- and Japan-track Global MBAs which require foreign language training/proficiency and in-country internships.

2A4. Appropriateness and quality of graduate programs EA language mastery as demonstrated through passing a reading/translation or oral language exam is part of the requirements for most of the EA doctoral programs, including History (requires 2 foreign languages), Anthropology, Geography, Music, Philosophy, and Theatre & Dance. Applicants for the master's and doctoral degrees in Chinese, Japanese, and Korean must demonstrate mastery of their language of concentration through diagnostic evaluation. Doctoral candidates in Chinese, Japanese, and in some cases Korean, are required to know a second EA language or European language. Students advancing to candidacy in the PhD in Japanese or Korean Language and Linguistics programs must fulfill a publishable paper requirement. The PhD Sociology Program has a similar requirement. The University offers diverse curriculum options for graduate students pursuing academic paths as well as career training focusing on EA. Graduate degree programs routinely undergo multi-pronged evaluation: by discipline-based curriculum committees, by the curriculum committees of the CJK Centers, and by the University's Center

for Teaching Excellence (CTE), which conducts long-range follow-up studies of alumni. Programs undergo external reviews at the school-level/college-level at five-to-seven-year intervals. UH will conduct an external review of SPAS degree-programs in Spring 2015; the last review was conducted in 2008.

The formal curriculum is supplemented by further professional development opportunities for the students. Annual EWC, LLL and SPAS graduate student conferences invite non-UH scholars and UH faculty to comment on student papers. Graduate students publish in UH journals such as *Philosophy East & West*, *China Review International*, *Korean Studies*, and the online *Asia-Pacific Law & Policy Journal* (student-run with faculty oversight).

One indication of the success of our graduates is placements. Details on the placement of graduates appear in Table 18 and Section 9A (pp.41-42).

2B1. Academic and career advising The AS and EALL programs both employ full-time undergraduate and graduate student advisers. In addition, the CJK centers each designate academic and career advisers for students. Chairs and committee members for all EA MA and PhD candidates are university-designated Graduate Faculty affiliated with the appropriate area centers. The EAC sponsors yearly academic orientation, development, and career workshops for students, with topics ranging from “Funding Sources” to “Career Opportunities in the Foreign Service.” The University’s Career Center offers workshops and semi-annual career fairs for students preparing to go on the job market. The Career Center facilitates on-campus recruitment by government agencies, and Peace Corps at the semi-annual career fair or informational meetings. Advising and information sharing are facilitated by the EA Centers’ websites and email list servers. Private employers attend the campus EA cultural festivals to recruit

prospective employees with language skills. Hawai‘i Language Roadmap is a statewide policy connecting education in language skills with needs of the workforce.

2B2. Research and study abroad Students study overseas through the Study Abroad Center programs, EA Centers’ formal exchange/agreement relationships, faculty-arranged informal placements, and study grants (including FLAS). In 2012-13, **237 students**

<p>Table 4: Official Exchanges and Study Abroad Opportunities in East Asia for UHM Students China and Hong Kong: Chinese University of Hong Kong, City University of Hong Kong, Fudan, Hainan, Hong Kong University of Science and Technology, Tongji, Zhejiang Japan: Aichi, Akita International University, Chuo, Doshisha, Hakuoh, Hiroshima, Hiroshima City, Hokkaido, Ibaraki Christian, Inter-University Center (Yokohama), Kanazawa Institute of Technology, Kansai, Keio, Konan, Kwansai Gakuin, Kyoto, Nanzan, Nihon, Obirin, Osaka U of Economics and Law, Ritsumeikan Asia Pacific U, Ryukoku, Sophia, Taisho, Tohoku, U of the Ryukyus, Waseda Korea: Chung-Ang, Chungnam National, Ewha Woman’s, Inha, Korea, Kyungpook National, Seoul National, Sookmyung Women’s, Soonchunhyang, U of Seoul, Yonsei Taiwan: National Sun Yat-sen, National Taiwan</p>
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attended programs in EA through these arrangements, up more than 35% from four years ago.

See Table 4 for a complete listing of institutions in EA with which UH has established agreements and programs. Each year, 1-2 graduate students and 1-2 undergraduate students receive Monbukagakusho (Japanese government) Scholarships for one to two years of study in Japan, and 3-5 graduate students receive full scholarships from the PRC Ministry of Education to study at universities in China. Students also intern abroad. In Business, this year the Japan-Track Global MBA will send 6 trainees and the China-Track Global MBA 4 for overseas study and internships with overseas businesses. The Office of Public Health Studies in the John A Burns School of Medicine (JABSOM) has an active faculty and student exchange with the Schools of Public Health at Wuhan and Fudan Universities. These activities include joint research projects and publications. The School of Architecture’s (SOA) doctoral (ArchD) program includes two semesters of internships, including available placements in Taiwan, Hong Kong, and Japan. In 2012, SOA established the Dual Degree Track Program (Tongji U. Chinese Master’s degree in Arch/UH Doctorate in Arch) with Tongji University in Shanghai where 6 SOA graduate students

started taking 2nd year coursework. UH belongs to the consortium running the Inter-University Center for Japanese Language Studies (Yokohama) and sends 1-3 students annually. In a joint program with Japan-America Society of Hawai'i (JASH), CJS sends two students to intern every summer in the International Office of Ehime Prefecture. This summer, 46 undergraduate students and 4 faculty members will participate in cultural study tours in Japan sponsored by the Japanese Government's Kakehashi "Bridge to Tomorrow" Program.

2B3. Student access to programs of other institutions The EA Centers facilitate student access to other institutions' study abroad programs by circulating information on study abroad opportunities in EA and encouraging the use of FLAS for programs in Korea, China, and Japan. In the summer of 2013, UH's Center for Southeast Asian Studies (CSEAS) and CCS worked collaboratively to send 5 students to Nanyang Technological Univ. in Singapore for advanced Chinese language studies on FLAS. In addition, the Study Abroad Center can arrange independent study at any accredited overseas university. One Summer 2014 FLAS student is at Kanazawa Institute of Technology advancing Japanese skills for engineering.

3. Quality of Hawai'i's Non-language Instructional Program

3A1. Extent of Non-Language Course offerings UH maintains extensive EAS coverage at both undergraduate and graduate levels. Some 214 non-language courses with 25-100% EA content are given at least once every 3 years. In 2012-13, UH offered 174 such courses in 20 academic units and 7 professional programs/schools, with a total enrollment of 5,444. Appendix 3 details course titles, instructors, EA content percentages, and enrollments; Table 5 (p.12) summarizes offerings.

Table 5: 2012-2013 Non-Language Course Offerings

	100	200	300	400	500	600	700	Total
	undergrad. courses				grad. courses			
American Studies	0	0	1	2	0	0	0	3
Anthropology	0	0	0	5	0	0	0	5
APDM	0	0	0	1	0	0	0	1
Art	0	0	2	1	0	0	1	4
Asian Studies	0	2	11	7	0	12	3	35
Dance	0	0	3	3	0	0	0	6
EALL (in translation)	0	4	10	1	0	1	0	16
Economics	0	0	1	2	0	0	0	3
Ethnic Studies	0	0	4	0	0	0	0	4
Geography	0	0	2	0	0	1	0	3
History	0	1	7	5	0	3	0	16
Honors	0	0	0	1	0	0	0	1
Kinslgy & Leisr Sci.	1	0	0	0	0	0	0	1
Music	1	0	5	1	0	0	0	7
Philosophy	1	0	3	1	0	0	4	9
Political Sci.	0	0	5	0	0	2	0	7
Religion	1	3	1	2	0	0	0	7
Sociology	0	0	3	0	0	0	5	8
Theatre	0	0	2	3	0	3	0	8
Women's Studies	0	0	2	2	0	0	0	4
Architecture	0	2	0	0	1	0	0	3
College of Bus.	0	0	3	0	0	3	0	6
College of Ed.	0	0	1	0	0	1	0	2
Ctr for Interp/Trans.	0	0	0	6	0	0	0	6
School of Law	0	0	0	0	3	0	0	3
Travel Indstry Mgmt	0	0	1	0	0	0	0	1
Urb. & Reg. Planning	0	0	0	0	0	5	0	5
Total	4	12	67	43	4	31	13	174

Note: 28 of the courses are cross-listed; the true total is 159.

3A2. EAS courses in professional programs/schools The EAC

supports EA course development in professional schools. It has ensured that these courses are open to non-majors and integrated with programs in Arts and Sciences. In addition to the 7 courses in App. 3 on EA business and the regular BBA and MBA degrees in International Business, the Shidler College of Business also offers the Japan-Track and China-Track Global MBA

Programs. The School of Law focuses on Asia through its Pacific-Asian Legal Studies(PALS) program and offers 7 courses related to EA law (3 taught in 2012-13). The Law School and Asian Studies Program offer a dual JD/AS master's degree program. The College of Education provides seminars in comparative education and cultural diversity in education, both with EA content. The School of Architecture offers a doctoral program that includes modern EA architectural courses with study trips to the countries, and has recently initiated a dual degree with Tongji Univ. in Shanghai (Chinese Master's in Arch & UH Doctorate in Arch). The Center for Interpretation and Translation Studies (CITS) offers up to 8 courses in the academic year and a summer certificate program every other year.

3B. Depth of specialized EAS course coverage App. 3 Course List (p.99a) demonstrates that

UH has special depth in the humanities, with EA-focused courses in History (30 courses over three years), EALL (21), Religion (11), Philosophy (10), and the arts (Music 8, Theatre 13, Dance 6, Art 11). THEA courses that use native experts to train students in Japanese *noh*, *kyōgen* and *kabuki* and Chinese *jingju* (Peking Opera) are unmatched in the country. In the social sciences, UH has solid coverage in Political Science (8), Sociology (8), and Economics (3). UH seeds tenure-track positions through the CKS-Korea Foundation Rotating Chair in Korean Studies designed to promote continual strengthening of Korean Studies at UH. Prof. Myungji Yang became the first Chair in Political Science in Fall 2013.

3C. Interdisciplinary EAS courses The Asian Studies Program curriculum is based on course work that is interdisciplinary, relies on course offerings from other academic units and strong language courses of study. App. 3 lists 41 undergraduate and graduate Asian Studies courses with at least 25% or more EA content. Interdisciplinary methods are useful in culture courses such as the pairing of ASAN 323/HIST 323 Way of Tea in Japanese History and Culture and ASAN 324 Tea Ceremony Practicum taught in an authentic Japanese tea house. In recent years, new AS courses complemented curriculum development in other departments, such as the ASAN 3200 Okinawan Studies which contributes to the growing number of courses on Okinawa— ANTH 487 Okinawa & Its Diaspora, HIST 423 Okinawa, and JPN 471 & 472 Okinawan Lang & Cult I, II. For graduate students, the required course ASAN 600 “Scope and Methods of Asian Studies” introduces interdisciplinary methods and materials. The EAC-developed ASAN 651 “East Asia Now” is an M.A. capstone course that draws instructors and students from across areas and disciplines. American Studies, Ethnic Studies, Geography, Women’s Studies, and other units regularly offer interdisciplinary courses with EA content. Multiple cross-listings of courses attest to the interdisciplinary foci.

3D1. Sufficient numbers of non-language faculty UH has 96 non-language EA specialists distributed through 36 academic units. See App. 2B Faculty List by Center/Department (p.16a) and App. 2D Faculty Profiles (Alphabetical Order) (p.25a). Several departments, including Asian Studies, History, Sociology, Economics, and Law have specialists for each EA country. Moreover, UH has 23 EALL faculty who teach in their area of specialization (e.g. “Korean Literature”) in addition to teaching language courses.

3D2. Pedagogy training for instructional assistants UH offers several kinds of training for TAs. The Center for Teaching Excellence (CTE) provides a mandatory 3-day workshop for new teaching assistants on topics such as teaching in a multicultural environment, assessing student work, and encouraging active learning. CTE runs a special session for international TAs. It offers regular workshops and provides mid-semester evaluation services. Individual departments provide their own training sessions and courses. In EALL, Chinese, Japanese and Korean TAs must take the appropriate teaching practicum (CHN 645, JPN 620 or KOR 655) before teaching their first class. Graduate courses in the Second Language Studies Department strengthen TAs' methods. Throughout the academic year, the UH NFLRC offers weekly presentations on aspects of language pedagogy, as well as larger scale symposia and conferences such as “Language for Specific Purposes” (2013) and “Assessments for Japanese Language Instruction” (2012).

4. Quality of Hawai'i's Language Instructional Program

UH's EALL is unparalleled in its breadth, depth, and diversity, nationally and internationally. EALL has the largest and most comprehensive Japanese program in the nation; it has the only Korean Language Flagship Center in the country (established 2002); and, its Chinese section was recently awarded an institutional grant to establish an Undergraduate Chinese Language Flagship Program (UCFP), 1 of 13 in the nation. EALL offers approx. 130 language courses a year in a

rigorous and performance-oriented training program in CJK. Four years of comprehensive instruction in the 5 skills—listening, speaking, reading, writing, and culture—are offered in 3 EA languages: Mandarin Chinese, Japanese, and Korean. The Flagship BA Korean for Professionals program offers rigorous in-house instruction combined with overseas study, leading to the attainment of ILR 3/ACTFL Superior level fluency by graduates. Similarly, the Chinese program will develop a Flagship curriculum to move undergraduate students of all majors and disciplines to the ILR 3/ACTFL Superior level. For FY 2014-17, we are proposing NRCEA projects which will raise the proficiency levels of all CJK students.

To accommodate the demand for EALL courses (about 4,400 students enrolled per year), most of the lower-division courses offer multiple sections. Beginning Japanese averages 20 sections per semester; Beginning Chinese and Korean each offer 6 sections. Core courses meet for 4 hours per week. Students work with computer-based material or lessons on the Web in a multimedia student laboratory or at home. Classes are limited to 15 students, and many target the special-purposes learner: C and J both offer elementary and intermediate business language courses; J offers a two-semester sequence on Okinawan language and culture; K offers specialized courses for career professionals (political science, business, law) at the 4th-year level; and CJK use film and television dramas to teach oral skills. All 3 language programs offer directed study at the undergraduate and graduate levels for variable credit. During the summer, EALL offers intensive instruction in 2 six-week sessions (2 hours/day) in all 3 languages. Also, SAC offers C and J summer study abroad programs.

4A2. Enrollment Enrollment in EALL language courses totaled

Table 6: Course Enrollment by Lang. and Type: 2012-13			
	Japanese	Mandarin	Korean
Basic (Y 1,2)	1383	362	510
Advanced (Y 3,4)	876	417	512
Accelerated	8	96	0
Grad level	122	50	82
TOTAL by Lang.	2389	925	1104
TOTAL language course enrollment, overall: 4,418			

4,418 in 2012-2013, as indicated in Table 6 on p.15.

4B1. Availability of 3+ levels The Mandarin, Japanese, and Korean languages offer 4 years of instruction in a standard, graduated program. Courses offered in 2012-13 are summarized in Table 7; details can be found in App. 3. In addition, the UH KLFC produces a critical mass of

Table 7: Language/Literature Courses, 2012-13								
	100	200	300	400	500	600	700	Total
Chinese	4	4	7	14	0	4	4	37
Japanese	4	5	9	18	0	16	3	55
Korean	4	2	6	17	0	9	1	39
Total	12	11	22	49	0	29	8	131

Korean language speakers

through a Bachelor’s program in

Korean for Professionals (48

credits, including year-long courses at the fourth and fifth levels, followed by eight specialized courses beyond the fifth level) and a Master’s program in Korean for Professionals (34 credits, including 5 graduate language training courses at 600- 700 levels).

4B2. Language courses in other disciplines A number of courses in EALL target disciplinary content, e.g., JPN 407 Rdgs in Social Sciences, and KOR 486C Korean for Academic Purposes: Political Science. The department offers business tracks for Chinese and Japanese. EALL faculty regularly tutor students in directed readings focused in their disciplines. NRCEA (2006-10) funded the development of an advanced Japanese course (JPN 420) for academic and professional purposes, training in presentation and interviewing skills. Prof. L Foster in the Law School offers “Readings in Chinese Law” (LWPA575C) for which NRCEA-supported the development of a textbook, *China Law Reader*, published in 2013. In addition, occasional courses in other departments are taught entirely in the target language: GEOG 352 Geography of Japan and PHIL 671 Neo-Confucianism, for example, were taught in an EA language to large enrollments. In Theatre and Dance, when UHM is preparing for a theatrical production of Beijing Opera, *noh*, *kyōgen*, or Kabuki, artists from the country provide acting and music seminars in the target languages. The new Chinese Language Flagship Center will be

developing a series of courses or add-on modules to existing courses in Humanities, Social Sciences, and the professional schools.

4C1. Numbers of language faculty The size of the instructional cohort in EALL is striking: 89 language specialists teach in EALL and two administrators focus on pedagogic issues in the teaching of CJK, including program development, curriculum revision, performance evaluation, and technology integration. See Table 8 CJK Language Faculty 2014 for breakdown. EALL has

Table 8: CJK Language Faculty 2014						
	Prof.	Instr.	Adviser	Lect.	TA	Total
Chinese	7	4		5	4	20
Japanese	11	15		4	13	43
Korean	6	1		10	8	25
East Asia			1			1
Total	24	20	1	19	25	89

a full-time undergraduate adviser for students in the department. For Fall 2014, EALL is hiring two new

faculty members: Chinese language coordinator (Madeline Spring) for the new Flagship Center and Japanese linguist (Mitsue Tabata-Sandom) with a focus on pedagogy. In addition, the new UCFP will hire an instructor and two TAs. The total number of CJK languages specialists teaching in Fall 2014 will reach 94.

Their efforts are supplemented by the expertise of other language scholars, strategically placed: C. Ning, in the Center for Chinese Studies and Co-Director of the Confucius Institute, is a nationally known Chinese textbook author and pedagogue, while widely-published assessment specialist K. Kondo-Brown serves as Associate Dean for the College of LLL. Additionally, Gabriele Kasper, an internationally-recognized language pedagogy specialist in Second Language Studies (SLS) collaborates with CJK faculty on workshops, is a Cooperating Member of the EALL Graduate Faculty, and devotes 10% of her time to EA research/advising/teaching. Many SLS faculty members serve regularly as mentors and thesis committee members to EAS students.

4C2. Training for performance-based teaching The program has well-trained language pedagogues coordinating its language offerings. In Chinese, S. Jiang, who specializes in second language acquisition and recently coordinated the successful proposal for an Undergraduate Chinese Language Flagship Program grant, oversees all language courses. Japanese, because of its size, divides coordination between the lower (1st and 2nd yr/100 & 200 level) and upper (3rd and 4th yr/300 & 400 level) divisions, both supervised by an Instructor with OPI training. The Korean section operates by consensus; instructors meet on a regular basis, and the needs of the Flagship Program ensure that they stay current in pedagogic approaches.

Approximately 80% of all EALL faculty have attended performance-based instructional and assessment workshops in the past five years. All faculty are encouraged to participate in the numerous professional development offerings of UH’s NFLRC and Center for Language & Technology, often developed in conjunction with UH’s top-rated Second Language Studies (SLS) department. Moreover, each EALL section (C, J, and K) holds in-house, in-service training sessions for its faculty.

On average, 15 to 20 UH faculty and graduate students per year attend or present papers at the ACTFL conference, and at the conferences of the Chinese Language Teachers Association (CLTA) and the American Association of Teachers of Japanese (AATJ). The Korean language annual conference is generally organized by the American Association of Teachers of Korean (AATK). All Korean professors and graduate students receive subsidies from the Korea Foundation to attend AATK conferences, and 4 to 7 per year present papers.

4D. Quality of language program measured by:

4D1. Performance-based instruction EA language instruction at UH is communicative and task-based, emphasizing the development of skills to perform successfully in “real-life”

situations. Classroom exercises, such as role playing and skits, provide opportunities for students to practice and build communicative language skills. Authentic materials (from websites, newspapers, magazine articles) are integrated in the curriculum to develop reading skills. EALL has collaborative Language for Specific Purposes programs in Chinese and Japanese with the College of Business and in Korean with the College of Engineering.

The Department has developed curriculum maps, which include student learning outcomes for courses and for all undergraduate and graduate programs. UH conducts official ACTFL OPI testing among all graduating BA majors in EALL to assess learning outcomes. Proficiency testing continues to generate data into a feedback loop, providing impetus to adjust curricula and teaching approaches. The main impetus for the proposed NRCEA project on Japanese curriculum design is to raise the proficiency level of students coming out of the JPN 101-202 series of courses to better prepare students for success in third year JPN courses.

EALL faculty members regularly attend seminars/workshops and/or provide professional development workshops. Prof. Kimi Kondo-Brown, a national leader in language assessment, has given more than 10 workshops and seminars since 2011, including a one-week workshop on assessment for Japanese language teachers for the 2012 NFLRC Summer Institute.

4D2. Adequacy of resources for language teaching LLL offers one of the most extensive foreign language programs in the US, with regular instruction in 30 languages and the capacity to offer up to 50 upon demand. This breadth and depth is supplemented by the research and pedagogic strength of the faculty in SLS, EALL and in the Center for Language & Technology (CLT), who provide the leadership for UH's NFLRC.

The mission of CLT is to support the informed use and integration of technology into instruction and research in LLL. CLT offers technical, instructional and research support which

combine with its facilities, resources and staff expertise in a unique combination of assets. CLT facilities include fully equipped studios for the production of educational A/V materials, a 42-station language laboratory, 2 recently updated class labs (equipped with 42 Mac and PC computers with scanners, cameras, headsets with microphones, and printer), a recently remodeled project-development lab (15 iMacs, projection, movable furniture and whiteboard), a seminar room, a smart classroom, and a 7.1 sound, high-definition film projection classroom. Via satellite, CLT receives daily programming on the International Channel, which can be viewed onsite or recorded for classroom use.

CLT houses the NFLRC. In FY 2014-2017, NRCEA and NFLRC are proposing joint funding for teacher workshops focusing on project-based learning and Chinese business language.

Additional faculty strength comes from the 2006 addition of a CI, with the Beijing Foreign Studies Univ. (BFSU) as its partner, providing three BFSU Chinese specialist faculty and two volunteers to the UH campus each year, providing language instructional assistance. CI faculty teach EALL courses, conduct informal training after hours to meet the needs of non-traditional students, and lead meetings of the Mandarin Table organized by EALL's Chinese language learners.

4D3. Language proficiency requirements Table 9 indicates entrance and exit goals for each of the core language levels based on the ACTFL Proficiency Guidelines with adjustments according to the textbooks for each level.

Testing within the department indicates that about 60% of students currently fall within these entrance-exit parameters. Models for capstone assessments for EALL undergraduate

Table 9: Entrance and Exit Goals		
Level	Entry Prof	Target Exit Prof
101-102	Zero	Novice High/Int Low
201-202	Novice Mid	Int Mid/Int High
301-302	Int Mid	Int High/Adv Low
401-402	Int High	Adv Mid

programs have been established by the Flagship Centers for Korean and Chinese, setting high goals—Superior on the ACTFL scale or Level 3 on the ILR. The majority of Korean language majors are in the KLFC track. To determine all levels of the ILR scale in Chinese, NRCEA will partner with NFLRC in FY 2014-17 on the development of an adaptive placement test for Mandarin. The Japanese section is in the process of accelerating its four-year undergraduate curriculum which will eventually include capstone assessments and course, beginning with the proposed NRCEA project targeting JPN 101 through 202.

5. Strength of Library

5A1. EA Holdings. UH maintains one of the nation’s major EA library collections within its Asia Collection.

The library holds 380,592 EA language monographs (including 6,546 e-books).

Current periodical subscriptions number 2,600. The collection contains over 22,000 reels of microfilm, and over 1,200 audio-visual items. Library patrons have access to over 4,600 CJK files on CD-ROM or online. The library

holds another EA 318,783 volumes in non-CJK languages. Additional resources on East Asia are in the Art Department’s Slide Library, the East Asia Dictionaries Center, and Sinclair Library (including Wong Audio-Visual Center). Library patrons can access 3.3 million print-volumes, more than 250 electronic databases, and 37,000 electronic journals. Several unique digital

Table 10: EA Language Holdings as of June 30, 2013				
	Chinese	Japanese	Korean	Total
Monographs (Total Volumes)	165,126	137,746	71,174	374,046
E-Books (Titles)	946	700	4,900	6,546
Current Periodicals (Titles)	1,000	1,200	431	2,631
Current Newspapers (Titles)	5	6	6	17
Microforms (Microfilm & Microfiche)	11,766	9,031	1,737	22,534
DVD	179	783	315	1,277
Computer File (No. of Titles)	242	512	309	1,063
Computer File (No. of CD ROMs)	841	2,184	666	3,691
Electronic (Indexes, Reference Tools Full-Text Databases and Periodicals)	11	11	2	24

projects, such as selections from the Sakamaki-Hawley Collection and lantern slides from the Okumura Collection are also accessible via the library server.

The **China Collection** focuses on humanities and social sciences, and is strong in collectanea sets (*congshu*), which cover 17-19th c. literary works. It holds more than 1,000 reels of microfilm from the Union Research Institute (Hong Kong) collection of PRC newspapers for the period 1946-66, one of only 5 such collections in the U.S. The China Collection is also notable for its holdings on SE China, Republican-period government gazetteers, materials on Taiwan's history in the Qing era, and presidential papers of the Republic of China. The collection of Taiwan government publications during the early period of the Chiang regime is considered one of the best outside Taiwan.

The **Japan Collection** focuses on the humanities and social sciences, distinguished by several special collections. The Nan'yō (South Seas) and Kajiyama Collections complement the Library's Hawaiian & Pacific Collection. The Takazawa Collection (50,000 items and growing) on post-war social movements in Japan is a unique set of primary resources. Since 2002, not-for-sale publications on Japanese companies, organizations, and education histories, collectively known as "*shashi*," have been actively developed and UH holdings have gained national recognition. The Library has been closely collaborating with COS and institutions in Okinawa to further develop materials on contemporary Okinawa, including archives of two Okinawa-based newspapers and their online/DVD databases. These join the Okinawa/Ryukyu holdings, anchored by the Sakamaki-Hawley Collection. UH Library's materials on Okinawa are the most comprehensive outside of Japan. The Library is in the process of recruiting an Okinawan Studies Librarian—a full-time position mandated and funded by the State of Hawai'i Legislature in recognition of the unique importance of this collection to the Asia-Pacific region.

The **Korea Collection** is one of the top 5 academic collections in the US. It is strong in the humanities, especially history, and has been gaining in the arts, business, and social sciences, particularly relating to 20th c. Korea. A collection of North Korean materials was acquired with previous NRCEA funding. UH has received grants since 1994 from the Korea Foundation to develop collections in such areas as modern social conditions, traditional music, urban planning and Cheju Island. The Collection now provides greater access to fee-based online full-text databases from Korea by participating in consortia with other Korea collections in North America. Special holdings include America’s largest microfilm of the Kyujanggak Collection (Choson Dynasty royal collections), microfilms of the Imanishi Collection of the Korean historical sources owned by Tenri Central Library. CKS annually supports an average of 5

visiting
researchers to
use these
holdings.

Table 11: Library Acquisitions, 2013					
	China	Japan	Korea	50% Gen Asia	Total
Monographs	\$24,962.00	\$32,119.00	\$23,200.00	\$5,267.00	\$85,548.00
Serials	\$21,000.00	\$55,000.00	\$11,100.00	\$12,494.00	\$99,594.00
Sub-Total	\$45,962.00	\$87,119.00	\$34,300.00	\$17,761.00	\$185,142.00
Other Sources	\$42,090.00	\$19,059.00	\$40,000.00	\$500.00	\$101,649.00
Total	\$88,052.00	\$106,178.00	\$74,300.00	\$18,261.00	\$286,791.00

5A2. Institutional support for acquisitions & library staff

The EA acquisitions budget for 2013 totaled \$286,791 (excluding NRC funds). See Table 11.

The category of “Other Sources” represents income from library endowments and external

grants. The head librarians of the CJK

collections (Kuang-tien Yao, Tokiko

Bazzell, and Jude Yang) are all

experienced professionals. The salaries

and benefits of the library personnel

listed in Table 12 total \$900,000.

Table 12: Current EA Library Staffing by FTE			
	Professional	Clerical (incl students)	Total
Chinese	2	1.25	3.25
Japanese	2	1.4	3.4
Okinawan (recruiting)	1	0.25	1.25
Korean	2	0.75	2.75
Western Language	0.25	0	0.25
Administrative Support	0.25	2	2.25
Total	7.5	5.65	13.15

5B1. UH access to holdings of other institutions UH is a member of Online Computer Library Center (OCLC). Online access to the OCLC database and its records in CJK scripts is available to all UH library patrons. Materials unavailable in the UH Libraries can be obtained via interlibrary loan. The UH Library is a member of the Greater Western Library Alliance (GWLA), 33 academic libraries shortening interlibrary loan turnaround time. UH users will have greater access to expensive East Asian electronic resources through consortial arrangements with GWLA. Global ILL Framework (GIF) membership gives UH users access to book and articles in 150 major Japanese universities.

5B2. Accessibility of UH EA collection to outside users The library's web based catalog is freely accessible through the internet. Each of the East Asia collections maintains its own website with information and resources on East Asia. The library contributes its catalog records to WorldCat (OCLC). Library books and journal articles are available through interlibrary loan and document delivery service. During the four-year period 2009-2013, CJK loans from the Asia Collection accounted for 10-13% of all UH Library interlibrary loans. GWLA membership will make UH Library collections even more accessible. The Library has an open door policy allowing everyone use of the library's resources and open stacks. Borrowing privileges are available without charge to UH faculty, staff, students and visiting scholars, and to others for a nominal fee. Digital collections on EAS include "Asia at Work" (images) and "Images of Okinawa after WWII." The library's open-access digital repository ScholarSpace disseminates UH-produced resources on China, Korea, Japan, and Okinawa.

6. Quality of Hawai'i's Staff Resources

6A1. Qualifications of faculty and professional staff All UH EA professorial and most specialist faculty hold doctorate degrees in EA specialties from institutions with distinguished

EA programs, including Harvard (11), UC Berkeley (10), U. of Michigan (6), Stanford (6), UCLA (5), Columbia (4), and U. of Chicago (3). Since UHM is one of the nation’s largest EA Studies programs with concentrations offered nowhere else, a number of our faculty hold UH doctorates.

In the past 5 years, EA faculty have published 59 books and edited books, 140 chapters in books and conference proceedings, and 181 journal articles for a total of 380 publications. They have also created artistic/media/performance products, such as a concerto composition with *shakuhachi* (D. Womack, p.91a), a theatre production of a Beijing opera (E. Wichmann-Walczak, p.90a), and an exhibition of architectural designs in Berlin (P. Miao, p.66a). During their tenure at UH, 7 have won awards for their scholarship/research, 23 have won awards for teaching excellence, and 3 have received “Best Book” awards. Half of the faculty travel regularly to Asia (some several times a year), and almost all are proficient in at least 1 EA language. Table 13 lists foundations that have awarded research support to UH faculty.

Table 13: List of Organizations that Awarded Research Support to UH Faculty

AAS North East Asia Council, Abe Fellowship, Academy of Korean Studies, American Cancer Society, Andrew W. Mellon Foundation, Blakemore Foundation Fellowship, Center for International Business Education and Research, Chiang Ching-kuo Foundation for International Scholarly Exchange, East-West Center, European Science Foundation, Ford Foundation, Fulbright, Guggenheim, Hawaii Community Foundation, Hawaii Council for the Humanities, Japan Foundation, Japanese Society for the Promotion of Science, Robert Wood Johnson Foundation, Korea Foundation, Henry Luce Foundation, John D. and Catherine T. MacArthur Foundation, National Academy of Sciences, National Endowment for the Humanities, National Geographic Society, National Science Foundation, National Security Education Program, North American Coordinating Council for Japanese Library Resources, Smithsonian, Social Science Research Council, Toyota Foundation, US Department of Education, US Department of Defense, US-Japan Conference on Cultural and Educational Interchange, US-Japan Friendship Commission, Weatherhead Foundation, Wenner-Gren Foundation, and Woodrow Wilson National Fellowship Foundation.

6A2. Professional development opportunities UH provides travel funds and seed money for research and instructional projects through the Office of Research Services, and sabbatical leave for faculty of 1 year at half pay or half year at full pay every 7 years. EA faculty have additional

resources through their individual Centers. CJS \$4.9 million and CKS \$5.9 million endowments provide every full-time J and K faculty member an annual \$1,000 research stipend. Moreover, CJS awards \$300 per year to each language instructor for development. CJS and CKS hold semi-annual competitions for additional funding, in 2013 giving roughly \$150,000 in faculty support. All CCS faculty who apply (about 10 per year) receive allocations for research at Peking U. A \$200,000 CCS endowment awards approximately 15 faculty and graduate students modest amounts annually for travel and research. The CI helps fund two faculty-run conferences per year, and supports China-focused faculty and graduate students seeking to travel to China and to conduct research and exchange at home; for Fall 2014, a major comparative Confucianism conference is scheduled for the UH campus. Research and travel support to faculty is also provided by the UH Research Council at a rate of \$100,000 annually. SPAS and EWC work collaboratively on research projects, and they provide approximately \$50,000 annually for Asia-Pacific related activities. UH Study Abroad Office created Faculty Resident Adviser positions in many of its overseas programs (Kobe and Machida in Japan, Shanghai in China) providing opportunities for UH faculty to teach and conduct research in EA. UH faculty utilize EAC's contacts in EA to further develop their research and intellectual reach.

6A3. Teaching, supervision, and advising of students Students are the focus of teaching and advising by faculty and degree advisers. App. 2D Faculty Profiles includes the percentage of a faculty member's time spent on EA instruction and research. **Seventy-four** of the 141 UH EA faculty devote 100% of their time to EA (approximately 40-45% to instruction and advising, 40-45% to research, and 10-20% to service). With robust undergraduate and graduate EA programs, all of our EA faculty are involved in teaching, supervision and advising.

6B1. Faculty/library representation in the UH NRCEA The EAC is advised by and responsible to Executive Committees (EC) in each area center, composed of EA faculty representing the larger membership and programs of the Centers. The ECs include elected and appointed representatives of EALL, AS, the Library, and balanced representation from among the humanities, social sciences, and professional schools. Membership in the Centers requires a continuing record of research and instruction in EA, and is reviewed every 5 years.

6B2. UH NRCEA staffing The Directors of the CJK Centers, who comprise the EA Council, are

Table 14: EAC Organizational Chart
East Asia Council

CCS	CJS	CKS	COS
Director: F. Lau	Director: M. McDonald (EAC Chair)	Director: S. Lee	Director: J. Chinen
Assoc. Dir.: C. Ning (CHN language)	Assoc. Dir.: G. Satsuma (EAC Outreach)	Adm. Assts.: M. Labuguen A. Esteban	Prog. Coord.: L. Teruya
Fellowship Coordinator: C. Allen ; fiscal officer			

supported by a staff of administrators with several decades of combined experience in their positions. The personnel directly responsible for the UH NRCEA are in bold in Table 14. The NRC will be directed by M. McDonald (CJS), Chair of the EA Council, with the support of F. Lau (CCS), S. Lee

(CKS), and J. Chinen (COS). All staff in the CJK centers assist in EA projects, but those with direct responsibility for the UH NRCEA include McDonald (PI), C. Ning (CHN language initiative K-12), and G. Satsuma (administration and outreach). McDonald, Ning, and Satsuma hold PhDs; all have extensive backgrounds in EAS and sustained administrative experience. Ning and Satsuma have administered four NRCEA/FLAS grants. SPAS commits the services of a .50 fiscal officer for the NRCEA, and .50 of C. Allen for FLAS fellowships.

6C. Non-discriminatory practices UH students and faculty, as well as the personnel associated with this project, reflect the multi-racial, multi-ethnic diversity of Hawai'i. Women comprise 55% of the student body (close to the national rate for public universities of 56.4%) and 43.7% of the faculty (exceeding the national rate for doctoral-level institutions of 33%). All open positions in EAS are advertised, and minorities, women, persons with disabilities, and the

elderly are encouraged to apply. UH complies with or exceeds all US laws on disability access, equal opportunity, and anti-age discrimination (see GEPA Section 427 Statement, p.viii).

Activities under this grant will strive for inclusiveness of under-represented beneficiaries.

7. Linkage and Outreach Activities

Located in a state with an EA heritage population equaling 19.4% of the total, and which houses the United States Pacific Command (PACOM), UH has an especially strong responsibility to share our expertise through outreach both locally and nationally.

The narrative below discusses a few of our major outreach activities in more detail.

Although broadly grouped by categories “K-12,” “Post-secondary,” and “General public,” most of these activities attract a broader audience beyond their target.

Significant and measurable regional and national impact, and faculty and professional school involvement for Outreach.

Tables 15a, b, and c provide lists of our outreach activities’ highlights.

7A. Outreach to elementary and secondary schools

TABLE 15a: HIGHLIGHTS OF EAC OUTREACH ACTIVITIES RELATED TO K-12, 2010-14		
Activity	Partners	Participants
<i>Japanese Culture</i> Video production (2013); developed to address social studies standards.	HI Dept. of Education	UH faculty were interviewed; UH tea ceremony was videotaped; video targets 4 th to 12 th graders.
STARTALK Chinese Language Immersion Sports Camp & Teacher Training Institute (annual since 2007)	CI	30 students, 15 teachers
Pre-college Korean Honors Program (2012)	KLFC	19 high school students
Chinese, Korean and Nippon Culture Days (annual)	EALL	UH faculty, UH students, and middle school and high school students. 625 for all 3 events.
Korean Language Teacher Training (high school, community schools) (ongoing)	KLFC	10 teachers at the high school level and in community schools.

UH has been aggressive in offering pre-college language-learning experience (often coupled with teacher-training) to a local and national student population. The CI's Chinese Language Teacher Education program works with approximately 40 pre- and in-service teachers through a program of teacher training seminars in conjunction with the Chinese Language

Education Association of Hawai'i and the Hawai'i Association of Language Teachers (HALT). In addition, CI has established Chinese language teaching sites at 2 elementary schools in Hawai'i. With major funding from the National Security Language Initiative's STARTALK program, we will hold our eighth annual Summer Chinese Language Immersion Sports Camp and Teacher Training Institute, for 20 students and 13 teachers, about half from Hawai'i and the remainder from around the U.S.

In summer 2012, the KLFC offered a Pre-College Honors Program to provide Korean language education to outstanding high school students, offering intensive Korean language instruction and cultural activities. The college experience exposed students to the rigors of college and to the UH BA in Korean for Professionals program. At the 2013 AATK Annual Meeting, UH's Korean language educators gave four presentations focusing on instructional resources, cultural identity, and heritage learners. In the coming Fall, KLFC will offer Korean language classes to middle and high school students in the late afternoon at UH, since few Hawai'i high schools and no middle schools offer Korean language.

In addition, K. Kondo-Brown led a workshop on assessment for Japanese language instruction in 2012 which included high school as well as college teachers of Japanese at a UH NFLRC summer institute. In Summer 2014, CJS will host meetings between UH Japanese language faculty and high school Japanese teachers to discuss mutual concerns and future collaborations.

EAC offers numerous cultural activities targeting the K-12 audience, including Japanese tea ceremony demonstrations, Chinese artistic performances and exchanges, and Korean art exhibits (paintings, textiles and photographs).

7B. Outreach to post-secondary institutions

TABLE 15b: HIGHLIGHTS OF EAC OUTREACH ACTIVITIES TO POST-SECONDARY 2010-14		
Activity	Partners	Participants
NFLRC Summer Language Institute (annual) 2013 focused on Language for Specific Purposes	NFLRC	Annually 20+ EA language educators
<i>China Review International / Korean Studies</i> journals (ongoing)	UH Press	29,900/ 14,900 hits on Muse
"Violence, Non-Violence, and Japanese Religions" conference in Buddhist Studies (Mar. 2014)	Religion Dept., Buddhist Study Center, Numata Foundation	300+ students, academics
ASDP workshops (annual)	EWC	120 educators (over 1500 alumni)
"Traveling Texts: Reading Across East Asia, Murakami Haruki" Panel (Oct. 2013)	EALL, LLL	350 faculty and students
"Rethinking the Chinese Revolution: 1911 in Global Perspective (conference, March 2011)	CI, EWC	500 faculty and students

The EAC and NFLRC work together to develop prototypes and disseminate information on the teaching and learning of EA languages with the overriding goal of advancing foreign language education nationally; NFLRC summer institutes in recent years have focused on language for specific purposes and language assessment. NRCEA and NFLRC will continue to co-sponsor nationwide in-service training, workshops, and summer institutes. In FY 2014-2017, the focus will be on training EA language educators in a project-based learning approach with online tools to put into practice lessons learned in the classroom.

EAC has several other key partnerships for infusing deep understanding of EA into K-16 teaching. With EWC's Asian Studies Development Program (ASDP), we seek to infuse Asian content and perspectives into the core curriculum at American 2- and 4-year colleges and universities. The ASDP network now includes over 500 colleges in 49 states, with 20 schools designated as ASDP regional centers; over 1,500 professors are registered institute alumni, and thousands more have attended workshops over the years.

Community colleges and universities who have participated in ASDP have organized into the Association of Regional Centers for Asian Studies (ARCAS) which established a network of collaborative regional centers, based at colleges and community colleges, to provide professional development opportunities on the study of Asia for faculty, administrators and students. In FY 2014-2017, NRCEA proposes to collaborate with ARCAS in a series of workshops on Transnational China in Southeast Asia for faculty from MSIs and community colleges.

The EAC also promotes events for faculty and students at the university-level, ranging from conferences or workshops on specific themes to academic journals. In Fall 2014, CKS will co-host the 7th World Congress of Korean Studies” an annual meeting of international scholars. This will be the first time this conference is held in the U.S.

7C. Outreach to business, media, and the general public

TABLE 15c: HIGHLIGHTS OF EAC OUTREACH ACTIVITIES TO BUSINESS, MEDIA, AND THE GENERAL PUBLIC 2010-14		
Activity	Partners	Participants
CIBER Language Conference (annual)	CIBER	100 to 200 business leaders, academics, community members
EA Theatre productions (Kabuki, shingeki or modern Japanese drama, and Beijing opera) (ongoing)	Theatre & Dance, Arts & Humanities	3000 to 4000 attendees (faculty, students, and community) per production
Hawai'i Language Summit (Sept. 2013)	LLL, NFLRC, State	120 (educators, government officials, private business)
“The Politics of North Korea” Panel Discussion (April 2013)	Law School, Asia-Pacific Center for Security Studies (APCSS)	100 (faculty, students, U.S. military, community members)
EA Film Showings at HIFF (annual)	HIFF	2-3000 annually, general community
“Rainbow Rising Symposium” Panel of Legal Scholars and Human Rights Activists (April 2012)	Law School	75 (attorneys, educators, faculty students, and general community)

The Centers for Chinese, Japanese and Korean Studies coordinate their individual lecture series which are open to the public; in addition, the EAC is one of the sponsors for UH’s popular EA theatre productions, featuring in the last three years, a Kabuki play (*Vengeful Sword*), a

modern Japanese drama (*Thread Hell*), and a Beijing opera (*Lady Mu and the Yang Family Generals*). CJK Centers also support independent film series and/or the Hawai'i International Film Festival (HIFF), in its 34th year in 2014. At last year's HIFF, CCS sponsored a free showing at UH of the award-winning film, *City of Life and Death*, about the Nanjing massacre, and invited the film's director, Lu Chuan, to describe how he developed the screenplay and how the film was received in Japan.

The UH Richardson School of Law sponsors numerous public presentations on East Asian Law, most recently featuring a symposium, "Rainbow Rising," focusing on the legal, cultural, and social issues surrounding gender expression in the Asia-Pacific region.

UH played a key role in Fall 2013's Hawai'i Language Summit, a day-long event featuring discussions and meetings among various stakeholders in the community, educators (K-20), government officials, and business leaders, focusing on current and future needs for language skills in the work force, particularly EA languages. The coordinator who will work toward implementing the roadmap initiatives which resulted from the summit is UH faculty member, D. Yoshimi, Japanese language professor.

In terms of community partnerships, CJK Centers collaborate on many events with community organizations and government institutions in Hawai'i; proximity to these organizations allows UH to address issues as they arise. N. Korea's missile threat prompted CKS to arrange a panel in cooperation with the U.S. Department of Defense's Asia-Pacific Center for Security Studies (APCSS) on "The Politics of North Korea," attended by community members, students, faculty and members of the U.S. military.

8. Program Planning & Budget

Our NRCEA projects will address the absolute priority of teacher training and competitive priorities through 4 goals and 11 projects listed on Table 16 and described below.

Table 16: Proposed Projects and NRC Absolute and Competitive Priorities	
Absolute Priority: Teacher Training	
1. EALL Curriculum:	
a) Redesign JPN 101 to 202;	
b) 5 th -yr CHN; CHN Placement Test;	
c) KOR Oral Proficiency Curriculum Development	
2. Curriculum, Secondary Education, Social Studies: Teaching Asia & the Pacific--College of Education (COE)	
3. Curriculum, Undergraduate Certificate: Globalization in Asia & the Pacific--SPAS	
4. JPN Curriculum Redesign Workshop for Community College Instructors	
5. CHN Lang. Initiative K-12: Teacher Training Institutes and Summer Language Camps	
6. KOR Lang. Initiative K-12: Teacher Training Workshops	
7. Migration in Asia & the Pacific Workshop--SPAS	
8. Project-based Learning Teacher Training Workshops--NFLRC	
9. Business Language Conferences--CIBER	
10. Transnational China in Southeast Asia Workshops--ARCAS	
11. EA Theatre	
Competitive Priority #1: Collaborative Activities with MSI and Community Colleges (UH and Community Colleges in the UH system are MSIs.)	
See above no.'s 1, 2, 3, 4, 7, 8, 9, 10, and 11.	
Competitive Priority #2: Collaborative Activities with UH College of Education	
See above #2	

8A Goal 1. Four

Projects to Enhance

Language Instruction, EALL Curriculum

1a. ***JPN Curriculum Design: Beginning and Intermediate Levels. (AP, CP1)*** The Japanese language section in EALL will intensify its 1st & 2nd yr curriculum (JPN 101 to 202), developing new student learning outcomes, instructional materials including resources online, and opportunities outside the classroom to practice/reinforce lessons. The objective is to accelerate the curriculum to increase students' Japanese language proficiencies and communication skills in all four areas, to assure success at the 3rd year level. Japanese language faculty designing this curriculum will work in a sustained fashion with faculty in the UH community colleges to articulate student transfers within the UH System. In Yr 4, we will host a workshop for Japanese language faculty from UH and the CCs to complete and disseminate this new curriculum design. A web-posting of this curriculum will be a product that serves as a reference for teachers and

students in Hawai'i and across the nation. We seek modest funds in summer overloads for three faculty members in EALL in Yrs 1, 2, 3, and 4, and IT support and supplies in Yr 2.

1b1. ***CHN Curriculum Development: 5th-yr Mandarin.*** (AP, CP1) The Chinese language section in EALL and its new UCFP will develop a series of two new courses, 5th-yr Mandarin, which will be used for the regular Chinese language undergraduate program and UCFP. The goal is to increase the ability of students to communicate at the professional level. An outline for a 5th year of Chinese Proficiencies will be a web-based product of this project, for national dissemination. We seek funds for four faculty summer overloads in Yrs 1, 2, and two course buy-outs in Yrs 3 and 4.

1b2. ***Placement Test for Mandarin.*** (AP, CP1) NFLRC and the Chinese language section will develop a placement test for Mandarin that can discriminate from low to high levels of language proficiency. Building upon UH Emeritus Prof. Ted Yao's Computer-Adaptive Test for Reading Chinese (CATRC), we will add and validate a number of items for the new test. There are currently no placement tests that can measure this range. Once completed, the test will be used in EALL and presented at CLTA. We seek modest sums in Yrs 1-4 for a student assistant.

1c. ***KOR OPI (Oral Proficiency Interview) Curriculum Development.*** (AP, CP1) The Korean language section in EALL and the KLFC will develop oral proficiency interview curriculum to be integrated into an existing 4th-yr Korean course (KOR 425 Selected Rdgs), linking the new OPI curriculum content with the existing course reading content. Since instructional materials geared toward OPI in Korean do not exist, S. Chang and M. Kim (KOR faculty members) will embark upon an intense schedule to design (Y1), teach (Y2), adapt (Y3), and then teach (Y4) the revamped curriculum in the 4-yr grant cycle. The objectives are to design OPI curriculum components in order to increase students' proficiency levels. Curriculum will be presented at

AATK. We request funds for two summer overloads for the two principal faculty members, OPI pre and post testing, supplies, a student assistant in Y1, and modest funds in Yrs 2, 3, and 4 for student assistants.

8A Goal 2. Two Projects Devoted to Integrating Asia-Pacific into the Curriculum

2. *Teaching Asia and the Pacific, College of Education (COE)*. (AP, CP1,2) NRCEA, in partnership with National Resource Center for Pacific Islands (NRCPI) and National Resource Center for Southeast Asia (NRCSEA), and COE, will develop a new undergraduate course on Asia and the Pacific, designed for students who are preparing for future careers in secondary education. This course has a secondary goal of serving as a “pipeline” for students who have expertise in Pacific Islands Studies or Asian Studies who had not previously considered a career in education to join teacher training in COE. The project’s objective is to integrate Asia-Pacific into the COE curriculum. East Asia faculty will contribute curriculum, lectures, and teaching resources for understanding the interactions of China, Korea, Japan, and Okinawa with other nations and peoples in the Asia-Pacific realm. Commensurate with the importance of CJK in trade, aid, governance, and problem-solving across Asia-Pacific, the EA content will be 50%. UH Faculty members A. Mawyer (Pacific Islands) and P. Halagao (COE) will coordinate the partnership. (See profiles in App. 2D, p. 25a.) This course will qualify for the new undergraduate certificate, Asian and Pacific Islands Studies Certificate (next project). The course outline and updates on Pacific and Asia affairs will be a web-based product, available nationally. We seek funds for faculty overloads (Yrs 1, 2), course buy-outs (Yrs 3, 4), and for materials & supplies (Yrs 1,2). See letter of support from UH COE Dean, Donald Young, p. 131a.

3. ***New Certificate in Asian & Pacific Island Studies, and New Course in Globalization in Asia and the Pacific, School of Pacific and Asian Studies (SPAS).*** (AP, CP1) NRCEA, in partnership with NRCPI, will develop a new undergraduate, upper-division, course in SPAS that will be the required course for a new undergraduate Certificate in Asian & Pacific Islands Studies. The Certificate in Asian & Pacific Studies (pp.6-7) will be a qualification that students in all disciplines can add to their accomplishments at UH. The Certificate will be a venue in which more students can learn about EA and commonalities of needs in the region. The new Globalization course will anchor the new certificate program, and provide students with frameworks for understanding this dynamic region. P. Abinales in Asian Studies and T. Kabutaulaka in Pacific Islands Studies will co-develop and co-teach the course. (See their profiles in App. 2D, p.25a) The content of this course will be the multiple dimensions of globalization in Asia and the Pacific. EA contributions to the historical and contemporary interactions will comprise 50% of the course content. EA Faculty will contribute curricular units, lectures, and co-leadership of class discussions. We seek funds in Yrs 1 and 2 for summer overloads and supplies, and funds in Yrs 3 and 4 for course buy-outs. The design and requirements of this Certificate will appear on the SPAS website to recruit and educate in Hawai'i and nationally.

8A Goal 3. Outreach: Teacher Training, K-12, Community College, University, Business

4. ***JPN Curriculum Design Workshop for Community Colleges.*** (AP, CP1) See 1a, p.33.
5. ***Chinese Language Initiative K-12: Teacher Training Institutes and Summer Chinese Language Camps.*** (AP) C. Ning directs and leads this annual teacher training workshop and summer sports camp which combines Chinese language teacher training with the teaching of Chinese to middle and high school students. The workshop provides pre-service and in-service

teachers the opportunity to observe and teach according to standards-, performance-, and task-based principles. The objective is for teachers to be able to implement this approach in their teaching. Major funding is provided by the NSEP’s STARTALK program, but this does not include support for the director. We seek partial salary support for Ning to lead this project in every year of the grant cycle.

6. *Korean Language Initiative K-12: Teacher Training Workshops.* (AP) In the fall semesters of Yrs 2, 3, and 4, KLFC will develop and coordinate 6-week workshops for Korean community and K-12 teachers, focusing on the new National Standards for Korean Language Learning and hands-on materials development. Participants will be required to participate in classroom observations at UH and at a high school or community school, and to conduct a Korean language teaching demonstration. We request funds for salary overload for the workshop coordinator, supplies, speakers’ fees, student assistants, and lab rental fees in Yrs. 2, 3, and 4.

7. *Migration in Asia & the Pacific Conference.* (AP, CP1) SPAS, NRCEA, NRCPI, and NRCSEA will jointly support a workshop on migration in Year 4. Two of our curriculum development projects and our outreach project with the Univ. of Pittsburgh and ARCAS will cover transnational flows and migration in the Asia-Pacific region. The workshop represents a culmination of the collaborations within UH and outside of UH focusing on approaches for teachers to integrate Asia-Pacific into their curriculum. Scholars, educators, students, and policy makers will discuss contemporary issues and propose solutions to shared problems. Conference agenda, paper abstracts, and positions papers will appear on the SPAS website. We seek modest support in Year 4 for conference room rental fees.

8. *Project-based Learning Workshops: Teacher Training for EA Language Instructors.* (AP, CP1) In collaboration with NFLRC, we will offer professional development opportunities

(training workshops, create and support faculty learning cohorts) to high school teachers and community college professors/instructors of EA languages on how to develop technology-enhanced project-based learning in their curriculum. The goal is to train EA language educators to expand their curriculum through the design and implementation of engaging learning experiences. The specific themes for each of the years are: 1) Language for Specific Purposes (e.g., Japanese for tourism); 2) Intercultural Collaborations; 3. Assessment; 4. Teacher Education (targeted to methods instructors). We seek modest support in Years 1, 2, 3, and 4 for presenters' travel expenses.

9. ***Business Language Conferences***—Center for International Education & Research (**CIBER**). (AP, CP1) Annually, CIBERs sponsor a national business language conference, and NRCEA proposes to send one UH faculty annually to the conference to present his/her recent work on developing EA business language teaching materials. In addition, in Year 4, NRCEA in collaboration with CIBER and NFLRC will host a workshop specifically on teaching business Chinese language. UH is one of the few universities that have developed beginning to advanced courses on business Chinese language, and we have one of the strongest international business programs in the country. Abstracts and proceedings will be posted on-line for national reference. We seek modest travel expenses for every year of the grant cycle.

10. ***Transnational China in SEA Workshops***. (AP, CP1) With the Asian Studies Center at the Univ. of Pittsburgh and the Association of Regional Centers for Asian Studies (ARCAS), NRCEA and NRCSEA at UH will develop a series of annual workshops, "Transnational China in Southeast Asia" for MSI, community college, and Title III faculty at ARCAS' regional Asian Studies Centers on the U.S. mainland. (See p. 31.) A Luce Foundation grant may also enable study in Southeast Asia and China for 30 ARCAS faculty. Faculty participants will work over

the course of the grant to develop curriculum units available on a Univ. of Pittsburgh website.

We seek travel expenses every year for one UH faculty expert on China to help develop the workshop program and conduct presentations. See letter from ARCAS President p.132a.

11. **EA Theatre.** (AP, CP1) UH's EA theatre program is internationally regarded as the finest center for the study and performance of EA theatre outside of Asia. Its program provides training, performances and instruction in Chinese and Japanese. UH plans the following training residences and culminating productions: Japanese Kabuki (Y3) and Chinese *Jingju* Beijing Opera (Y4). UH students take Asian theatre courses the semester before the production, then during the semester of the production, EA artists are brought to UH to train students in their respective roles (actors, musicians, and set designers). The goal is to provide intensive EA theatre training so that UH students are able to raise their EA language proficiencies and incorporate their experiences in their future careers as college and high school educators. The performances are outreach activities themselves that draw audiences from 4,000 to 6,000. Invited teachers and K-12 student groups, for whom special study guides, pre-show talks and back-stage tours are offered, make up 30 to 50% of that number. We seek funding to cover the housing costs of guest artist-teachers from Japan and China in Yrs 3 and 4.

8A Goal 4. Library

12. **Library** To increase the Library's capacity to serve as a major depository on EAS for the nation, we request NRCEA funds for 1) student assistants who will digitize resources, create metadata for these resources, prepare bibliographies, and post materials to the UH Library website; 2) travel for collection and professional development; 3) the acquisition of EA materials, including newspapers, journals, and works on Arts, Humanities and Social Sciences; and, 4) subscriptions to EA electronic databases.

13. **FLAS** East Asian Studies at UH attracts a large, diverse, vibrant student body. We request 12 AY FLAS Fellowships (9 graduate, 3 undergraduate) and 12 summer FLAS (9 graduate, 3 undergraduate) in each of the grant years with an even distribution among C,J, and K. See Table 19 (p. 43) for current majors who focus on EAS. In response to **FLAS Competitive Preference Priority #1**, for Academic Year FLAS in Yr 2 (2015-16), Yr 3 (2016-17), and Yr 4 (2017-18), we will give preference to undergraduate and graduate students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of Title IV of the HEA, when awarding fellowships. Please see FLAS Awardee Selection Procedures (pp.47-49). In alignment with **FLAS Competitive Preference Priority #2**, 100% of our fellowships will be in priority languages Chinese (Mandarin), Korean, and Japanese.

14. **Administration of NRCEA** We seek partial administrative support for a Coordinator of projects and outreach, and one Graduate Assistant to assist with administration. Both will conduct reporting for the grant. We also seek travel funds for the NRCEA Director to travel to the NRC Workshop in Y1 in Washington, D.C., for training on the grant administration.

15. **Evaluation** Together with NRCPI, we will hire B. Sylwester (see profile in App. 2D, p25a), a program evaluation specialist, to guide and oversee evaluation throughout the grant cycle. The evaluator is from a department outside SPAS, which ensures the independent nature of the evaluation. The evaluator will oversee the development of performance measure instruments, data collection, analysis, and will write annual reports on projects.

8B. Development plan/timeline See App. 4 Performance Measure Forms. (p.122a).

8C. Effective use of resources and personnel The costs are equitable for the plans outlined due to leveraging resources by collaborating with units on campus (NFLRC, CIBER, NRCPI, NRCSEA, CI, KLFC, UCFP, and COE) and off campus (UH System community colleges, Univ.

of Pittsburgh and ARCAS). All costs are related to the projects; administrative costs are appropriate for the size and diversity of the projects and anticipated reporting needs.

8D. Long-term impact on undergraduate, graduate and professional training programs

The FLAS awards help us train undergraduate and graduate students at advanced levels of language proficiency who will provide EAS expertise in government service, business, and professional fields. See Table 20 (p.47) with data for two grant cycles on FLAS recipients and their career/education goals. The language instruction projects build upon UH's existing strengths, and will increase the nation's supply of adv/superior level speakers of these critical foreign languages. The non-language projects will provide new Asia-Pacific area studies courses targeted at College of Education students and SPAS undergraduate students. By the end of the grant cycle, UH will have developed a new undergraduate Asian Studies and Pacific Islands Studies certificate, and key areas to better train students throughout the UH campus.

9. Impact and Evaluation

Meeting the Nation's Security and Economic Needs: NRC and FLAS GPRA Measures.

Table 17 shows how UH's NRCEA and FLAS will fulfill the GPRA Measures.

Table 17 GPRA Measures
NRC GPRA Measures
<ol style="list-style-type: none"> 1. <i>Priority Languages Taught: Chinese (Mandarin), Japanese, Korean</i> 2. <i>Intermediate and Advanced Courses in Chinese (Mandarin), Japanese, Korean</i> 3. <i>New intermediate or advanced courses in priority languages. 5th-yr Chinese (Mandarin) Courses</i> 4. <i>New certificate, minor or major degree programs. New undergraduate certificate in SPAS</i> 5. <i>LCTLs taught: Chinese (Mandarin), Japanese, Korean</i>
FLAS GPRA Measures
<ol style="list-style-type: none"> 1. <i>Employment within 8 years. Our goal will be placements of graduate FLAS fellows into positions that use their language and area studies skills. EAC will continue to run career workshops and will recruit students from professional schools. We will track students to 8 years beyond degree.</i> 2. <i>FLAS MA and PhD students studying Priority Languages: 100% Chinese (Mandarin), Japanese, Korean</i> 3. <i>Our goal is to increase AY FLAS fellows' foreign lang. proficiency by 1 ILR. NRCEA language enhancement projects are all geared towards raising proficiency levels of students. In addition to the improved language training capabilities on campus, UH will continue to support and promote overseas intensive language programs for students.</i>

9A. Impact of the UH NRCEA The EA programs have tremendous immediate and long-range impacts. In 2012-13, UH awarded 121 bachelor's, 37 master's (incl. 9 MBAs), 21 doctoral degrees, and 3 JD law degrees to students who majored, minored, or earned certificates in Asian Studies (EA focus) and EALL, or whose course work/theses/dissertations focused on EA. While Asian Studies and EALL had the highest number of graduates, other majors included education, history, linguistics, music, sociology, social welfare, and public health. Table 18 shows successful career placements. C. Allen, SPAS Fellowship Coordinator, tracks students'

Table 18: Career Placements for 2012-2013									
Sector	Bachelor's			Master's			Doctorates		
	Major	Minor	Certificate	Major	Minor	Certificate	Major	Minor	Certificate (Law)
Elem/Second Educ	5	0	0	0	0	0	0	0	0
Federal Govt	5	0	0	2	0	0	0	0	0
Foreign Govt	1	0	1	0	0	0	1	0	0
Graduate Study	14	3	1	10	0	0	0	0	0
College/University	1	1	0	4	0	0	13	0	0
International Org. (in U.S.)	0	0	0	0	0	0	0	0	0
International Org. (outside U.S.)	3	0	0	3	0	0	0	0	0
Private Sector for Profit	25	5	0	12	0	0	2	0	3
Private Sector for Non-Profit	1	2	0	0	0	0	0	0	0
State/Local Gov't	2	0	0	0	0	0	0	0	0
Unemployed	6	0	0	2	0	0	0	0	0
Unknown	37	7	0	0	0	0	5	0	0
US Military	1	0	0	4	0	0	0	0	0
Total	101	18	2	37	0	0	21	0	3

placements. The hiring institutions for the 13 PhD graduates in the above table who found positions in colleges/universities were: Georgia Institute of Technology, Defense Language Institute, Earlham College, UH, Washington Univ., UCLA, Western New England Univ., U.S. Air Force Academy, Monash Univ. (Australia), Korea University, Catholic Univ. of Korea, Osaka City Univ., and Meio Univ. (Japan). Of special note is UH's impact on the teaching of Korean in the U.S. Currently some 41 UH graduates in Korean language, linguistics, and literature are employed as full-time faculty at university-level Korean programs in the U.S.,

including Georgetown, Harvard, Ohio State, UCLA, UC San Diego, Emory Univ., Binghamton Univ., and Defense Language Institute. KLFC’s MA Korean for Professionals graduates entered careers in the U.S. government, nongovernmental organizations, and global businesses, including National Aeronautics and Space Administration (NASA), National Defense University, U.S. Department of Commerce, U.S. Department of State, U.S. Department of Defense, and U.S. Embassy in Seoul. UH trains a steady stream of specialists as evidenced in our current undergraduate majors (474) and concentrations of EA graduate students (325) in Table 19 below.

Table 19: Current Undergrad. Majors and Dept. Concentrations of EA Graduate Students

BA Asian Studies (EA focus) majors: 104
 BA EALL majors: Japanese 200; Chinese 78; Korean 84
 BEd (Secondary Education): Chinese 2; Japanese 6
 Total BA & BEd majors focusing on EA: **474**

Dept. or School	China		Japan		Korea		EA		Total
	MA	PhD	MA	PhD	MA	PhD	MA	PhD	
Amst	1	0	0	3	0	3	0	0	7
Anth	0	1	2	3	0	0	0	0	6
Art & Art History	1	0	1	0	0	0	0	0	2
Asian Studies	11	0	11	0	8	0	0	0	30
Comm	1	0	1	0	1	0	0	0	3
EALL	5	10	14	22	20	26	0	0	97
Econ	2	4	1	1	0	0	0	0	8
Educ	0	1	0	1	0	1	0	0	3
Geog	1	1	0	3	0	1	0	0	6
Hist	0	2	1	3	1	0	0	0	7
Ling	3	7	2	5	1	4	1	2	25
Music	2	3	5	2	2	3	2	0	19
Phil	4	13	0	5	0	0	0	0	22
Pol Sci	1	3	0	3	0	0	0	0	7
Rel	0	0	2	0	1	0	0	0	3
SLS	1	1	2	1	2	3	1	0	11
Soc	2	2	4	5	2	3	0	0	18
Thea/Dnce	5	6	3	4	1	0	0	0	19
Urb Plan	1	0	0	1	0	0	0	0	2
College Bus Adm	4	0	6	0	0	0	0	1	11
Sch Law	4	0	12	0	0	0	0	0	16
Sch LIS	1	0	2	0	0	0	0	0	3
Total Grad. Stds.	50	54	69	62	39	44	4	3	325

In addition to building a cadre of experts in our traditional academic programs, our outreach programs have far-reaching national impacts (see Tables 15a, b, c—Outreach Highlights, pp.28-31). The nation’s most widely used Korean- and Chinese- language textbooks were authored by UH EA faculty H. Sohn and C. Ning, and UH Emeritus Prof. Ted Yao. All articles in CCS’s

review journal *CRI* are indexed by Google, and *CRI* received over 29,900 hits. Publications to support EA language teaching are distributed by the UH-NFLRC in hard copy and online.

9B. Equal access The 2013 *U.S. News & World Report Best Colleges* ranked UH 6th in Ethnic Diversity among national universities. The Office of Student Equity, Excellence and Diversity (SEED) offers 14 different programs to recruit and support students of different genders, abilities and other dimensions of diversity. One of the programs in SEED is UH's Kokua ("Cooperate") Program which provides services for students with disabilities, including note taking and sign language. Another SEED program, the Office of Multicultural Student Services, identifies under-represented ethnic groups at UH and recruits them for admission. All NRCEA projects in this application fall under UH's broad anti-discrimination policy. Accommodations will be made to make projects accessible to all interested and eligible parties. Workshops will be held at wheelchair accessible locations. See GEPA Section 427 statement (p.viii). Non-traditional and under represented beneficiaries will be sought by the activities of this grant.

9C. Evaluation plan Together with the evaluator, we have developed an evaluation plan to assess impacts of NRC and FLAS: GPRA measures, NRC and FLAS priorities, and NRC project-specific goals. Specific, measureable, quantitative outcomes have been devised for each NRC and FLAS goal in the form of performance measures. Tables in PMFs, p. 122a, have been developed which align center goals and performance measures (quantitative outcomes and impacts) with activities. See App. 4, p.122a. The evaluator will work with NRCEA to set baseline and target measures and to gather data on each of the performance measures. Faculty in charge of specific NRCEA projects will engage in formative evaluations as they gather feedback for further development and continuous improvement. Data for formative evaluations will be both qualitative and quantitative. The evaluator will serve as a technical consultant to assist

faculty with development of evaluation instruments (such as questionnaires) as well as data analysis. The evaluator will also play an important role in helping to assure the confidentiality of participant feedback. Annually, the evaluator will compile data and present it in an objective, comprehensive report for NRCEA and for the IFLE Program Officer. We will use the reports to direct project planning as well as to report progress to IFLE.

9C2. Use of recent evaluations Evaluations of EAS occur on different scales: school-, program-, center-, and project-level. The last external review of SPAS was in 2008; subsequently, SPAS has undergone 1-year, 3-year, and 5-year progress reviews, and is preparing for the next external review in 2015. One suggestion in the 2008 review was for SPAS to anticipate retirements and plan for future faculty needs across campus. The EAC regularly consults its respective Center Executive Committees on hiring needs and reports back to the SPAS Dean. Last year, LLL hired a senior scholar to fill the Ryukyuan linguist position in EALL with the encouragement of the SPAS Dean and the COS and CJS Directors. Another recommendation from the 2008 review was to pursue cross-regional disciplinary. SPAS immediately established the Muslim Societies in Asia and the Pacific Initiative which develops online resources, and in 2013-14, the Asian Studies Program and the Pacific Islands Studies Program began discussions on a proposed Asian & Pacific Islands Studies undergraduate certificate. In this grant application, NRCEA is proposing a joint project with NRC for Pacific Islands on the development of a required course that will anchor the new certificate program. At the Asian Studies program level, every course is evaluated; enrollments are monitored, and changes in curriculum are discussed and evaluated annually. At the NRCEA-level, we and our evaluators noticed in Year 1 (2010-2011) that we needed to keep better track of faculty travel to EA and scholars/artists from EA who traveled to UH on NRCEA-supported projects in order to

document progress made toward individual project goals. Thus, we developed a detailed travel report form and used the information for subsequent reports. At the SPAS center-level, reviews are performed through self-studies. Last summer, CJS performed a self-study and polled students and faculty in order to set priorities; the result was to prioritize the use of funds for scholarships and intensive Japanese-language programs. CJS established a new undergraduate scholarship and asked UH Deans for funds to sustain our institutional membership in the Stanford Inter-University Center for Japanese Language Studies. Individual projects, such as summer institutes and conferences, all have questionnaires, which are reviewed for suggestions and deficiencies to be addressed in the next project. NRCEA has been working with B. Sylwester, evaluator, who advises us on measures of the efficacy of projects toward all goals. In this grant application, we are proposing to continue to hire her as the NRCEA evaluator.

9D. Enrollments & placement data As noted in (9A) Tables 18 and 19 (pp.42-43), undergrad. and grad. students major in EAS and focus their research on EA topics in large numbers. Our graduates are teaching at universities in the U.S. and abroad and in K-12 school systems. They serve in the U.S. military and work in U.S. government agencies. Many BAs enter graduate programs or the private sector. Over a fourth of our MAs go on to Ph.D. programs.

9E. National needs & information to the public UH is one of the foremost universities training teachers and professionals in the U.S. Department of Education's list of LCTLs. It is the only university in the country with two EA Language Flagship Programs, and UH's Korean Language Program produces Korean Language PhDs who teach nation-wide at the college/university level. In addition, UH continues to be a leader in training future educators in Japanese, Chinese, International Business (with specific programs targeting Japanese and Chinese), EA Law, EA theatre, EA history, EA sociology, and EA anthropology. UH is in the

process of developing an undergraduate certificate in Asian & Pacific Islands Studies that will train students to address America's growing role in the region. Through both hard copy and online publications (UH-NLFRC, UH Press, UH Library's Scholar Space), we produce and disseminate information across the disciplines serving national needs. See App. 2D profiles (p.25a) for EA faculty members' recent publications reaching wide audiences.

9F.Awarding fellowships to address national needs and placement In the previous (2006-2010) and current grant cycles (2010-2014) we awarded FLAS fellowships to applicants who indicated career goals as shown in Table 20. All recipients (100%) studied one of the 78 priority

Table 20: FLAS Recipients & Their Career/Education Goals								
2006-10 FLAS Recipients	Higher Ed	2 nd Ed	Fed Gov	PhD Prgm	Private	Intern'l Org	State Gov	Military
Master's Candidates	21	1	9	4	3	4		
PhD Candidates	25	0	9	0	1	3		
2010-14 FLAS Recipients								
Bachelor's Candidates	2	3	3	6	7	3	2	0
Master's	10	0	12	22	5	4	0	2
PhD	21	0	0	0	0	0	0	0

languages on the U.S. Dept of Education's list of LCTLs, in which the nation needs more experts. Placement information for the recipients of 2006-10 FLAS is in Table 21. The data demonstrate that UH graduates are meeting national needs by taking jobs in higher education or entering PhD programs, by starting careers in the professional arenas (including 4 who are

Table 21 Career Placements 2006-10 FLAS Recipients			
Higher Ed.	18	State Gov	2
Secondary Education	2	Federal Gov	4
PhD Program	14	US Military	4
Enrolled, same Program	3	Int'l Org.	5
Private Non-Profit	5	Unknown	8
Private For-Profit	15		

attorneys), and by entering government service (including a U.S. Foreign Service Officer, a U.S. Dept. of Defense Analyst, and

a Peace Corp Volunteer). EAC actively engages with the professional schools to encourage the development of highly qualified EA applicants, and sponsors workshops on careers in government. We will continue to track FLAS awardees to 8 years beyond their degrees in order to trace impacts in areas of national need.

10. FLAS Awardee Selection Procedures

The EAC will administer FLAS for Chinese (Mandarin), Korean, and Japanese. C. Allen, a tenured faculty administrator, provides administrative support.

10A. Advertising FLAS awards will be advertised in the daily student newspaper (including online); EAC email listservs (1000+ subscribers), websites, newsletters, flyers, posters, and class announcements. All outreach activities of this grant will encourage student, teacher, and public awareness of FLAS scholarships for students. Announcements and instructions on eligibility and how to apply will be sent electronically to incoming students with EA foci as they are accepted. Allen coordinates all incoming applications and coordinates student aid for EA, to insure that every applicant and student seeking support is apprised of awards.

10B. Application procedures Allen will provide detailed instructions on the application process, list of required materials, deadlines, qualifications, and criteria for selection. Students apply for FLAS through the University's centralized online scholarship website. A complete application includes a statement of purpose, proposed study program, description of career objectives, previous overseas and career experience, transcripts, standardized test scores (GRE, LSAT or GMAT, language proficiency scores), 3 letters of reference, and for AY FLAS competitions in Years 2, 3, and 4, a copy of the student's email confirmation of submitting the Free Application for Federal Student Aid (FAFSA) form. The UH Financial Aid Office will provide Allen with the financial need of FLAS AY applicants in Years 2, 3, and 4.

10C. Selection criteria Fellowship recipients must (1) be citizens or permanent residents of the US; (2) have superior academic achievement and potential (based on cumulative grade point average, statement of purpose, and letters from faculty advisers); (3) have clear academic and career goals; (4) demonstrate EA language proficiency at the advanced level (for graduate-level

awards) or intermediate level (for undergraduate awards); and (5) enroll in an EA language course at least at the 3rd year level in combination with area or professional studies. For AY FLAS awards, in Years 2, 3, and 4, we will give preference to students who demonstrate financial need based on the FAFSA form and in consultation with the UH Financial Aid Office. Selection will be conducted first on academic criteria; then the top-twelve applicants will be assessed on financial need to create the ranking for AY FLAS in Yrs 2, 3, and 4. Special consideration will be given to students who are likely to pursue careers that are identified as national need areas, such as government service in Defense and Justice.

10D. Selection personnel Each center pre-screens applicants from its area through a committee of 3-5 faculty, selected to represent a balance among the disciplines, but always including language. The EA Council then meets and distributes the awards equitably among the areas and disciplines.

10E. Conforming to announced priorities The centers' pre-screening committees are apprised of the FLAS requirements, which are listed on the evaluators' rating sheets. After each evaluator has ranked the applicants, the committee comes to a consensus on an overall ranking that is forwarded to the EAC for final decision. The East Asia Council will conform to announced priorities concerning student need and languages in making FLAS awards.

10F. Timeline The application cover sheet will give exact dates of the schedule for application and award. We try to make EA FLAS deadlines consistent with those of other NRC and UH grad program deadlines for students' convenience. We concentrate advertising in mid-November, when we make the applications available. Completed summer and academic year applications are due by February 1; selection and notification of awardees will be completed by April 1st.

11. Competitive Priorities

NRC CP1: NRC collaborative activities with one or more MSIs (incl. UH) or community colleges to incorporate global and international dimensions at the MSIs or community colleges. UH and all CCs in the UH System are MSIs. We are proposing a number of projects within UH and with other MSIs and community colleges to integrate EA/Asia-Pacific dimensions into the curriculum: 1. EALL curriculum projects; 2. College of Education course, *Teaching Asia & the Pacific*; 3. SPAS course, *Globalization in Asia & the Pacific*; 4. Migration in Asia & the Pacific Conference; 5. Project-based Learning in the EA Foreign Language Classroom professional development and training workshops; 6. CIBER Language Conferences; and, 7. Transnational China in Southeast Asia Workshops.

NRC CP2: Collaboration with College of Education. UH will work with COE on the development of a new undergraduate course on Teaching Asia and the Pacific. This course will be a requirement for all secondary education majors who plan on teaching social studies.

FLAS CP 1: Preference to students who demonstrate financial need, Years 2, 3, and 4.

Faculty screening committees will undertake a two-tier screening process: 1) evaluate applicants based on U.S. citizenship/permanent resident status and academic criteria; 2) evaluate and give preference to applicants based on demonstrated financial need determined through the FAFSA application in consultation with the UH Financial Aid Office.

FLAS CP 2: Percentage of AY fellowships in 78 priority languages. All (100%) of our AY FLAS fellowships will be for priority languages on the list of LCTLs: Mandarin Chinese, Korean, and Japanese.



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

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

University of Hawai'i, East Asia Council, SPAS

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	136,304	135,581	128,556	131,427		531,868
2. Fringe Benefits	26,503	27,124	35,801	36,872		126,300
3. Travel	21,600	15,500	15,500	15,500		68,100
4. Equipment	0	0	0	0		0
5. Supplies	25,150	27,500	25,500	25,500		103,650
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	5,000	5,400	9,900	13,100		33,400
9. Total Direct Costs (lines 1-8)	214,557	211,105	215,257	222,399		863,318
10. Indirect Costs*	15,285	15,008	15,341	15,912		61,546
11. Training Stipends	432,000	432,000	432,000	432,000		1,728,000
12. Total Costs (lines 9-11)	661,842	658,113	662,598	670,311		2,652,864

*** 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 / 2013 To: 06 / 30 / 2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Dept of Health & Human Services The Indirect Cost Rate is 8 %

- (3) 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 _____ %

Name of Institution/Organization	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 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)						

NRCEA & FLAS Budget, FY 2014-2017, University of Hawaii
Final 6.27.14

Budget Categories	FY 2014 Year 1	FY 2015 Year 2	FY 2016 Year 3	FY 2017 Year 4	
1. PERSONNEL					
A. EA Council					
1) G. Satsuma, Coord., 25% salary recovery @ \$75,544/77,810/80,144/82,548	18,886	19,453	20,036	20,637	pp.27,40
45.73% fringe	8637	8896	9162	9437	
2) Grad. assistant, .11 mos.					p.40
.50 FTE, \$20,472/21,288/22,140	20,472	21,288	22,140	23,028	
10.52% fringe	2154	2239	2329	2423	
EAC Salaries Subtotal:	39,358	40,741	42,176	43,665	
Fringes Subtotal:	10791	11135	11491	11860	
B. Language Instruction Enhancement					pp.33-34
1) JPN Curriculum					
a) Faculty Summer Overloads					
T. Iwai, Y. Wada & M. Ogasawara					
\$3333.33/each	10,000	10,000	10,000	10,000	
2.28% fringe	228	228	228	228	
b) IT Support					
student assistant					
320 hrs x \$11.80/hr		3776			
.55% Fringe		21			
2) CHN Curriculum					p.34
a) 5th-Yr CHN, 2 courses					
(1) Faculty Summer Overloads					
2 faculty x \$5000	10,000	10,000			
2.28% fringe	228	228			
(2) Course buy-out					

members									
16 x \$100/lecture		1600	1600	1600				1600	
2.28% fringe		36	36	36				36	
c) Student assistant									
120 hrs x \$10.30		1236	1236	1236				1236	
.55% fringe		7	7	7				7	
Outreach Salaries Subtotal:	29,466	36,687	37,597	38,534					
Fringes Subtotal:	13475	14003	14418	14847					
E. Library Assistants									p.39
1) 500 hrs @ \$11.80/hr	5900	5900	5900	5900				5900	
0.55% fringe	32	32	32	32				32	
Library Salaries Subtotal:	5900	5900	5900	5900				5900	
Fringes Subtotal:	32	32	32	32				32	
F. Evaluation									pp.40,44-45
1) Grad. Assistant, 11-mo, .25 FTE									
shared cost with NRCPI									
\$20,472/21,288/									
22,140/23,028	10,236	10,644	11,070	11,514				11,514	
10.52% fringe	1077	1,120	1,165	1,211				1,211	
Evaluation Salaries Subtotal:	10,236	10,644	11,070	11,514				11,514	
Fringes Subtotal:	1077	1120	1165	1211				1211	
Total Salaries:	136,304	135,581	128,556	131,427				131,427	
Total Fringe Benefits:	26,503	27,124	35801	36872				36872	
Total Personnel:	162,807	162,705	164,357	168,299				168,299	

3. TRAVEL

- A. Foreign Travel
Library Acquisitions for China, Japan, Korea, and Okinawa
In Y1, all 4 EA librarians will take trips to EA. In Yrs 2, 3, 4,

p.39

only C, J, & K will take trips.								
4/3 airfares: EA \$1600/each	6400	4800	4800	4800				
4/3 Per diem: 6 days @ \$250/day	6000	4500	4500	4500				
B. Domestic Travel								
1) NRC Director's Mtg (Director)								p.40
Airfare	1500							
Per diem, 5 days x \$300/day	1500							
2) Transnational China in SEA Workshop with ARCAS								
1 UH presenter/leader								pp.38-39
airfare	2000	2000	2000	2000				
Per diem, 8 days x \$250/day	2000	2000	2000	2000				
3) CIBER Language Conference								
1 UH presenter								p.38
airfare	1200	1200	1200	1200				
per diem, 4 days @ \$250/day	1000	1000	1000	1000				
Total Travel:	21600	15500	15500	15500				
5. MATERIALS & SUPPLIES								
A. JPN Curriculum		1000						pp.33-34
B. KOR OPI Curriculum	150							pp.34-35
C. Teaching Asia & the Pacific	250	500						p.35
D. Globalization in A-P Region	250	500						p.36
E. Transn. China in SEA Workshop	1000	1000	1000	1000				pp.38-39
F. KOR Teacher Training Workshop		1000	1000	1000				p.37
G. Library Acquisitions								p.39
1) \$7,000 each for China, Japan, & Korea collections	21,000	21000	21000	21000				
2) \$2500 for Okinawan collection	2,500	2500	2500	2500				
Total Materials & Supplies:	25,150	27500	25500	25500				
8. OTHER								
A. KOR Teacher Training Workshop								p.37
Lang. Lab Rental Fee	400	400	400	400				

1. 9 Institutional								
Payments @ \$18,000	162,000	162,000	162,000	162,000	162,000	162,000	162,000	162,000
2. 9 Subsistence								
Allowances @ \$15,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000
B. 3 Undergraduate FLAS @ \$15,000								
3 Institutional								
Payments @ \$10,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000
3 Subsistence Allowances								
Allowances @ \$5000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total Academic Year:	342,000	342,000	342,000	342,000	342,000	342,000	342,000	342,000
2. Summer								
A. 9 Grad Student FLAS @ \$7,500								
1. 9 Institutional								
Payments @ \$5000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000
2. 9 Subsistence								
Allowances @ \$2500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500
B. 3 Undergrad FLAS @ \$7500								
1. 3 Institutional								
Payments @ \$5000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
2. 3 Subsistence								
Allowances @ \$2500	7500	7500	7500	7500	7500	7500	7500	7500
Total Summer:	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000
Total FLAS Budget:	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000
TOTAL NRCEA & FLAS:	661,842	658,113	662,598	661,842	662,598	661,842	662,598	670,311

Appendix 2A Alphabetized List of Names for 141 EA Faculty members, 4 collaborating Faculty members (P. Abinales, P. Halagao, T. Kabutaulaka, A. Mawyer), and Evaluator (B. Sylwester)

See 146 Profiles (in alphabetical order) in Appendix 2D.

C-K: 5 faculty are recognized as specialists in both Chinese and Korean Studies.

Name	Title	Dept.	EA Area or Other	EA %
1. Abinales, Patricio N.	Prof	Asian Studies	SEA	0%
2. Allen, Chizuko T., Institutional Res & Fellowships Coord		SPAS	K	50%
3. Ames, Roger T.	Prof	Religion	C	90%
4. Bae, Christopher J.	Assoc Prof	Anthropology	C-K	100%
5. Baik, Tae-Ung	Assoc Prof/Chair	Law/PALS	K	75%
6. Baroni, Helen J.	Assoc Prof	Religion	J	50%
7. Bazzell, Tokiko Y.	Japanese Studies Librarian	Library	J	100%
8. Blake, C. Fred	Prof	Anthropology	C	80%
9. Booth, Charles	Prof	Law	C	75%
10. Brown, Ronald C.	Prof	Law	C	50%
11. Brown, Shana	Assoc Prof	History	C	80%
12. Bui, Tung	Prof	IT Mgt, CBA	C	35%
13. Carlile, Lonny E.	Assoc Prof	Asian Studies/CJS	J	100%
14. Chai, Sun-Ki	Prof	Sociology	K	40%
15. Chang, Erica	Librarian	Library	K	100%
16. Chang, Rosita P,	Prof	Fin Econ, CBA	C	50%
17. Chang, Sumi	Instructor	EALL	K	100%
18. Chen, Qimei	Prof	Mkt, CBA	C	40%
19. Cheng, Baoyan	Assoc Prof	Education	C	50%
20. Cheng, Chung-ying	Prof	Philosophy	C	100%

21. Cheon, Sang-Yee	Asst Prof	EALL	K	100%
22. Chinen, Joyce	Prof/Dir	COS	J	50%
23. Clayton, Cathryn H.	Assoc Prof	Asian Studies	C	100%
24. Conner, Alison W.	Prof	Law	C	70%
25. Cook, Haruko M.	Prof	EALL	J	100%
26. Curry, Stewart A.	Instructor	EALL	J	100%
27. Davis, Edward L.	Assoc Prof	History	C	100%
28. Di, Xu	Prof	Education	C	75%
29. Englert, Peter A.J.	Prof, HI Institute of Geophysics & Planetology		C	25%
30. Farris, William Wayne	Prof	History	J	100%
31. Flowers, Petrice	Assoc Prof	Polsc	J	75%
32. Foster, Lawrence C.	Prof	Law	C	25%
33. Frankel, James	Assoc Prof	Religion	C	25%
34. Fukuda, Shinichiro	Asst Prof	EALL	J	100%
35. Greaney, Theresa M.	Assoc Prof	Economics	J	70%
36. Halagao, Patricia	Assoc Prof	Education	SEA	0%
37. Harwit, Eric	Prof	Asian Studies	C	100%
38. Hirate, Susan	Instructor	EALL	J	100%
39. Hitosugi, Claire Ikumi	Instructor	EALL	J	100%
40. Hsieh, Hsin-I	Prof	EALL	C	100%
41. Huang, Wei	Prof	Fin Econ, CBA	C	25%
42. Huey, Robert N.	Prof/Chair	EALL	J	100%
43. Iezzi, Julie	Prof	Theatre and Dance	J	100%
44. Ishida, Masato	Assoc Prof	Philosophy	J	70%
45. Ito, Ken	Prof	EALL	J	100%
46. Iwai, Tomoko	Instructor	EALL	J	100%

47. Iwasaki, Shoichi	Prof	EALL	J	100%
48. Jiang, Hong	Assoc Prof/Chair	Geography	C	75%
49. Jiang, Li	Asst Prof	EALL	C	100%
50. Jiang, Song	Asst Prof	EALL	C	100%
51. Johnson, David T.	Prof	Sociology	J	60%
52. Kabutaulaka, Tarcisius	Assoc Prof	Pacific Islands	Pacific	0%
53. Kanno, Kazue	Assoc Prof	EALL	J	100%
54. Kelley, Liam C.	Assoc Prof	History	C	50%
55. Kim, Bum Jung	Asst Prof	Social Work	K	75%
56. Kim, Karl E.	Prof	Urban & Regional Planning	K	25%
57. Kim, Mary S.	Asst Prof	EALL	K	100%
58. Kim, Min-Sun	Prof	Communicology	K	50%
59. Kim, Yung-Hee	Prof	EALL	K	100%
60. Koikari, Mire	Assoc Prof	Women's Studies	J	80%
61. Kondo-Brown, Kimi	Assoc Dean/Prof	LLL/EALL	J	50%
62. Kong, Dong-Kwan	Asst Prof	EALL	K	100%
63. Koo, Hagen	Prof	Sociology	K	80%
64. Kurihara Kramer, Hanae	Asst Prof	Communications	J	75%
65. Kwok, Reginald Y.W.	Prof	Asian Studies	C	100%
66. Lachmann, Masami	Instructor	EALL	J	100%
67. Lau, Frederick	Dir/Prof	CCS/Music	C-K	100%
68. Lee, Byong Won	Prof	Music	C-K	100%
69. Lee, Chae Ho	Assoc Prof	Art	K	25%
70. Lee, Hye-Eun	Assoc Prof	Communicology	K	40%
71. Lee, Hye-Ryeon	Assoc Prof	Communicology	K	25%
72. Lee, Sang-Hyop	Dir/Prof	CKS/Econ	K	100%

73. Lee, Yean-Ju	Assoc Prof	Sociology	K	50%
74. Levin, Mark	Prof	Law	J	85%
75. Lin, Shu Hwa	Assoc Prof	APDM	C	25%
76. Lingley, Kate	Assoc Prof	Art	C	60%
77. Lu-Chen, Jung Ying	Instructor	CITS/EALL	C	100%
78. Masunaga, Karen	Instructor	EALL	J	100%
79. Mawyer, Alexander	Asst Prof	Pacific Islands	Pacific	0%
80. McCraw, David R.	Prof	EALL	C	100%
81. McDonald, Mary G.	Dir/Assoc Prof	CJS/Geog	J	100%
82. McNally, Mark T.	Assoc Prof	History	J	90%
83. Miao, Pu	Prof	Architecture	C	85%
84. Mohr, Michel	Assoc Prof/Chair	Religion	J	75%
85. Murayama, Emi	Instructor	EALL	J	100%
86. Nakahara, Gladys E.	Instructor	EALL	J	100%
87. Nakajima, Seio	Asst Prof	Sociology	C	50%
88. Ng, Konrad	Asst Prof	ACM	C	25%
89. Ning, Cynthia Y.	Assoc Dir/Co-Dir	CCS/CI	C	100%
90. Ochner, Nobuko	Assoc Prof	EALL	J	100%
91. Odin, Steve	Prof	Philosophy	J	100%
92. Ogasawara, Miki	Instructor	EALL	J	100%
93. Ogawa, Dennis T.	Instructor	EALL	J	100%
94. O'Grady, William	Prof	Linguistics	K	70%
95. Okuhara, Keiko	Librarian	Law	J	100%
96. Pak, Gary	Prof	English	K	25%
97. Park, Hyoung-June	Assoc Prof	Architecture	K	25%
98. Park, Mee-Joung	Assoc Prof	EALL	K	100%

99. Park, Young-A	Asst Prof	Asian Studies	K	100%
100. Peng, Yun	Asst Prof	EALL	C	100%
101. Perushek, Diane	Director	Global Relations	C	25%
102. Petersen, Carole	Prof	Law	C	40%
103. Peterson, Christian E.	Asst Prof	Anthropology	C	100%
104. Ray, Grace E.	Instructor	EALL	J	100%
105. Reed, Gay Garland	Prof	Education	C-K	25%
106. Reynolds, Katsue A.	Prof	EALL	J	100%
107. Rhee, Mooweon	Prof	Mgt & Ind Rel, CBA	K	50%
108. Rhee, S. Ghon	Prof	Fin Econ, CBA	C-K	50%
109. Saito, Hirohisa	Asst Prof	Sociology	J	50%
110. Satsuma, Gay	Assoc Dir	CIS	J	100%
111. Sohn, Ho-min	Prof	EALL	K	100%
112. Springer, Hisami K.	Librarian	Library	J	100%
113. Steinhoff, Patricia G.	Prof	Sociology	J	85%
114. Sutton, R. Anderson	Dean	SPAS	K	25%
115. Sylwester, Bonnie	NRC Evaluator	NRCEA	Eval.	0%
116. Szostak, John D.	Assoc Prof	Art	J	100%
117. Tanaka McPherson, Naemi	Instructor	EALL	J	100%
118. Tateyama, Yumiko	Asst Prof	EALL	J	100%
119. Teruya, Lynette	Coordinator	COS	J	100%
120. Thornhill, Arthur	Assoc Prof	EALL	J	100%
121. Totani, Yuma	Assoc Prof	History	J	100%
122. Tschudi, Daniel	Coordinator	CCS	C	100%
123. Tschudi, Stephen	Specialist, Tech & Lang	EALL	C	100%
124. Uchida, Hiromi	Instructor	EALL	J	100%

125. Wada, Yuka	Instructor	EALL	J	100%
126. Wang, Chun Han	Assoc Prof	ACM	C	30%
127. Wang, Haidan	Asst Prof	EALL	C	100%
128. Wang, Wensheng	Asst Prof	History	C	100%
129. Wang, Xiaojun	Assoc Prof	Economics	C	75%
130. Wang, Yida	Assoc Prof	Art	C	40%
131. Wichmann-Walczak, Elizabeth	Prof	Theatre and Dance	C	100%
132. Womack, Donald	Prof	Music	J	70%
133. Woo, C Patrick	Instructor	EALL	J	100%
134. Wu, Jing	Instructor	EALL	C	100%
135. Xu, Yiyuan	Assoc Prof	Psychology	C	50%
136. Yang, David C.	Prof	Accounting, CBA	C	30%
137. Yang, Jude	Korean Studies Librarian	Library	K	100%
138. Yang, Myungji	Asst Prof	Polsc	K	75%
139. Yano, Christine R.	Prof/Chair	Anthropology	J	75%
140. Yao, Kuang-Tien	Chinese Studies Librarian	Library	C	100%
141. Yoo, Jun	Assoc Prof	History	K	60%
142. Yoshimi, Dina R.	Assoc Prof	EALL	J	100%
143. Yue, Ming-Bao	Assoc Prof	EALL	C	100%
144. Zeng, Suzanne M.	Instructor	CITS/EALL	C	100%
145. Zheng, Dongping	Assoc Prof	SLS	C	50%
146. Zhou, Kate Xiao	Prof	Polsc	C	80%

Appendix 2B: EA Faculty Name List by Center/Dept.
 Comprehensive East Asia, 2014

*=joint appointments in two different UH centers/departments

Center/Department Name	Title	EA Area	profile page #
Academy of Creative Media (ACM)			
Ng, Konrad	Asst Prof	C	69a
Wang, Chun Han	Assoc Prof	C	88a
Anthropology			
Bae, Christopher J.	Assoc Prof	C-K	26a
Blake, C. Fred	Prof	C	28a
Peterson, Christian E.	Asst Prof	C	76a
Yano, Christine R.	Chair/Prof	J	94a
Apparel Product Design & Merchandising (APDM)			
Lin, Shu Hwa	Assoc Prof	C	62a
Architecture			
Miao, Pu	Prof	C	66a
Park, Hyoung-June	Assoc Prof	K	73a
Art			
Lee, Chae Ho	Assoc Prof	K	59a
Lingley, Kate	Assoc Prof	C	62a
Szostak, John D.	Assoc Prof	J	83a
Wang, Yida	Assoc Prof	C	90a
Asian Studies/SPAS			
Allen, Chizuko T.	Institutional Research & Fellowships Coordinator	K	25a
Carlile, Lonny E.	Assoc Prof	J	31a
Clayton, Cathryn H.	Assoc Prof	C	36a
Harwit, Eric	Prof	C	43a
Kwok, Reginald Y.W.	Prof	C	57a
Park, Young-a	Asst Prof	K	74a
Sutton, R. Anderson	Dean	K	82a
Business Administration, Shidler College of			
Bui, Tung	Prof of IT Mgmt	C	30a
Chang, Rosita P.	Prof of Fin Econ	C	32a
Chen, Qimei	Prof, Mkt	C	33a
Huang, Wei	Prof of Fin Econ	C	45a
Rhee, Mooweon	Prof/Mgmt & Ind Rel	K	78a
Rhee, S. Ghon	Prof of Fin Econ	C-K	79a
Yang, David C.	Prof of Accounting	C	93a

Chinese Studies, Center for

*Lau, Frederick	Dir/Prof of Music	C-K	58a
Ning, Cynthia Y.	Assoc Dir & Co-Director of CI	C	69a
Tschudi, Daniel	Coordinator	C	86a

Communications

Kurihara-Kramer, Hanae	Asst Prof	J	56a
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Communicology

Kim, Min-Sun	Prof	K	53a
Lee, Hye-Eun	Assoc Prof	K	59a
Lee, Hye-Ryeon	Assoc Prof	K	60a

EALL

Chang, Sumi	Instructor	K	33a
Cheon, Sang-Yee	Asst Prof	K	35a
Cook, Haruko M.	Prof	J	37a
Curry, Stewart A.	Instructor	J	37a
Fukuda, Shinichiro	Asst Prof	J	41a
Hirate, Susan	Instructor	J	43a
Hitosugi, Claire Ikumi	Instructor	J	44a
Hsieh, Hsin-I	Prof	C	44a
Huey, Robert N.	Chair/Prof	J	45a
Ito, Ken	Prof	J	47a
Iwai, Tomoko	Instructor	J	47a
Iwasaki, Shoichi	Prof	J	48a
Jiang, Li	Asst Prof	C	49a
Jiang, Song	Asst Prof	C	49a
Kanno, Kazue	Assoc Prof	J	51a
Kim, Mary S.	Asst Prof	K	53a
Kim, Yung-Hee	Prof	K	54a
Kondo-Brown, Kimi	Assoc Dean of LLL/ Prof	J	55a
Kong, Dong-Kwan	Asst Prof	K	55a
Lachmann, Masami	Instructor	J	57a
*Lu-Chen, Jung Ying	Instructor	C	63a
Masunaga, Karen	Instructor	J	63a
McCraw, David R.	Prof	C	64a
Murayama, Emi	Instructor	J	67a
Nakahara, Gladys E.	Instructor	J	68a
Ochner, Nobuko	Assoc Prof	J	70a
Ogasawara, Miki	Instructor	J	71a
Ogawa, Dennis T.	Instructor	J	71a
Park, Mee-Jeong	Assoc Prof	K	74a
Peng, Yun	Asst Prof	C	75a
Ray, Grace E.	Instructor	J	77a
Reynolds, Katsue A.	Prof	J	78a
Sohn, Ho-min	Prof	K	80a

Tanaka McPherson, Naemi	Instructor	J	83a
Tateyama, Yumiko	Asst Prof	J	84a
Thornhill, Arthur	Assoc Prof	J	85a
Tschudi, Stephen	Specialist	C	86a
Uchida, Hiromi	Instructor	J	87a
Wada, Yuka	Instructor	J	87a
Wang, Haidan	Asst Prof	C	88a
Woo, C.K. Patrick	Instructor	J	91a
Wu, Jing	Instructor	C	92a
Yoshimi, Dina R.	Assoc Prof	J	96a
Yue, Ming-Bao	Assoc Prof	C	96a
*Zeng, Suzanne M.	Instructor	C	97a
Economics			
Greaney, Theresa M.	Assoc Prof	J	42a
*Lee, Sang-Hyop	Prof/CKS Dir	K	60a
Wang, Xiaojun	Assoc Prof	C	89a
Education			
Cheng, Baoyan	Assoc Prof	C	34a
Di, Xu	Prof	C	38a
Reed, Gay Garland	Prof	C-K	77a
English			
Pak, Gary	Prof	K	73a
Geography			
Jiang, Hong	Assoc Prof	C	48a
*McDonald, Mary G.	Assoc Prof/CJS Dir	J	65a
Geophysics & Planetology, Hawaii Institute of			
Englert, Peter A. J.	Prof	C	39a
Global Relations			
Perushek, Diane	Dir	C	75a
History			
Brown, Shana	Assoc Prof	C	30a
Davis, Edward L.	Assoc Prof	C	38a
Farris, William Wayne	Prof	J	39a
Kelley, Liam C.	Assoc Prof	C	51a
McNally, Mark T.	Assoc Prof	J	66a
Totani, Yuma	Assoc Prof	J	85a
Wang, Wensheng	Asst Prof	C	89a
Yoo, Jun	Assoc Prof	K	95a
Interpretation and Translation Studies, Center for			
*Lu-Chen, Jung Ying	Instructor	C	63a
*Zeng, Suzanne M.	Instructor	C	97a

Japanese Studies, Center for

*McDonald, Mary G.	Dir/Assoc Prof of Geog	J	65a
Satsuma, Gay	Assoc Dir	J	80a

Korean Studies, Center for

*Lee, Sang-Hyop	Dir/Prof of Econ	K	60a
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Law, School of

Baik, Tae-Ung	Assoc Prof	K	27a
Booth, Charles	Prof	C	29a
Brown, Ronald C.	Prof	C	29a
Conner, Alison C.	Prof	C	36a
Foster, Lawrence C.	Prof	C	40a
Levin, Mark	Prof	J	61a
Okuhara, Keiko	Librarian	J	72a
Petersen, Carole	Prof	C	76a

Library

Bazzell, Tokiko Y.	Japan Stds Librarian	J	28a
Chang, Erica	Librarian	K	32a
Springer, Hisami K.	Librarian	J	81a
Yang, Jude	Korea Stds Librarian	K	93a
Yao, Kuang-Tien	China Stds Librarian	C	95a

Linguistics

O'Grady, William	Prof	K	72a
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Music

*Lau, Frederick	Prof/Dir of CCS	C-K	58a
Lee, Byong-Won	Prof	C-K	58a
Womack, Donald	Prof	J	91a

Okinawan Studies, Center for

Chinen, Joyce	Dir	J	35a
Teruya, Lynette	Coordinator	J	84a

Philosophy

Ames, Roger T.	Prof	C	26a
Cheng, Chung-ying	Prof	C	34a
Ishida, Masato	Assoc Prof	J	46a
Odin, Steve	Prof	J	70a

Political Science

Flowers, Petrice	Assoc Prof	J	40a
Yang, Myungji	Asst Prof	K	94a
Zhou, Kate Xiao	Prof	C	98a

Psychology

Xu, Yiyuan	Assoc Prof	C	92a
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Religion

Baroni, Helen J.	Assoc Prof	J	27a
Frankel, James	Assoc Prof	C	41a
Mohr, Michel	Assoc Prof	J	67a

Social Work, School of

Kim, Bum Jung	Asst Prof	K	52a
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Second Language Studies

Zheng, Dongping	Assoc Prof	C	97a
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Sociology

Chai, Sun-Ki	Prof	K	31a
Johnson, David T.	Prof	J	50a
Koo, Hagen	Prof	K	56a
Lee, Yean-Ju	Assoc Prof	K	61a
Nakajima Seio	Asst Prof	C	68a
Saito, Hirohisa	Asst Prof	J	79a
Steinhoff, Patricia G.	Prof	J	81a

Theatre & Dance

Iezzi, Julie	Prof	J	46a
Wichmann-Walczak, Elizabeth	Prof	C	90a

Urban & Regional Planning

Kim, Karl E.	Prof	K	52a
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Women's Studies

Koikari, Mire	Assoc Prof	J	54a
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Appendix 2C Faculty Name List with Percentages by EA Country (C, J, or K)
 Comprehensive EA List, 2014

* = Faculty who are recognized as area specialists in Chinese and Korean Studies: Christopher BAE; Fred LAU; Byong-Won LEE; Gay REED; S. Ghon RHEE.

Total # of EA Faculty Members: 141

China Field	Title	Dept.	EA %	profile page #
1 Ames, Roger T.	Prof	Philosophy	90	26a
2 Bae, Christopher*	Assoc Prof	Anthropology	100	26a
3 Blake, C. Fred	Prof	Anthropology	80	28a
4 Booth, Charles	Prof	Law	75	29a
5 Brown, Ronald C.	Prof	Law	50	29a
6 Brown, Shana	Assoc Prof	History	80	30a
7 Bui, Tung	Matson Prof	IT Mgt, CBA	35	30a
8 Chang, Rosita P.	Prof	Fin Econ, CBA	50	32a
9 Chen, Qimei	Rolles Chair	Marketing, CBA	40	33a
10 Cheng, Baoyan	Assoc Prof	Education	50	34a
11 Cheng, Chung-ying	Prof	Philosophy	100	34a
12 Clayton, Cathryn	Assoc Prof	Asian Studies	100	36a
13 Conner, Alison W.	Prof	Law	70	36a
14 Davis, Edward L.	Assoc Prof	History	100	38a
15 Di, Xu	Prof	Education	75	38a
16 Englert, Peter	Prof	HIG & P	25	39a
17 Foster, Lawrence	Prof	Law	25	40a
18 Frankel, James	Assoc Prof	Religion	25	41a
19 Hawrit, Eric	Prof	Asian Studies	100	43a
20 Hsieh, Hsin-I	Prof	EALL	100	44a
21 Huang, Wei	Prof	Fin Econ, CBA	25	45a
22 Jiang, Hong	Assoc Prof/Chair	Geography	75	48a
23 Jiang, Li	Asst Prof	EALL	100	49a
24 Jiang, Song	Asst Prof	EALL	100	49a
25 Kelley, Liam C.	Assoc Prof	History	50	51a
26 Kwok, Reginald	Prof	Asian Studies	100	57a
27 Lau, Frederick*	Dir/Prof	CCS/Music	100	58a
28 Lee, Byong-Won*	Prof	Music	100	58a
29 Lin, Shu Hwa	Assoc Prof	APDM	25	62a
30 Lingley, Kate	Assoc Prof	Art	60	62a
31 Lu-Chen, Jung Ying	Instructor	CITS/EALL	100	63a
32 McCraw, David	Prof	EALL	100	64a
33 Miao, Pu	Prof	Architecture	85	66a
34 Nakajima, Seio	Asst Prof	Sociology	50	68a
35 Ng, Konrad	Asst Prof	ACM	25	69a
36 Ning, Cynthia	Assoc Dir/ Co-Dir	CCS/CI	100	69a
37 Peng, Yun	Asst Prof	EALL	100	75a
38 Perushek, Diane	Dir	Global Relations	25	75a
39 Petersen, Carole	Prof	Law	40	76a
40 Peterson, Christian	Asst Prof	Anthropology	100	76a

41	Reed, Gay Garland*	Prof	Education	25	77a
42	Rhee, S Ghon*	Prof	Fin Econ, CBA	50	79a
43	Tschudi, Daniel	Coordinator	CCS	100	86a
44	Tschudi, Stephen	Specialist	EALL	100	86a
45	Wang, Chun Han	Assoc Prof	ACM	30	88a
46	Wang, Haidan	Asst Prof	EALL	100	88a
47	Wang, Wensheng	Asst Prof	History	100	89a
48	Wang, Xiaojun	Assoc Prof	Econ	75	89a
49	Wang, Yida	Assoc Prof	Art	40	90a
50	Wichmann-Walczak, Elizabeth	Prof	Theatre & Dance	100	90a
51	Wu, Jing	Instructor	EALL	100	92a
52	Xu, Yiyuan	Assoc Prof	Psychology	50	92a
53	Yang, David C	Prof	Accounting, CBA	30	93a
54	Yao, Kuang-Tien	China Stds Lib	Library	100	95a
55	Yue, Ming-Bao	Assoc Prof	EALL	100	96a
56	Zeng, Suzanne M	Instructor	CITS/EALL	100	97a
57	Zheng, Dongping	Assoc Prof	SLS	50	97a
58	Zhou, Kate Xiao	Prof	Pol Sci	80	98a
					profile
	Japan Field	Title	Dept.	%	page
1	Baroni, Helen	Assoc Prof	Religion	50	27a
2	Bazzell, Tokiko	Jpn Stds Lib	Library	100	28a
3	Carlile, Lonny	Assoc Prof	Asian Studies	100	31a
4	Chinen, Joyce	Director	COS	50	35a
5	Cook, Haruko	Prof	EALL	100	37a
6	Curry, Stewart	Instructor	EALL	100	37a
7	Farris, W. Wayne	Prof	History	100	39a
8	Flowers, Petrice	Assoc Prof	Pol Sci	75	40a
9	Fukuda, Shinichiro	Asst Prof	EALL	100	41a
10	Greaney, Theresa	Assoc Prof	Econ	70	42a
11	Hirate, Susan	Instructor	EALL	100	43a
12	Hitosugi, Claire	Instructor	EALL	100	44a
13	Huey, Robert	Prof	EALL	100	45a
14	Iezzi, Julie	Prof	Theatre & Dance	100	46a
15	Ishida, Masato	Assoc Prof	Philosophy	70	46a
16	Ito, Ken	Prof	EALL	100	47a
17	Iwai, Tomoko	Instructor	EALL	100	47a
18	Iwasaki, Shoichi	Prof	EALL	100	48a
19	Johnson, David T.	Prof	Sociology	60	50a
20	Kanno, Kazue	Assoc Prof	EALL	100	51a
21	Koikari, Mire	Assoc Prof	Women's Studies	80	54a
22	Kondo-Brown, Kimi	Assoc Dean/ Prof	LLL/EALL	50	55a
23	Kurihara Kramer, Hanae	Asst Prof	Communications	75	56a
24	Lachmann, Masami	Instructor	EALL	100	57a
25	Levin, Mark	Prof	Law	85	61a
26	Masunaga, Karen	Instructor	EALL	100	63a

27	McDonald, Mary	Dir/Assoc Prof	CJS/Geography	100	65a
28	McNally, Mark	Assoc Prof	History	90	66a
29	Mohr, Michel	Assoc Prof	Religion	75	67a
30	Murayama, Emi	Instructor	EALL	100	67a
31	Nakahara, Gladys	Instructor	EALL	100	68a
32	Ochner, Nobuko	Assoc Prof	EALL	100	70a
33	Odin, Steve	Prof	Philosophy	100	70a
34	Ogasawara, Miki	Instructor	EALL	100	71a
35	Ogawa, Dennis	Instructor	EALL	100	71a
36	Okuhara, Keiko	Librarian	Law	100	72a
37	Ray, Grace E.	Instructor	EALL	100	77a
38	Reynolds, Katsue	Prof	EALL	100	78a
39	Saito, Hirohisa	Asst Prof	Sociology	50	79a
40	Satsuma, Gay	Assoc Dir	CJS	100	80a
41	Springer, Hisami	Librarian	Library	100	81a
42	Steinhoff, Patricia	Prof	Sociology	85	81a
43	Szostak, John	Assoc Prof	Art	100	83a
44	Tanaka McPherson, Naemi	Instructor	EALL	100	83a
45	Tateyama, Yumiko	Asst Prof	EALL	100	84a
46	Teruya, Lynette	Coordinator	COS	100	84a
47	Thornhill, Arthur	Assoc Prof	EALL	100	85a
48	Totani, Yuma	Assoc Prof	History	100	85a
49	Uchida, Hiromi	Instructor	EALL	100	87a
50	Wada, Yuka	Instructor	EALL	100	87a
51	Womack, Donald	Prof	Music	70	91a
52	Woo, C Patrick	Instructor	EALL	100	91a
53	Yano, Christine R	Prof/Chair	Anthropology	75	94a
54	Yoshimi, Dina R	Assoc Prof	EALL	100	96a
					profile
					page
Korea Field	Title	Dept.	%		
1	Allen, Chizuko	IRF Coord	SPAS	50	25a
2	Bae, Christopher*	Assoc Prof	Anthropology	100	26a
3	Baik, Tae-Ung	Assoc Prof	Law	75	27a
4	Chai, Sun Ki	Prof	Sociology	40	31a
5	Chang, Erica	Librarian	Library	100	32a
6	Chang, Sumi	Instructor	EALL	100	33a
7	Cheon, Sang-Yee	Asst Prof	EALL	100	35a
8	Kim, Bum Jung	Asst Prof	Social Work	75	52a
9	Kim, Karl E.	Prof	Ur Rgn Pln	25	52a
10	Kim, Mary S.	Asst Prof	EALL	100	53a
11	Kim, Min-Sun	Prof	Communicology	50	53a
12	Kim, Yung-Hee	Prof	EALL	100	54a
13	Kong, Dong-Kwan	Asst Prof	EALL	100	55a
14	Koo, Hagen	Prof	Sociology	80	56a
15	Lau, Frederick*	Dir/Prof	CCS/Music	100	58a
16	Lee, Byong-Won*	Prof	Music	100	58a
17	Lee, Chae Ho	Assoc Prof	Art	25	59a
18	Lee, Hye-Eun	Assoc Prof	Communicology	40	59a
19	Lee, Hye-Ryeon	Assoc Prof	Communicology	25	60a

20 Lee, Sang-Hyop	Dir/Prof	CKS/Econ	100	60a
21 Lee, Yean-Ju	Assoc Prof	Sociology	50	61a
22 O'Grady, William	Prof	Linguistics	70	72a
23 Pak, Gary	Prof	English	25	73a
24 Park, Hyoung-June	Assoc Prof	Architecture	25	73a
25 Park, Mee-Jeong	Assoc Prof	EALL	100	74a
26 Park, Young-a	Asst Prof	ASAN	100	74a
27 Reed, Gay Garland*	Prof	Education	25	77a
28 Rhee, Mooweon	Prof	Mgt & Ind Rel,CBA	50	78a
29 Rhee, S. Ghon*	Prof	Fin Econ, CBA	50	79a
30 Sohn, Ho-min	Dir/Prof	EALL	100	80a
31 Sutton, R. Anderson	Dean	SPAS	25	82a
32 Yang, Jude	Kor Stds Lib	Library	100	93a
33 Yang, Myungji	Asst Prof	Pol Sci	75	94a
34 Yoo, Jun	Assoc Prof	History	60	95a

**APPENDIX 2D PROFILES OF EA FACULTY MEMBERS,
COLLABORATING FACULTY MEMBERS,
AND EVALUATOR IN ALPHABETICAL ORDER**

ABINALES, Patricio N. **APPOINTED:** 2011, tenured **SEA**
TITLE/DEPARTMENT: Professor, Asian Studies, SPAS
EDUCATION: PhD (Government and Asian Studies) Cornell University, 1997
ACADEMIC EXPERIENCE: Kyoto University, 1999-2010.
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Tagalog (5), Cebuano (4)
RESEARCH/TEACHING SPECIALIZATONS: Philippines politics and history; Southeast Asian studies research methods.
RECENT PUBLICATIONS: “The Philippines: Students, Activists, and Communists in Movement Politics” in *Student Activism in Asia: Between Protest and Powerlessness*. Editors, Meredith Weiss and Edward Aspinall. Univ. of Minnesota Press, 2012. *Orthodoxy and History in the Muslim Mindanao Narrative*. Ateneo de Manila Press, 2010.
AREA COURSES TAUGHT: ASAN 310, 320, 620
FIELD RESEARCH EXPERIENCE: Philippines, Thailand
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 0%
DISTINCTIONS: Fellow, Woodrow Wilson International Center for Scholars, D.C. (2010-11)

ALLEN, Chizuko T. **APPOINTED:** 1995, tenured **K**
TITLE/DEPARTMENT: Associate Specialist (Institutional Research & Fellowships Coordinator), SPAS
EDUCATION: PhD (History) U Hawai‘i, 1988; MA (History) U Hawai‘i, 1981; BA U Tokyo, 1979.
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5), Korean (4)
RESEARCH/TEACHING SPECIALIZATONS: Korean history, Korea-Japan relations
RECENT PUBLICATIONS: Book review of *The Great Enterprise: Sovereignty and Historiography in Modern Korea*. By Henry H. Em. Durham; London: Duke University Press, 2013. *Pacific Affairs* 87:3 (September 2014); “Early Migrations, Conquests, and Common ancestry: Theorizing Japanese Origins in Relation with Korea.” *Sungkyun Journal of East Asian Studies* 8:1 (April 2008): 105-130; “Ch’oe Namsŏn at the Height of Japanese Imperialism.” *Sungkyun Journal of East Asian Studies* 5:1 (April 2005): 27-50.
AREA COURSES TAUGHT:
ASAN 491K Contentious Issues Korea and Japan; ASAN 320K Asian Nation: Korea
FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan & Korea, 2002, 2003, 2005, Korea 1985-86
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

AMES, Roger T.

APPOINTED: 1978, tenured

C

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: PhD (Philosophy) U London, 1978; MA U British Columbia, 1973; BA U British Columbia, 1970

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Mandarin (4), Classical Chinese (4), Japanese (3), French (2)

RESEARCH/TEACHING SPECIALIZATIONS: comparative philosophy, philosophy of culture, classical Confucianism, Daoism, American philosophy

RECENT PUBLICATIONS: (2011). *Confucian Role Ethics: A Vocabulary*. Hong Kong/Honolulu: CUHK Press and UH Press; (2009). *The Chinese Classic of Family Reverence: A Philosophical Translation of the Xiaojing*, with Henry Rosemont. Honolulu: UH Press; **Ames, R.T.**, & David, L. Hall. (2002). *Daodejing: Making This Life Significant: A Philosophical Translation*. New York: Ballantine Books; Ames, R. T., & Hall, D. L. (Eds.). (2001). *Focusing the familiar: A translation and philosophical interpretation of the Zhongyong*. University of Hawai'i Press.

AREA COURSES TAUGHT: PHIL 100 Intro (comparative); PHIL 302 Political Philosophy; PHIL 320 American Philosophy; PHIL 370 Chinese Philosophy; PHIL 406 Intro to Zen (Ch'an) Buddhist Philosophy; PHIL 670 Confucianism; PHIL 671 Neo-Confucianism; PHIL 672 Daoism; PHIL 740: Reading Chinese Texts; PHIL 770 Sem in Chinese Philosophy; PHIL 792 Sem in Comparative Philosophy

FIELD RESEARCH EXPERIENCE: China, Hong Kong, United Kingdom, Taiwan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISTINCTIONS: PRC Ministry of Culture Confucius Culture Award, (2013) Grants from Fulbright, the National Endowment for the Humanities, Fulbright-Hayes, Freeman, and Luce, Korea Foundation; Excellence-in-Research Award (2012), Excellence-in-Teaching Award (1990)

BAE, Christopher J.

APPOINTED: 2008, tenured

C-K

TITLE/DEPARTMENT: Associate Professor, Anthropology

EDUCATION: PhD (Anthropology) Rutgers University, 2005

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Korean (3), Chinese (1), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Biological Anthropology; Paleoanthropology; Vertebrate Taphonomy; Out of Africa I; Modern Human Origins

RECENT PUBLICATIONS: (In Prep) *The Prehistory of Eastern Asia: A Synthesis*. MS to be submitted to Vertebrate Paleobiology and Paleoanthropology Series, Springer Press, Dordrecht, The Netherlands; (In Prep) Korean Prehistory. *Asian Perspectives*; (In Prep) Korean Prehistory: Archaeological and Biological Anthropological Perspectives. *Korean Studies*. (Proceedings from the 2013 SAA symposium); (In Press) Jin, C.Z., Dong, W., **Bae, C.J.**, Harrison, T. Multidisciplinary Perspectives on the *Gigantopithecus* Fauna and Quaternary Biostratigraphy in East Asia. *Quaternary International*; **Bae, C. J.**, Bae, K.D., & Wang, W. (2012). Current multidisciplinary approaches to deciphering the East and Southeast Asian paleoanthropological record. *Quaternary International*.

AREA COURSES TAUGHT: ANTH 460 and 660 (Asian Paleoanthropology)

FIELD RESEARCH EXPERIENCE: Korea, China, Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Chinese Academy of Sciences, China.

BAIK, Tae-Ung

APPOINTED: 2011, tenured

K

TITLE/DEPARTMENT: Associate Professor, Law; Chair, Pacific-Asian Legal Studies (PALS)

EDUCATION: JSD, Notre Dame, 2009; LLM, Notre Dame, 2000, LLB, Seoul National University College of Law, Republic of Korea, 1990

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5); Japanese (2); Chinese (2); German (1)

RESEARCH/TEACHING SPECIALIZATIONS: Korean law, international law, human rights, Asian legal systems;

RECENT PUBLICATIONS: *Emerging Regional Human Rights Systems in Asia* (Cambridge University Press, 2012); "Stabilizing Democracy and Human Rights Systems in South Korea," 35 *University of Hawai'i Law Review*; "Fairness in Transitional Justice Initiatives: The Case of South Korea," 19 *Buffalo Human Rights Law Review* 169 (2013); "Social Healing Through Justice: Jeju 4.3 Case 2," *World Environment and Island Studies* 59 (2012); *Human Rights Cooperation in East Asia, in Cooperation and Challenges of the Asia Pacific Era* (Korean Global Foundation ed., Urisidae, 2013); *Public Interest Litigation in Korea*, in *Public Interest Litigation in Asia* (Po Jen Yap & Holning Lau eds., London, Routledge, 2010);

AREA COURSES TAUGHT: Law and Society in Korea; Human Rights in Asia; Comparative Law; Criminal Procedure-A Comparative Perspective; Introduction to Asian Legal System; Korean Law; and Transnational Law.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: South Korea (July 2013, July 2012, Sep 2000)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

BARONI, Helen J.

APPOINTED: 1993, tenured

J

TITLE/DEPARTMENT: Professor, Religion

EDUCATION: PhD (Religion) Columbia, 1993; MPhil (Religion) Columbia, 1990; MDiv (Theology) Princeton, 1984; BA Grinnell College, 1981

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: East Asian Buddhism, Japanese and Chinese religions, Obaku Zen, new religions/cults

RECENT PUBLICATIONS: *Love, Roshi: Correspondence between Robert Baker Aitken and his Distant Correspondents*. Albany: SUNY Press, (2012); *Iron Eyes; The Life and Teachings of the Obaku Zen master Tetsugen Dōkō* Albany, NY: SUNY Press (2006); *An Illustrated Encyclopedia of Zen Buddhism*. New York: Rosen Publishing, 2002; *Obaku Zen: The Emergence of a Third Sect of Zen in Tokugawa Japan*. Honolulu: UH Press, 2000; "Harmony within One's House: Shinto Understandings of Harmony and Social Conflict." In *Ideas of Human Social Concord and Discord in Selected Religions*, ed. Joseph B. Gittler. Greenwich, Connecticut: JAI Press, Inc., 2000.

AREA COURSES TAUGHT: REL204 Understanding Japanese Religions, REL661C Seminar in Japanese Religions, REL 207 Understanding Buddhism, REL308 Zen (Ch'an) Buddhist Masters, REL333 Cults and New Religions, REL475 Seminar on Buddhism, REL695 Topics in Religion: New Religions

FIELD RESEARCH EXPERIENCE: In Japan 1993, 1995, 1997

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Japan Foundation Dissertation Fellowship, Weatherhead Fellowship.

BAZZELL, Tokiko Y. APPOINTED: 1999, tenured **J**

TITLE/DEPARTMENT: Japanese Studies Librarian, Asia Collection, Library

EDUCATION: MLIS (Library & Information Science) Catholic U of America, 1994; MA

(TESL/Linguistics) Southern Illinois U at Carbondale, 1982; BA Tokyo Woman's Christian U, 1978

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

SPECIALIZATIONS: Library science and management; Japan Collection development and management; Reference services; Information literacy

RECENT PUBLICATIONS: "Futatsu no kōza o jukōshite 二つの講座を受講して (Participating in two workshops at the National Museum of Modern Japanese Literature)," *Nihon Kindai Bungakukan (National Museum of Modern Japanese Literature)*, 256 (November 2013): 4; "'Urabanashi' o shitte 'omote' o miru 「裏話」を知って「表」を見る (Learning the behind-the-scenes sheds light upon our familiar resources)," *Jōhō Kanri (Journal of Information Processing and Management)* 54 no.5 (August 2011): 296-299; "Shinka suru daigaku toshokan to raiburarian no yakuwari 進化する大学図書館とライブラリアンの役割 (Evolving US academic libraries and roles of librarians)" *Dōshisha Daigaku Toshokangaku Nenpō (Doshisha University Library Science Annals)* 36 (2010): 46-55.

AREA COURSES TAUGHT: EALL603J (Bibliographical & Research Methods: Japanese), LIS705 (Asian Research Methods and Resources)

FIELD RESEARCH EXPERIENCE: Annual trips to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Member on ILL/DD Committee (2011-present), Chair (2007-2009) for the North American Coordinating Council on Japanese Library Resources (NCC), NCC MVS Grant for library acquisitions (2007, 2008, 2010 & 2013) Japan Foundation Grant for Library Support (2005 & 2009-2012), University Research Council Faculty Travel Award (2012)

BLAKE, C. Fred APPOINTED: 1975, tenured **C**

TITLE/DEPARTMENT: Professor, Anthropology

EDUCATION: PhD (Anthropology) U Illinois Urbana-Champaign, 1975; MA (Anthropology)

Washington U St. Louis, 1966; BA U Hawai'i, 1964

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5=native or near-native; 1=beginner] Putonghua (3), Kejiahua [Hakka] (2), Chamorro ["Saipanese"] (1), Satawal dialect of the Central Caroline Islands (1), French (1), Spanish (1), Russian (1)

RESEARCH/TEACHING SPECIALIZATIONS: Critiques of political economy, ideology, ritual and religion, complex societies, China.

RECENT PUBLICATIONS: (Forthcoming). "Papa! What's Money?" In *Tweets from the Field: Ethnographic Updates from Asia and the Pacific*, Edited volume. Submitted for publication at U.H. Press; (2011). Lampooning the Paper Money Custom in Contemporary China. *Journal of Asian Studies*, 70(2): 449-469; (2011). *Burning Money: The Material Spirit of the Chinese Lifeworld*. Honolulu: University of Hawai'i Press; (2009). 乌鸦印簪安人 [introduction and translation with 冉凡 of *The Crow Indians* by Robert Lowie]. 民族出版社 [Ethnic Publishing House].

AREA COURSES TAUGHT: ANTH 356 East Asian Culture; ANTH 488 Chinese Culture:

Ethnography; ANTH 489 Chinese Culture: Current; ANTH 750 Research Seminar: Ethnology of China.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: China, part of years: 1993; 1995; 1999-2000; 2006; 2011.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

BOOTH, Charles **APPOINTED:** 2006, tenured **C**
TITLE/DEPARTMENT: Professor, Law; Carlsmith Ball Faculty Scholar; Director, Institute of Asian-Pacific Insolvency Law
EDUCATION: JD, Harvard, 1984; BA, Yale, 1981
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (1)
RESEARCH/TEACHING SPECIALIZATIONS: International and Comparative insolvency and commercial law, with a focus on Hong Kong and China
RECENT PUBLICATIONS: Douglas Arner, Gordon Walker, **C.D. Booth**, & Michael Panton. (2013). *Evaluating the EBRD's Legal Transition Programme*, 2 LAW IN TRANSITION 10-15 (European Bank for Reconstruction and Development); **C.D. Booth** & Edward Tyler. (2010). *Hong Kong Personal Insolvency Manual* (2nd edition) (Hong Kong: HKICPA)(454 pp.); Jay Westbrook, **C.D. Booth**, Christoph Paulus & Harry Rajak. (2010). *A Global View of Business Insolvency Systems* (World Bank & Martinus Nijhoff Publishers) (300 pp.); **C.D. Booth** & Trevor N. Lain. (2010). *Rescuing Hong Kong Companies with Provisional Supervision: Proposals that Workers and Management Can Support*, 40 HONG KONG LAW JOURNAL, 271-292.
FIELD RESEARCH EXPERIENCE: Ulaanbaatar, Mongolia, March 2014, Beijing (Beida), Shanghai, 2013
AREA COURSES TAUGHT: Asian-Pacific Insolvency Law, Second Year Seminar
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%
DISTINCTIONS: Member, Editorial Board, Brill's Asian Law Series, May 24, 2013.
Co-Director, Hong Kong Institute of Certified Public Accountants (HKICPA)

BROWN, Ronald C. **APPOINTED:** 1980, tenured **C**
TITLE/DEPARTMENT: Professor, Law
EDUCATION: LLM U Michigan, 1970; JD U Toledo, 1968; BS U Toledo, 1965
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3
FOREIGN LANGUAGE(S): [5=native or near-native, 1=beginner] Mandarin (2)
RESEARCH/TEACHING SPECIALIZATIONS: Chinese law, Asian International and Comparative Labor Law, and U.S.-China Labor & Employment Law
RECENT PUBLICATIONS: (2013). *Measuring China's Social Insurance Law under International Standards of ILO and Influences of Social Dimension Provisions FTAs and BITs* (Peking: Peking Univ.); (2013). *Defusion of Labor Disputes in China: Collective Negotiations, Mediation, Arbitration, and the Courts* (NY: Cambridge Univ. Press, EU-China Law Association); (2012). *East Asian Labor and Employment Law: International and Comparative Context* (NY: Cambridge Univ. Press); (2010). *Understanding Labor & Employment in China* (NY: Cambridge Univ. Press).
AREA COURSES TAUGHT: LAW 556 Asian Comparative Labor Law; LAW 586 Chinese Law; U.S.-China Comparative Labor Law
TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 50%
DISTINCTIONS: Director of the Center for Chinese Studies, 2000-2006; Fulbright Distinguished Scholar 2004-05 at Peking University and Tsinghua University Law Schools; Foreign Adviser to Beijing University graduate law program

BROWN, Shana

APPOINTED: 2003, tenured

C

TITLE/DEPARTMENT: Associate Professor, Department of History

EDUCATION: PhD UC Berkeley, 2003; MA UC Berkeley, 1997; BA Amherst College, 1993

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] Mandarin (4), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Nineteenth and Twentieth-Century Chinese History; Cultural and Intellectual History; World History

RECENT PUBLICATIONS: (2013). Antiquarianism and Sino-Japanese Rivalry: Yang Shoujing in Meiji Japan. *The Role of Japan in Modern Chinese Art*, ed. Joshua Fogel. Berkeley: University of California, 69-83; (2012). Luo Zhenyu and the Predicament of Republican Period Antiques Collecting. *Lost Generation: Luo Zhenyu, Qing Loyalists and the Formation of Modern Chinese Culture*, ed. Chia-Ling Yang and Roderick Whitfield. London: Saffron Books, 58-73; (2012). Sha Fei, the Jin-Cha-Ji Pictorial, and the Documentary Style of Chinese Wartime Photojournalism. *History in Images: Picture and Public Space in Modern China*, ed. Christian Henriot and Wen-hsin Yeh. Berkeley: Institute of East Asian Studies China Research Monograph 66, 55-80; (2011). *Pastimes: From Art and Antiquarianism to Modern Chinese Historiography*. Honolulu: University of Hawai'i Press; (2011). What is Chinese About Ancient Artifacts? Oracle Bones and the Transnational Collectors Hayashi Taisuke and Luo Zhenyu. *Collecting 'China': The World, China, and a Short History of Collecting*, ed. Vimalin Rujiwacharakul. Newark: University of Delaware Press: 63-72; (2009).

AREA COURSES TAUGHT: HIST 713D Grad Sem in Chinese Historical Literature; HIST 417 Chinese Intellectual History; HIST 661D Graduate Seminar in Modern Chinese History; HIST 420 People's Republic of China; HIST 410 20th c. China; HIST 418 China's Foreign Relations

FIELD RESEARCH EXPERIENCE: 1992 (PRC), 1993-94 (PRC), 1996-1997 (Taiwan), 1998 (PRC), 1999-2000 (PRC), 2004 (PRC), 2006 (PRC), 2012 (PRC)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: University Research Council Grant, Fulbright-Hays

BUI, Tung

APPOINTED: 1997, tenured

C

TITLE/DEPARTMENT: Matson Distinguished Professor of Global Business, Department of Information & Technology Management, Shidler College of Business

EDUCATION: PhD New York University, 1986; PhD, U Fribourg, 1980; BA U Fribourg, 1974

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 25

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] Vietnamese (5), French (5), Cantonese (3), German (3), Italian (3)

RESEARCH/TEACHING SPECIALIZATIONS: E-commerce in East Asia; the impact of the World Trade Organization on East Asia; climate change adaptation and crisis management

RECENT PUBLICATIONS: *Emergency Response Travel Facilitation for Personnel, Goods and Equipment in Times of Crisis: A Stocktaking Study prepared for the APEC Emergency Preparedness Workgroup (EPWG)*, funded by USAID, a 2013 APEC publication; **Bui, T.,** H-J Sebastian and Hemsch. (2013). Solving the order promising impasse using multi-decision analysis and negotiation. *Logistics Research*, 6(1), 25-41.

AREA COURSES TAUGHT: ITM385 Introduction to Electronic Commerce (E-readiness in East Asia / Global Issues with focus on Asia); ITM704 Doctoral Seminar on Globally Distributed Work (Discuss out-sourcing strategies and impacts with China, Vietnam, the Philippines and India)

FIELD RESEARCH EXPERIENCE: China, Taiwan, Hong Kong annually since 1997

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 35%

DISTINCTIONS: 2003 U.S. Department of Commerce SBA Small Business Research Advocate of the Year (U Hawai'i and Western Region of U.S.)

CARLILE, Lonny E.

APPOINTED: 1994, tenured

J

TITLE/DEPARTMENT: Associate Professor, Asian Studies/CJS, SPAS

EDUCATION: PhD (Poli. Sci.) UC Berkeley, 1989; MA (Poli. Sci.) Kyushu U, 1979; BA UHM, 1974

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Political-economy of Japan

RECENT PUBLICATIONS: "The Post-industrialization of the Developmental State" in C. Gerties and T. George, eds., *Japan Since 1945: From Postwar to Post-Bubble* (London: Bloomsbury, 2013); "The Labor Movement" in Alisa Gaunder, ed., *Routledge Handbook of Japanese Politics* (London and New York: Routledge, 2011); "The Evolution of 'Area Studies' in Japan" In T. Wesley-Smith and J. Goss, eds., *Changing Places: Critical Perspectives and Pedagogies In Asia Pacific Studies* (UH Press, 2010).

AREA COURSES TAUGHT: ASAN 312 Contemp. Asian Civ.; ASAN 320J Asian Nation: Japan; ASAN 462 Contested Issues in Contemp. Japan; ASAN 482 Political Econ. of Japan; ASAN 491 Topics in Asian Studies; ASAN 600J Scope & Methods Japan; ASAN 620 Contemporary Asia; ASAN 629 Asian Security Cultures; ASAN 750J Rsch Seminar Japan

FIELD RESEARCH EXPERIENCE: Annual visits to Japan from 1989 to 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Ford Foundation Research Project; Freeman Foundation Grants; Japan Foundation Japan-America Collegiate Exchange Travel Grant; Japan Foundation/UH Center for Okinawan Studies Research Grant; Japan-US Friendship Commission Research Grant; UH University Research Council (URC)

CHAI, Sun-Ki

APPOINTED: 2001, tenured

K

TITLE/DEPARTMENT: Professor, Sociology

EDUCATION: PhD (Political Science) Stanford, 1994; MS, Stanford, 1984; BS, Stanford, 1983.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] Korean (4)

RESEARCH/TEACHING SPECIALIZATIONS: Culture and East Asian Development, Formal Modeling and Simulation

RECENT PUBLICATIONS: Chai, S. K. & Rhee, M. (2010). Confucian capitalism and the paradox of closure and structural holes in East Asian firms. *Management and Organization Review*, 6(1), 5-29; Chai, S. K., Liu, M., & Kim, M. (2009). Cultural Comparisons of Beliefs and Values: Applying the Grid-Group Approach to the World Values Survey. *Beliefs and Values*, 1(2), 193-208; (2011). *Social Computing, Behavioral-Cultural Modeling & Prediction*. John Salerno, Shanchieh Jay Yang, Dana Nau, Sun-Ki Chai, Eds., *Advances in Social Computing*. Springer, Berlin Heidelberg.

AREA COURSES TAUGHT: Asian Development (SOC 751), Sociology of Korea (SOC 358)

TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING: 40%

DISTINCTIONS: University of Hawai`i Chancellor's Award for Excellence in Teaching, 2004-2005. Recent Grants: Developing Cultural Analysis and Sociological Network Theory for Understanding Virtual Communities and Their Intrinsic Relationships on the Web. Air Force Office of Scientific Research; Online Social Behaviors and Prediction of their Implications for the Physical World. Office of Naval Research (Human Social Culture Behavior Modeling Program); Coherence-Based Modeling of Cultural Change and Political Violence (CCPV). Air Force Office of Scientific Research; Integrated Lab for the Computer-Mediated Study Of Culture. Office of Naval Research Defense University Research Instrumentation Program (DURIP)

CHANG, Erica Soonyoung **APPOINTED:** 1991, tenured **K**
TITLE/DEPARTMENT: Librarian, Hamilton Library (cataloging)
EDUCATION: MA (Asian Studies) U Hawaii, 2012; MLIS U Hawaii, 1989; BA, Keimyung U, Korea, 1985.
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)
RESEARCH/TEACHING SPECIALIZATIONS: Re-examining the collaborator issue by reviewing the internal logic of conversion and fluid self-identity in Korea
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: Member of UHM Library "Hall of Fame" for creating bibliographic and authority records for Korean language materials (monographs, series, AV materials, maps, electronic resources).

CHANG, Rosita P. **APPOINTED:** 2000, tenured **C**
TITLE/DEPARTMENT: Professor of Finance, Shidler College of Business
EDUCATION: PhD (Finance) U Pittsburgh, 1982; MBA U Pittsburgh, 1977; BA Mills College, 1976.
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 14
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)
RESEARCH/TEACHING SPECIALIZATIONS: Chinese capital markets and financial institutions; Asian corporate governance systems
RECENT PUBLICATIONS: Pamela Chow, Stacy-ann Miyashiro, **R.P. Chang**, Barbara Watanabe, Dean Nushida. (2013). Effectiveness of Peer Educators in Delivering Financial Literacy Information. *Proceedings of AFCPE Symposium*; **R.P. Chang**, Jack DeJong, Qianqiu Liu, John Robinson, and Jack Suyderhoud. (2013). The Cost of Guaranteed Income: A Consumer-Oriented Approach to Considering the Value Proposition of Variable Annuities with Guaranteed lifetime Withdrawal Benefit Riders. *Proceedings of Academy of Financial Services Conference*; Qianqiu Liu, **R.P. Chang**, John Robinson, and Jack DeJong. (2011). Are Lifecycle Funds Getting a Bum Rap? A Comprehensive Comparison of Lifecycle versus lifestyle Retirement Strategies from Accumulation through Withdrawal. *The Journal of Wealth Management*, 14(2), 68-84
AREA COURSES TAUGHT: Sustainable Development in East Asia
FIELD RESEARCH EXPERIENCE: Travel to Korea, China, Taiwan, Southeast Asia and other Asia-Pacific countries for paper presentations at international conferences and forums.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 50%
DISTINCTIONS: CFP Board of Standards Best Paper Award, Academy of Financial Services, October 2008; InFRE Best Paper Award, Academy of Financial Services, October 2010

CHANG, Sumi

APPOINTED: 2009, untenured

K

TITLE/DEPARTMENT: Instructor of Korean, EALL

EDUCATION: PhD (Korean) U of Hawai'i, 2014; MA (SLS) U of Hawai'i, 2004; MA Rhode Island College, 1991; BA (Polsc and Diplomacy) Yonsei Univ., 1983.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Korean sociolinguists, teaching Korean as a foreign language from beginning to advanced levels.

RECENT PUBLICATIONS: With Lee, S.-K. & Chang, S. (2005). The learner involvement in self- and peer-assessment of task-based oral performance. *Language Research (Ōhak Yōngu)*, 41(3), 711-735.

AREA COURSES TAUGHT: KOR 403 High-Advanced Korean I; KOR 421 Media Analysis in Korea; KOR 622 Comparative Studies of S. and N. Korean; KOR 101.

FIELD RESEARCH EXPERIENCE: Most recent visit to Korea, 2009.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 100%

PEDAGOGICAL APPROACH: Task-based, content-based.

CHEN, Qimei

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Jean E. Rolles Distinguished Professor, Chair, Marketing/Professor, Shidler College of Business

EDUCATION: PhD UM Twin Cities, 2001; MA, UM Twin Cities, 1999; BA Nanjing Normal U, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Cross-cultural consumer behavior; Internet marketing; Advertising effectiveness

RECENT PUBLICATIONS: With Yi He and Dana L. Alden. (2012). Social Presence and Service Satisfaction: The Moderating Role of Culture Value-Orientations. *Journal of Consumer Behavior*, 11(2), 170-176; With Dana Alden and Yi He. (2010). Service Recommendations and Customer Evaluations in the International Marketplace: Cultural and Situational Contingencies. *Journal of Business Research*, 63(1), 38-44; With Michael Merz, and John Pelozo. (2010). Standardization or Localization? Using Corporate Philanthropy to Build the Reputation of Global Firms. *International Journal of Nonprofit and Voluntary Sector Marketing*, 15, 233-252; With Ruby Lee and Xiongwen Lu. (2009). In Search of Platforms to Increase Market Responsiveness: Evidence from Foreign Subsidiaries. *Journal of International Marketing*, 17(2), 59-73; With Yi He, Xinshu Zhao and David Griffith. (2008). Sources of Product Information for Chinese Rural Consumers--The first glance. *International Journal of Advertising*, 27(1), 67-97.

AREA COURSES TAUGHT: MKTG 690: Advanced Seminar in Marketing: Chinese Marketing System

FIELD RESEARCH EXPERIENCE: Advisory Professor, Fudan U, 2005-Present

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

DISTINCTIONS: 2013 Winner of the *Journal of Consumer Research* Best Article Award; 2009 University Fellow, Hong Kong Baptist University; 2008 S. Tamer Cavusgil Award from American Marketing Association; Shirley M. Lee Research Award from Shidler College of Business 2007; UH CBA Distinguished Research Award 2004-2005; UH CBA Faculty Productivity Grant 2005; UH CBA Faculty Research Grant; CIBER Research Grant 2001-2005; Marketing Science Institute Research Award 2003; Dragon 100 Young Chinese Leaders Award

AREA COURSES TAUGHT: MKTG 690: Advanced Seminar in Marketing: Chinese Marketing System

FIELD RESEARCH EXPERIENCE: Advisory Professor, Fudan U, 2005-Present

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

DISTINCTIONS: 2013 Winner of the *Journal of Consumer Research* Best Article Award; 2009 University Fellow, Hong Kong Baptist University; 2008 S. Tamer Cavusgil Award from American Marketing Association; Shirley M. Lee Research Award from Shidler College of Business 2007; UH CBA Distinguished Research Award 2004-2005; UH CBA Faculty Productivity Grant 2005; UH CBA Faculty Research Grant; CIBER Research Grant 2001-2005; Marketing Science Institute Research Award 2003; Dragon 100 Young Chinese Leaders Award

AREA COURSES TAUGHT: MKTG 690: Advanced Seminar in Marketing: Chinese Marketing System

FIELD RESEARCH EXPERIENCE: Advisory Professor, Fudan U, 2005-Present

CHENG, Baoyan

APPOINTED: 2008, tenured

C

TITLE/DEPARTMENT: Associate Professor, College of Education

EDUCATION: EdD, Harvard U, 2007; MA University of Maryland, 2001; MA Wuhan U, 1999; BA Wuhan U of Technology, 1996

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Comparative/International Education with a focus on China

RECENT PUBLICATIONS: Yang, P. & Cheng, B. (2013). Student financing in Chinese higher education. In Don. E. Heller and Clair Callender (Eds.), *Student financing of higher education: A comparative perspective*. Routledge; (2011). *Student loans in China: Efficiency, equity and social justice*. Lanham, MD: Lexington Books, a division of Rowman & Littlefield Publisher; (2011). The effect of the Government-Subsidized Student Loan Program on college students in China. *Frontiers of Education in China*, 6(2), 182-199.

AREA COURSES TAUGHT: EDEF 669 Intro to Comp/International Education

FIELD RESEARCH EXPERIENCE: Research in China (2010 and 2011) and conference presentations on China (2009, 2010 and 2011)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

CHENG, Chung-ying

APPOINTED: 1963, tenured

C

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: BA National Taiwan U, 1956; MA (Philosophy and Logic) U Washington, 1958; PhD (Philosophy and Mathematics) Harvard, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 25

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), French (2), German (2)

RESEARCH/TEACHING SPECIALIZATIONS: Moral Philosophy, Chinese Logic, the I Ching Philosophy, Confucian and Neo-Confucian Philosophy, 20th and Contemporary Chinese Philosophy, Onto-hermeneutics of Dao and Qi, East-West Comparative Philosophy

RECENT PUBLICATIONS: *Contemporary Chinese Philosophy, Theory of Confucian Philosophy, Creating Harmony, Ontology and Interpretation* (in Chinese, eight volumes). Beijing: Sanlian Publishers, 1999-2011; *Collected Papers of Chung-ying Cheng* (4 volumes).

AREA COURSES TAUGHT: PHIL 370 Chinese Philosophy, PHIL 406 Intro to Ch'an (Zen) Buddhist Philosophy, PHIL 607 East Asian Philosophy, PHIL 671 Neo-Confucianism, PHIL 770 Seminar in Chinese Philosophy, Phil 449, Kant and Confucianism, Phil 771 Seminar in Yijing Philosophy, and other Chinese philosophy seminars and courses in classical Confucianism and classical Daoism.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: National Science Foundation grant, Pacific Culture Foundation grant, Tang Yongtong Special Lectures at Peking University, Fulbright Research Grant. Doctoris Honoris (Honorary Doctorate Degree) from Far Eastern Institute of Russian Sciences Academy in Moscow. Two Prizes from two Yijing Conferences, One Award from the well-known Academic Journal: Wen-Shi-Zhe (Literature-History-Philosophy) in Shandong.

CHEON, Sang-Yee

APPOINTED: 2005, tenure-track

K

TITLE/DEPARTMENT: Assistant Professor of Korean, EALL

EDUCATION: PhD (Linguistics) U Hawai'i, 2005; MA (English Linguistics) Sookmyung Women's U, Seoul, 1992; BA, Sookmyung Women's U, Seoul, 1990.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), French (1), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Korean Linguistics, Second Language Phonology, Phonology/Phonetics Interface, Teaching Language and Culture of Korea through Media (film, drama, documentary, TV commercials, etc.)

RECENT PUBLICATIONS: *Essentials of Korean Culture* (Co-edited with H. Sohn), Seoul: Korea University Press, 2013; "Perception of Korean stops by heritage and non-heritage learners: Pedagogical implications for beginning learners." *The Korean Language in America* 18, 2013; With Takeshi Nozawa. (2013). The Identification of stops in a coda position by native speakers of American English, Korean and Japanese. *Journal of the Phonetic Society of Japan* 16; (2012). *Innovations in Teaching Advanced Korean* (Co-edited with H. Sohn & H. Koh), Special issue of the Journal *The Korean Language in America* 17; (2012). The Identification of nasals in a coda position by native speakers of American English, Korean and Japanese. *Journal of the Phonetic Society of Japan*, 15, 5-14.

AREA COURSES TAUGHT: KOR 421 Media Analysis in Korean, KOR 480 Korean Proficiency through Film, KOR 486 Korean for Academic Purposes, KOR 632 Korean Phonology and Morphology, EALL 603: Bibliographical & Research Methods

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: UH Regents' Medal for Excellence in Teaching, 2009.

PEDAGOGICAL APPROACH: Content-based instruction (CBI)

CHINEN, Joyce

APPOINTED: 2010 (as COS Director, UH), tenured **J**

TITLE/DEPARTMENT: Director, Center for Okinawa Studies, UH; Professor, Sociology at the University of Hawai'i at West-O'ahu (since Jan. 1990)

EDUCATION: PhD UHM 1989; MA UHM 1974; BA UHM 1970

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Intersectionality of Race, Class & Gender in Places of Work; Okinawan diaspora; Okinawans in Hawai'i

RECENT PUBLICATIONS: "Okinawan Labor and Political Activists in Hawai'i: Race, Ethnicity, Class and Social Movements in the Mid-20th Century. *IJOS: International Journal of Okinawan Studies*, March 2010, pp. 69-94.

AREA COURSES TAUGHT: Okinawans Locally and Globally; Race and Ethnic Relations; Gender, Culture and Society; Sociology of Work; Women & Work; Peoples of Hawai'i.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: short-term archival research & field research in Okinawa

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: University of Hawai'i Hung Wo and Elizabeth Lau Ching Award for Service to the Community

CLAYTON, Cathryn H.

APPOINTED: 2009, tenured

C

TITLE/DEPARTMENT: Associate Professor, Asian Studies, SPAS

EDUCATION: PhD (Anthropology) UC Santa Cruz, 2001; MA UC Santa Cruz, 1995 (Anthropology); MA (East Asian Studies) Stanford University, 1992; BA (Anthropology) Williams College, 1988

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGES: [5=native or near native; 1=beginner] Mandarin (4), Cantonese (4), Italian (3), Portuguese (2), French (2).

RESEARCH/TEACHING SPECIALIZATIONS: Chineseness, nationalisms and transnationalisms, kinship and ethnicity, sovereignty and imperialism, heritage and collective memory, gender.

RECENT PUBLICATIONS: "Macao Local, Macao Global?" In Eilo Yu and Ming K. Chan (Eds.), *China's Macao Transformed: Challenge and Development in the 21st Century*. City University of Hong Kong Press, (2013); "The Hapless Imperialist? Recalling the 'Cultural Revolution' in Macau." In *Twentieth Century Colonialism and China: Localities, the Everyday, and the World*, Bryna Goodman and David Goodman, (Eds.), Routledge (2012); *Sovereignty at the Edge: Macau and the Question of Chineseness*. Cambridge: Harvard University Asia Center (2010); translations of King Hu's writings, "The Choreography of My Action Films: Illusion and Reality" and "Wuxia, Historical Accuracy and Realism" in *King Hu: In His Own Words*, Roger Garcia and George Wang, eds. Udine Far East Film (2013).

AREA COURSES TAUGHT: ASAN 312: Contemporary Asian Civilizations; ASAN 320C Asian Nation Study: China; ASAN 620 Topics: Marriage and the Family in East Asia ; ASAN 627 Ethnic Nationalism in Asia.

FIELD RESEARCH EXPERIENCE: China, Macau, Hong Kong, Portugal. Annual trips.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: 2010 Francis L. K. Hsu Prize for Best New Book in East Asian Studies, awarded by the Society for East Asian Anthropology; Grants from NSF, Wenner-Gren Foundation for Anthropological Research, Social Science Research Council, UH-Mānoa University Research Council

CONNER, Alison W.

APPOINTED: 1995, tenured

C

TITLE/DEPARTMENT: Professor/Director International Law Programs, Law.

EDUCATION: PhD Cornell, 1979; JD Harvard Law School, 1973; MA Cornell (Chinese & Southeast Asian History), 1970; BA U Florida, 1967

FOREIGN LANGUAGE(S): [5=native or near, 1=beginner] Mandarin (4); French (3); Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese legal history (Qing and Republican period); PRC law and legal development; Hong Kong and Taiwan legal issues

RECENT PUBLICATIONS: Images of Justice (and Injustice) in the Movies of Xie Jin. *Hawai'i Law Review* (forthcoming 2013); Movie Justice: The Legal System in Pre-1949 Chinese Film. *12 Asian-Pacific Law and Policy Journal* 1 (2010); Albert Chen and John Gillespie. (2010). Training China's Lawyers: Enduring Influences and Disconnects. *Legal Development in East Asia: China and Vietnam Compared* (Routledge), also in Stanley Lubman (Ed.), *The Evolution of Law Reform in China: An Uncertain Path* (2012); "History of Chinese Law: The Republic 1911-49," "Confessions," "Confession and Acceptance of Sentence in Chinese Law," and "Lawyers in Chinese Law," in Stanley N. Katz. (Ed.), *Oxford International Encyclopedia of Legal History* Oxford University Press 2009); (2009). Anglo-American Law at Soochow. In Daniel Bay and Ellen Widmer (Eds.), *China's Christian Colleges: Cross-Cultural Connections* (Stanford Univ Press).

AREA COURSES TAUGHT: LWPA 586 Law and Society in China; LWPA 578 Chinese Business Law; LWPA 587 Asian Comparative Law

FIELD RESEARCH EXPERIENCE: 15 years in Hong Kong, Taiwan, China. Several visits per year.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: Fulbright, 2004; UH Chancellor's Citation for Meritorious Teaching, 2011; Outstanding Professor of Law (UH School of Law 2010); Woodrow Wilson Center Fellowship; Chiang Ching-kuo Senior Scholar Grant

COOK, Haruko M. **APPOINTED:** 1989, tenured **J**

TITLE/DEPARTMENT: Professor of Japanese, EALL

EDUCATION: PhD (Linguistics) USC, 1988; MA (Linguistics) California State U Long Beach, 1978; BA (English) Sophia U, 1972; BA (Oriental History) Sophia U, 1970

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7

FOREIGN LANGUAGE(S): [5=native or near native speaker; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese linguistics, sociolinguistics, discourse analysis, and pragmatics

RECENT PUBLICATIONS: (2013). A scientist or salesman? Identity construction through honorifics on a Japanese shopping channel program. *Multilingua*, 23(2): 177-202; (2011). Are honorifics polite? Uses of referent honorifics in a Japanese committee meeting *Journal of Pragmatics*, 43: 3655-3672; (2011). Why can't learners of JFL distinguish polite from impolite speech styles? In Dawn Archer and Peter Grundy (Eds.) *The Pragmatics Reader*. London and New York: Routledge, pp. 354-370. (Originally published in 2001 by Cambridge University Press; chosen and reprinted as one article that represents the academic field of Pragmatics).

AREA COURSES TAUGHT: (recent) JPN 370 Lang in Jpn Society, JPN 407B Newspapers, JPN 407C Social Sciences, JPN 407D Humanities, JPN 420 4th Level Spoken Jpn, JPN475 Intro to Jpn Sociolinguistics, JPN 485C Advanced Reading in Modern Japanese, JPN 633 Japanese Sociolinguistics, JPN 730S Rsrch Sem in Jpn Linguistics: Sociolinguistics

FIELD RESEARCH EXPERIENCE: annual visits to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: URC Research Relations Fund (2008-2009)

PEDAGOGICAL APPROACH: Performance-based

CURRY, Stewart A. **APPOINTED:** 1998, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2004; MA (Japanese) U Hawai'i, 1991; BA (Slavic Languages and Literature [Russian]) UC Berkeley, 1987

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4), Spanish (2), French (2), Korean (1), Portuguese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese and Okinawan language and pedagogy; Japanese and Ryukyuan language history; language contact and dialectology, language documentation, lexicography

RECENT PUBLICATIONS: *Okinawan-English Wordbook*, editor (Honolulu: UH Press, 2006)

AREA COURSES TAUGHT: Elementary, Intermediate, and Third-year Japanese, Introduction to Japanese Linguistics, Okinawan Language and Culture

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Multi-pronged: structural competency-based elements integrated with performance-oriented task and communicative work; oral proficiency testing experience; attended OPI workshops, UHM 1998-99

DAVIS, Edward L.

APPOINTED: 1993, tenured

C

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: BA Harvard, 1976; MA (History) UC Berkeley 1981; PhD (Chinese History) UC Berkeley, 1993

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5= native or near native, 1=beginner] Mandarin (4), Japanese (4), French (4), Mongolian (3), Manchu (3)

RESEARCH/TEACHING SPECIALIZATIONS: Middle-Period Chinese History, Chinese Religions

RECENT PUBLICATIONS: “The Revenge of Han Xin: A Taoist Mystery” (Beijing: EFEO, 2005)

Documentary 90 min; *Encyclopedia of Contemporary Chinese Culture* (London: Routledge, 2005);

Society and the Supernatural in Song China (UH Press, 2001); “Arms and the Dao, Part 2: The Xu

Brothers in Tea Country.” In *Daoist Identity in Practice*, ed. Livia Kohn (Honolulu: UH Press, 2001).

AREA COURSES TAUGHT: History 161a (World Civilizations), History 241-242 (Civilization of Asia), HIST 311-312 History of China, 416-417(Chinese Intellectual History), 495 (Chinese Traditional Government), HIST 661C Topics in Chinese History: Middle Period, 721 China – Classic Antiquity to 750

FIELD RESEARCH EXPERIENCE: Study and research in Taiwan 1977-78; Tokyo 1981-83; ties to Toyo Bunko (Oriental Library of the National Diet Library), Tokyo; frequent trips to China (Hunan and Fujian)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: *Encyclopedia of Contemporary Chinese Culture*: “Best of Reference”, New York Public Library, 1995.

DI, Xu

APPOINTED: 2005, tenured

C

TITLE/DEPARTMENT: Professor, College of Education

EDUCATION: BA (English Teaching), Beijing Normal U, 1981; Med (English Teaching & educational Foundations) Wake Forest U, 1987; EdD (Education Foundations) Harvard U, 1992

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Educational Foundations, Teacher education, Curriculum & Instruction, Multicultural & International Education

RECENT PUBLICATIONS: *Universal Principles for Teaching & Learning: Xue Ji in the 21st Century*

(In submission). Edited with H. McEwan, Asian Study Series. Edited by R. Ames & P. Hershock. SUNY Press. 2013, in press. “Peace in its Entirety” and “Three Newest Practice of Infinite Peace.” In *Non-killing*

Spiritual Traditions, edited by Dr. Pradeep Dahkal & Joam Evans Pim. Institute of Chetanalaya, Nepal

and Center for Global Nonkilling, Honolulu Hawai‘i. Forthcoming. Filial Piety & Traditional Chinese

Rural Community: An Alternative Ethical Paradigm to Modern Aging Society.” With L. X. Yang & B. Y.

Cheng, in *Value and Values: Economics and Justice in an Age of Global Interdependence*. Edited by

Roger T. Ames and Peter D. Hershock. Honolulu: University of Hawai‘i Press, in press. “Wisdom from

the East: Holistic Theory & Practice of Health & Wellness,” in the *International Journal of Health,*

Wellness, & Society. 2013; “Spiritual Heritage & Education Today.” *International Journal of Humanity*

& Social Sciences. January, 2013, Vol. 3, No. 1. p. 42-51; Center for Promoting Ideas, U.S. “Taoism:

Origin, Essence, & Practice.” With L. Chang, in *Encyclopedia of Diversity & Social Justice*. Richmond,

KY: Eastern Kentucky University, 2013.

AREA COURSES TAUGHT: EDEF 310 Education in American Society, EDEF Introduction to

Education, EDEF 660 Educational Philosophy, & EDEF 683 Social & Cultural Con- text of Education

FIELD RESEARCH EXPERIENCE: Taiwan, China, Japan, Lesotho, Azerbaijan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: CAEP National Accreditation, Site visitor (2013-2016), East West Center 2020

International Educational Leadership Forum 2005-2009; Editorial Board, *International Journal of Basic*

Education, 2009; Who’s Who Among American Teachers, 1996, 1998, 2000, 2002, and 2008.

ENGLERT, Peter A. J. **APPOINTED:** 2002, tenured **C**

TITLE/DEPARTMENT: Professor, Hawai'i Institute of Geophysics and Planetology

EDUCATION: PhD (Nuclear Chemistry) U Cologne, 1978; MS U Cologne, 1975; BS U Cologne, 1973

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] German (5), Latin (3), Classical Greek (3), Spanish (3), Mandarin (1), French (1)

RESEARCH/TEACHING SPECIALIZATIONS: Planetary Science; Comparative higher education research within China and the Asia-Pacific; higher education of indigenous peoples and nationalities in China, New Zealand, Canada, and Hawai'i

RECENT PUBLICATIONS: B. Chen and P. Englert. (Eds.) (2009). *Catcher, Self-Consciousness, Comparison—Educational Studies of Indigenous People and Nationalities*. Publishing House of Central University for Nationalities, 288 p.; (2009). *Challenges of Leadership: Trends in US Higher Education*. China Higher Education Research, *Journal of the Chinese Association for Higher Education*, 5, 39-43; Englert P. & W.D. Grossmann. (2009). Higher Education Systems: Technology, Education and development. In W. Kouwenhoven (Ed.), *Advances in Technology, Education and Development*. Intech Publishers: Wien, Austria, 20 p.; X.G. Shi, and P. Englert. (2008). Reform of Teacher Education in China. *Journal of Education for Teaching*, Volume 33, 347 – 359.

FIELD RESEARCH EXPERIENCE: China, Japan, New Zealand

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Guest professor at Nankai University, Yunnan University, Yunnan University for Nationalities

FARRIS, William Wayne **APPOINTED:** 2004, tenured **J**

TITLE/DEPARTMENT: History Department: Sen Soshitsu XV Distinguished Professor of Traditional Japanese History and Culture

EDUCATION: PhD Harvard 1981; MA Harvard 1976; BA DePauw U 1973

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5= native or near native; 1= beginner] Japanese (5), Latin (3), Korean (1), Chinese (1), French (1)

RESEARCH/TEACHING SPECIALIZATIONS: Social and economic history of Japan before 1700

RECENT PUBLICATIONS: *A Bowl for a Copper: A Commodity History of Japanese Tea* (manuscript submitted for publication); *Japan to 1600: A Social and Economic History* (University of Hawai'i Press, 2009); *Daily Life and Demographics in Ancient Japan*, (University of Michigan Press 2009); "Famine, Climate, and Farming in Japan, 670-1100," in M. Adolphson and Ed Kamens, Eds., *Centers and Peripheries in Heian Japan*, (University of Hawai'i Press, 2007); *Japan's Medieval Population: Famine, Fertility, and Warfare in a Transformative Age* (University of Hawai'i Press, 2006).

AREA COURSES TAUGHT: HIST 241 Asian History to 1600; HIST 323 The Way of Tea; HIST 324 History of the Samurai; HIST 321 History of Japan to 1700; HIST 496 Senior Theses; Graduate seminars in pre-1600 history and pre-1600 sources.

FIELD RESEARCH EXPERIENCE: 7 years in Japan and S. Korea, most recently 2014

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan-US Education Commission (JUSEC) Fulbright 2010-2011; SSRC; Visiting Professor in the Economics Department at Keio University, 2000 and 2003; Harvard Visiting Professor 1998.

FLOWERS, Petrice**APPOINTED:** 2004, tenured**J****TITLE/DEPARTMENT:** Associate Professor, Political Science**EDUCATION:** PhD U Minnesota (Political Science), 2002; BA Wellesley College, 1994**# OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:** 1**FOREIGN LANGUAGE(S):** [5=native or near native; 1=beginner] Japanese (4)**JAPAN-RELATED RESEARCH/TEACHING SPECIALIZATIONS:** International Relations and Japanese Politics including: international norms and Japan's domestic politics, Japan's civil society, refugee policy, and human trafficking in Japan and Korea**RECENT JAPAN-RELATED PUBLICATIONS:** *Refugees, Women and Weapons: International Norm Adoption and Compliance in Japan*, Stanford, CA: Stanford University Press, 2009; "The Ottawa Process: Domestic Interests, Transnational Civil Society, and State Identity," in *Leadership in Global Institution Building*. Edited by Yves Tiberghien, Palgrave Press, 2013; "From *Kokusaika* to *Tabunka Kyōsei*: Global Norms, Discourses of Difference, and Multiculturalism in Japan," *Critical Asian Studies* 44:4 (2012): 515-542; *Crossing Borders: Transnationalism, Civil Society, and Post-9/11 Refugee Policy in Japan*, in *Japanese Aid and the Construction of Global Development: Inescapable Solutions*. Edited by David Leheny and Kay Warren, Routledge Press, 2010.**AREA COURSES TAUGHT:** Japan in International Relations, Japanese Politics, Contemporary Human Rights Issues in Japan**FIELD RESEARCH EXPERIENCE:** 2009-2010 (Fulbright Scholar); Summer 2001, 2005-2007; 2002-2004 (JSPS Post-doctoral Fellow); 1998-99 (concurrent with study at IUC in Yokohama)**TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING:** 75%**DISTINCTIONS:** National Research Foundation of Korea Research Grant; Japan Studies Endowment Award; Academy of Korean Studies, Korean Studies Grant; Fulbright; Social Science Research Council (SSRC) International Migration Program; Japan Studies Endowment Award; Social Science Research Council/ Japan Society for the Promotion of Science Postdoctoral Fellowship; Japan Ministry of Education Research Grant; NSEP Graduate International Fellowship; MacArthur Scholar**FOSTER, Lawrence C.****APPOINTED:** 1996, tenured**C****TITLE/DEPARTMENT:** Professor, Law**EDUCATION:** JD U Hawai'i, 1981; PhD (Chinese Language and Literature) U Washington, 1974; BA U Washington, 1967**FOREIGN LANGUAGE (S):** [5=native or near native, 1=beginner] Mandarin (4), French (3), Japanese (3)**RESEARCH/TEACHING SPECIALIZATIONS:** contemporary PRC jurisprudence and the development of the PRC legal system**RECENT PUBLICATIONS:** *China Law Reader*, with Tiffany Yajima and Yan Lin. Long River Press, 2012; *The Ten Most Influential Cases for 2011*, *Southern Weekend Editorial Board*, translated by Timothy Partelow, Thomas Villalón & Dr. Lawrence C. Foster; "Announcing the Ten Most Influential Cases for 2010," 13.2 *Asia-Pacific Law & Policy Journal*, 2012. Translated by Shirley Lou, Bradley Sova, Thomas Villalón, Brian Mackintosh, and Lawrence C. Foster; "The Ten Most Influential Cases that Changed China in 2009," 12.2, *Asia-Pacific Law & Policy Journal*, 2011. A translation with Jordan Cormier, Catherine Wong Jayne, and Matthew Radik; "Judicial Independence in the U.S.," Translated into Japanese and published in 60.3-4, *Meijo Law Review*, 72-92, (2011); "Chinese Legal Studies' Thirty Years on the Eastside and Thirty Years on the Westside," 11.2 *Asia-Pacific Law & Policy Journal*, 2010, 221-242. A translation with Jonathan A. Devers and Dr. Brian Mackintosh.**AREA COURSES TAUGHT:** LAW 526 Rdgs in Contemporary Chinese Law**FIELD RESEARCH EXPERIENCE:** Research on Chinese law at The Chinese U of Hong Kong, 1994; 2003-2004 Leave Without Pay; 2006-2007 school year to conduct research in China.**TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING:** 25%**DISTINCTIONS:** Department of Education, Windward Oahu District PRAISE Award (2001), East-West Center Association-Hawai'i Chapter Outstanding Service Award

FRANKEL, James **APPOINTED: 2008, tenured** **C**

TITLE/DEPARTMENT: Associate Professor, Religion

EDUCATION: PhD, Columbia University, 2005; MPhil, Columbia, 1998; MA, Columbia, 1995; BA, Columbia, 1992.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (3); Classical Chinese (3); Classical Arabic (3); French (4); Spanish (2)

RESEARCH/TEACHING SPECIALIZATIONS: Islam in China; Islam; Sufism; Chinese Philosophy (Confucianism and Daoism); East Asian Religions; History of Religion; World Religions; Mysticism

RECENT PUBLICATIONS: (2013). The Role(s) of Religion(s) in the Global Age of Civilization(s). In Şentürk, Recep, ed. *Civilization and Values: Open Civilization – Istanbul Approach*. Istanbul: Istanbul Chamber of Commerce; (2012). The ‘Problem’ of Muslim Diversity in China. In Nadeau, Randall, ed. *The Blackwell Companion to Chinese Religions*. (Oxford: Blackwell); (2011). *Rectifying God’s Name: Liu Zhi’s Confucian Translation of Monotheism and Islamic Law*. (Honolulu: University of Hawai‘i Press)

AREA COURSES TAUGHT: REL 150; REL 383; REL 495; REL 661B

FIELD RESEARCH EXPERIENCE IN EAST ASIA: China, 1997-1998

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

FUKUDA, Shinichiro **APPOINTED: 2010, tenure-track** **J**

TITLE/DEPARTMENT: Assistant Professor of Japanese, EALL

EDUCATION: PhD UCSD, 2009; MA Univ. of CA, San Diego (UCSD), 2004; BA San Diego State Univ., 2002

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5], Spanish [3]

RESEARCH/TEACHING SPECIALIZATIONS: Syntactic theory; Japanese Linguistics

RECENT PUBLICATIONS: (forthcoming in 2014). Licensing of floating nominal modifiers and Unaccusativity in Japanese. With Maria Polinsky. In Naomi Danton, Daniela Kostadinovska and Robert Santana-LaBarge (Eds.), *Proceedings of the 31st West Coast Conference on Formal Linguistics*.

Somerville, MA: Cascadilla Proceedings Project; (2012) Aspectual verbs as functional heads: Evidence from Japanese aspectual verbs. *Natural Language & Linguistic Theory* 30:4, 965-1026; (2012).

Accusative-oblique alternations in Japanese and the Unaccusativity Hypothesis. In Matthew A. Tucker, Anie Thompson, Oliver Northrup, and Ryan Bennett (eds.), *Proceedings of Fifth Formal Approaches to Japanese Linguistics* (FAJL5). 49-58. MIT Working Papers in Linguistics; (2012). Is Magnitude Estimation worth the trouble? With Grant Goodall, Dan Michel and Henry Beecher. In Jaehoon Choi, E. Alan Hogue, Jeffrey Punske, Deniz Tat, Jessamyn Schertz and Alex Truman (eds.), *Proceedings of the 29th West Coast Conference on Formal Linguistics*. 328-336. Somerville, MA: Cascadilla Proceedings Project.

AREA COURSES TAUGHT: JPN 360 JPN Ling; JPN 451 Structure of Japanese; JPN 650G Structure.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: annual visits to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: My courses are taught based on what might be called the discovery procedure, in which students analyze empirical data and are led to re-discover generalizations and principles that have been proposed by linguists who specialize in Japanese Linguistics.

GREANEY, Theresa M. **APPOINTED: 2000, tenured** **J**

TITLE/DEPARTMENT: Associate Professor, Economics

EDUCATION: PhD U Michigan, 1994; MA U Michigan, 1990; BA Stanford, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: International Trade, Japan Economy, Industrial Organization

RECENT PUBLICATIONS: With Yao Li. (2013). Trade, Foreign Direct Investment and Wage Inequality in China: A Heterogeneous Firms Approach. University of Hawai'i Department of Economics Working Paper No. 13-6; (2009). Measuring Network Effects on Trade: A Reexamination. *Japan and the World Economy* 21: 219-225; With Yao Li. (2009). Assessing Foreign Direct Investment Relationships between China, Japan, and the United States. *Journal of Asian Economics* 20: 611-625.

AREA COURSES TAUGHT: ECON 317 Jpn. Econ.

FIELD RESEARCH EXPERIENCE: 1992, 1997; conferences in Tokyo in 2000, 2001, 2003, 2004, 2009, 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: "China, Japan and the United States: Deeper Economics Integration," (guest edited special issue containing 8 research papers with Mary E. Lovely), 2009, *Journal of Asian Economics*, vol. 20, no 6, funded by the Asian Development Bank Institute, the East-West Center, Nihon University, the University of Hawai'i's Center for Japanese Studies, and Brandeis University's Asia-Pacific Center; College of Social Sciences Excellence in Teaching Award recipient 2006, Associate Editor, *Japan and the World Economy*, Elsevier, 2005-2013.

HALAGAO, Patricia **APPOINTED: 2003, tenured** **SEA**

TITLE/DEPARTMENT: Associate Professor, College of Education

EDUCATION: PhD (Curriculum Studies) Univ. of Washington, 2001; MEd Univ. of Washington, 1996; BA Occidental College, 1992.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Tagalog (4)

RESEARCH/TEACHING SPECIALIZATIONS: Culturally responsive curriculum and pedagogy.

RECENT CURRICULUM DEVELOPMENT PROJECT: Co-Director of A`o Hawaii: Viewing the Classroom as a Canoe; Viewing the Canoe as a Classroom, a culture and STEM-based partnership to support Hōkūle`a's and Hikianalia canoes' Worldwide Voyage, 2013 to present.

RECENT PUBLICATIONS: "Liberating Filipino Americans through Decolonizing Curriculum," *Race, Ethnicity and Education*, vol. 13, no. 4, 495-512 (2010).

AREA COURSES TAUGHT: ITE 360 Intro to Multiethnic Education; EDCS 769 Curriculum & Program Evaluation.

FIELD RESEARCH EXPERIENCE: Philippines, 1995 to present

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 0%

DISTINCTIONS: State of Hawai'i Board of Education appointee, 2013; UH Board of Regents Medal for Excellence in Teaching 2012; Founder & Executive Director, Global Teach.

HARWIT, Eric

APPOINTED: 1993, tenured

C

TITLE/DEPARTMENT: Professor of Asian Studies, SPAS

EDUCATION: PhD (Political Science) UC Berkeley, 1992; MA (Political Science) UC Berkeley, 1985; BA Cornell, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 9

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (4), Japanese (3), Korean (1)

RESEARCH/TEACHING SPECIALIZATIONS: Foreign economic policy making in China; the politics of China's telecommunications systems; Japanese and Chinese overseas investment policies

RECENT PUBLICATIONS: "Chinese and Japanese Investment in Southeast and South Asia: Case Studies of the Automobile and Electronics Industries," *Pacific Review*, September 2013, pp. 361-383; "Comparative Development of the Mobile Internet in China and Japan," in Chu, Rodney, et. al., ed., *Mobile Communication and Greater China*, Routledge, 2012, pp. 80-95; *China's Telecommunications Revolution* (Oxford: Oxford University Press), 2008, 249 p.

AREA COURSES TAUGHT: ASAN 201 Intro to East Asia; ASAN 310 Asian Hum; ASAN 312 Contemp Asian Civ; ASAN 485 Econ Dev in Chn; ASAN 491 China's Ties with Central Asia; ASAN 608 Dev and Mod in Chn; ASAN 620 East Asian Foreign Economic Investment; ASAN 625 Asia and the Mod World State; ASAN 626 Internet and Telecommunications in East Asia; MGT 648 International Business; ASAN 651 East Asia Now; MGT 670B Chinese Management Systems

FIELD RESEARCH EXPERIENCE: China, Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Research grant; Japanese Society for the Promotion of Science grant; consultant for U.S. Department of State and other federal agencies

HIRATE, Susan

APPOINTED: 1986, untenured

J

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: BA (Japanese) U Hawai'i, 1973; MA (Japanese) U Hawai'i, 1978

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RECENT PUBLICATIONS: With M. Ogasawara and K. Kitsutani. *Basic Kanji: A Reading and Writing Japanese Workbook 4*. McGraw Hill, 2003; With N. Kawaura. *Nihongo Daisuki!: First-year Japanese for Elementary Students*. Bess Press, 1990.

AREA COURSES TAUGHT: Elementary and Intermediate Japanese; Developed two new courses (1) Japanese 315 (Third-year Aural Comprehension), Japanese 318 (Oral Fluency through Film and Video); Developing Japanese 315 Online, offered Fall 2009

FIELD RESEARCH EXPERIENCE: 1999 Summer in Japan Study Abroad Program at Konan U, Resident Director; Japan Foundation Grant, Teacher Training Program in Japan (summer 1993)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Task-based, communicative approach; Attended workshops on language pedagogy, OPI, National Standards and performance-based testing.

DISTINCTIONS: Vice President of the Hawai'i Association of Teachers of Japanese, 2005-2008; Awarded the Frances Davis Award for Undergraduate Teaching, 2004 (UH system); UHM Nippon Culture Day organizer (1999-2012).

HITOSUGI, Claire Ikumi **APPOINTED:** 1988, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Communication & Information Science) U Hawai'i, 2009; MBA U Hawai'i, 2001; MA (ESL) U Hawai'i, 1987; BA Wako U, 1978

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Japanese (5), French (4)

RECENT PUBLICATIONS: Hitosugi, C. I., Schmidt, M., & Hayashi, K. (forthcoming). Digital game-based learning in the L2 classroom: The impact of the UN's off-the-shelf videogame, Food Force, on learner affect and vocabulary retention. *CALICO Journal*, Special Edition on Web 2.0 and Language Learning: Rhetoric and Reality; Hitosugi, C. I. (2011). Using a social networking site in Japanese class. In E. Forsythe, T. Gorham, M. Grogan, D. Jarrell, R. Chartrand, & P. Lewis (Eds.), *CALL: What's your motivation? Collected papers on the cutting edge of language learning practice* (pp. 72–83). Tokyo, Japan: JALT CALL SIG; Hitosugi, C. (2011). Trust on the web: The power of subjective norm across cultures. *Proceedings of the 15th Cross-Cultural Research Conference*. Brigham Young University- Hawai'i, HI. CD.

AREA COURSES TAUGHT: Elementary, Intermediate and 3rd-year Japanese, 4th-year, developed an online course (JPN332), JPN 490 Adv Jpn (Spoken and Written Jpn using the Internet, e-mail in Jpn and conventional media)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Served as a journal referee in 2008 for the online journal, *Reading in a Foreign Language*, <http://nflrc.hawaii.edu/rfl>; Japan Studies Endowment Grants (UH), Instructor Award for Innovative Teaching, College of Languages, Linguistics and Literature, UH, for "Development of a Web-Based Reading and Writing Japanese Course," Fall 2001; Participation Award for the 2001 NFLRC Summer on Developing Web-based Foreign Language Learning Environments, UH, 2001

PEDAGOGICAL APPROACH: Performance and web-based, innovative teaching, CALL (computer assisted language learning)

HSIEH, Hsin-I **APPOINTED:** 1972, tenured **C**

TITLE/DEPARTMENT: Professor of Chinese, EALL

EDUCATION: PhD (Linguistics) UC Berkeley, 1971; MA National Taiwan U, 1966; BA National Taiwan U, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese syntax and semantics

RECENT PUBLICATIONS: (2008). How to derive 'Dave drank the pub dry'. *Collection of papers for the 11th International Symposium on Chinese Languages and Linguistics*, pp.1-16; (2008). Composition as a source of construction. In *Language and Linguistics*, pp. 297-323; (2005). Semantic Opacity and Its Challenge for Teachers of Chinese. *Proceedings of the 2005 International Symposium on Operational Strategies and Pedagogy for Chinese Language Programs in the 21st Century* ed. by Shou-hsin Teng, et. al. Taipei: National Normal University, pp. 256-260.

AREA COURSES TAUGHT: CHN 401-402, CHN 451-452 Structure of Chinese; CHN 634 Chinese Syntax & Semantics; CHN 750C Research Sem: Structure

FIELD RESEARCH EXPERIENCE: Visiting Professor, National Tsing Hua U, 1985

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Performance-based.

HUANG, Wei

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Professor, Shidler College of Business

EDUCATION: PhD Georgia Institute of Technology, 2001; MA Georgia State University, 1997; MA Asian Institute of Management, 1994; BA Nanjing University, 1987

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 9

FOREIGN LANGUAGE(S): [5= native or near native; 1= beginner] Chinese (5).

RESEARCH/TEACHING SPECIALIZATIONS: Investments, International Finance, Chinese Financial Markets

RECENT PUBLICATIONS: (2012). "Extreme Downside Risk and Expected Stock Returns" *Journal of Banking and Finance*, 36, 1492–1502 (with Q. Liu, G. Rhee, and F. Wu); (2011). "Bank Loans with Chinese Characteristics: Inside Debt, Firm Quality, and Market Response" *Journal of Financial and Quantitative Analysis*, 46(6), 1795 – 1830 (with W. Bailey, Z. Yang); (2011). "Agency Cost, Managerial Overconfidence, and Firm Expansion - Evidence from Chinese Listed Companies" *Pacific Basin Finance Journal*, 19(3), 261-277, (with F. Jiang, Z. Liu, M. Zhang); "Preferred Trading, Quote Competition, and Market Quality: Evidence from Decimalization on the NYSE" *Financial Review*, 2010, 45, 523-540, (with G. Rhee, N. Tang); (2010). "Return Reversals, Idiosyncratic Risk and Expected Return" *Review of Financial Studies*, 23(1), 147-168. (with Q. Liu, G. Rhee, L. Zhang).

AREA COURSES TAUGHT: PhD seminar in International Investment.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

HUEY, Robert N.

APPOINTED: 1985, tenured

J

TITLE/DEPARTMENT: Professor of Japanese Literature, EALL

EDUCATION: PhD (Asian Languages) Stanford, 1985; MA (Asian Languages) Stanford, 1980; MA (East Asian Studies) Stanford, 1979; BA U Puget Sound, 1973

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5= native or near native; 1= beginner] Japanese (5), French (4), Mandarin Chinese (2), and Classical Chinese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Classical and medieval Japanese poetry, especially waka; Japanese culture in the Ryukyu Kingdom (15th through 19th centuries)

RECENT PUBLICATIONS: "Okinawan Studies at the University of Hawai'i: Twice Born: Suggestions for Further Research," *International Journal of Okinawan Studies*, #8, Dec. 2013; *The Making of Shinkokinshu*, Cambridge, MA: Harvard U Asia Center, 2002; "Warrior Control over the Imperial Anthology," in Jeffrey Mass, ed., *The Origins of Japan's Medieval World: Courtiers, Clerics, Warriors, and Peasants in the Fourteenth Century* Stanford: Stanford U Press, 1997.

AREA COURSES TAUGHT: (recent) EALL 271 Jpn Lit in Transl: Traditional; JPN 461 Intro to Classical Jpn; JPN 610C Jpn Poetry: Medieval-Edo; EALL 603J Biblio & Rsrch Methods: Jpn; ASAN 600J Asian Studies Seminar: Scope and Methods (Japan)

FIELD RESEARCH EXPERIENCE: Japan 1980-1981, 1986, 1988, 1990-1991, 1993, 1998, annual since 2002

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Foundation Grant; Japan Studies Endowment Grants; LLL College Excellence in Teaching Award; Member of the University of the Ryukyus' Management Council (equivalent to a university's Board of Regents), the first appointment of a non-Japanese to a national university's management council in Japan.

PEDAGOGICAL APPROACH: Performance-based in language courses

IEZZI, Julie

APPOINTED: 2000, tenured

J

TITLE/DEPARTMENT: Professor of Theatre, Theatre & Dance

EDUCATION: PhD (Japanese Theatre) U Hawai'i, 2000; MA (Musicology) Tokyo U of Fine Arts and Music, 1996; MA (Asian Theatre) U Hawai'i, 1991; BA Antioch College, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 13

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Japanese (4), Chinese (1), Italian (1)

RESEARCH/TEACHING SPECIALIZATIONS: History, Literature, Performance and Music of Kabuki, Noh and Kyogen; Traditional Shamisen Music; Contemporary Asian Drama and Theatre

RECENT PUBLICATIONS: "Traditional Japanese Dance" in *Routledge Handbook of Asian Theatre*, ed. by Siyuan (Stephen) Liu (*forthcoming* fall 2014); "Makeup in Traditional Japanese Theatre" in *Routledge Handbook of Asian Theatre*, ed. by Siyuan (Stephen) Liu. (*forthcoming* fall 2014); "KABUKI" in *A History of Japanese Theatre*, ed. by Jonah Salz, et al. Cambridge Press (*forthcoming* spring 2014); "Shamisen" and "Jishibai: Rural Kabuki" (500 words ea.) in *A History of Japanese Theatre*, ed. by Jonah Salz, et al. Cambridge Press (*forthcoming*, spring 2014).

AREA COURSES TAUGHT: THEA 466 Drama & Theatre of Japan, THEA 763 Seminar in Asian Theatre: JAPAN, THEA 428 Japanese Acting (Kabuki/Kyogen/Noh), THEA 420C Voice for Kabuki/Kyogen, THEA 663 Contemporary Asian Drama; MUS 411C Ethnic Music Ensemble: Japanese

FIELD RESEARCH EXPERIENCE: yearly visits to Japan since 1982; resided full year in Japan in 1982, 1983-84, 1992-96, 1997-98, 2007-08, 2014-15 (upcoming)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Foundation Doctoral Dissertation Research Fellowship; Fulbright Fellowship (declined for above); Monbugakusho Scholarship; UH Center for Japanese Studies Scholarship; FLAS; American Translators Association Student Grant-in-Aid Award

ISHIDA, Masato

APPOINTED: 2009, tenured

J

TITLE/DEPARTMENT: Associate Professor, Philosophy

EDUCATION: PhD Pennsylvania State U., 2009; MA Waseda, 1996; BA Waseda, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 11

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5]

RESEARCH/TEACHING SPECIALIZATIONS: Japanese Philosophy, Classical American Philosophy, History and Philosophy of Mathematical Logic

RECENT PUBLICATIONS: "The Sense of Symmetry: Comparative Reflections on Whitehead, Nishida, and Dōgen," *Process Studies*, peer-reviewed, accepted and forthcoming in 2014; "A Peircean Reply to Quine's Two Problems," *Transactions of the Charles S. Peirce Society*, peer-reviewed accepted and forthcoming in 2014; "The Past Living in Words: Nishida's Philosophy of Historiography in 1925," *Contemporary Philosophy in the Age of Globalization*, University of Tokyo Center for Philosophy, forthcoming in 2014; "The Metaphysics of Pluralistic Manifestations in James and East-Asian Buddhism," *William James Studies*, forthcoming in 2014; "Nishida's *Inquiry into the Good*: The Fountainhead of Modern Japanese Philosophy," *Papers from the 2012 University of Tokyo-University of Hawai'i Summer Residential Institute in Comparative Philosophy*, The University of Tokyo Center for Philosophy, pp. 33-45, 2013; "Whitehead's Encounter with Bradley's Metaphysics," peer-reviewed, *Process Thought*, No. 15, pp. 99-111, 2012. "Classical Japanese Buddhist Philosophy," peer-reviewed, entry for Oxford Bibliography Online, Oxford University Press, July 2011. "Nishida, James, and Peirce: Revisiting Logic in *An Enquiry into the Good*," peer-reviewed, *Annual Bulletin of the Nishida Philosophy Association*, Vol. 8, pp. 88-104, 2011.

AREA COURSES TAUGHT: PHIL 102 Asian Traditions; PHIL 380 Japanese Philosophy; PHIL 720 Graduate Seminar [Dōgen and Nishida]

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, annual visits.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

ITO, Ken **APPOINTED:** 2011, tenured **J**

TITLE/DEPARTMENT: Professor of Japanese Literature, EALL

EDUCATION: PhD Yale Univ., 1985; MA Yale Univ., 1979; BA Yale College, 1974

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Japanese Literature

RECENT PUBLICATIONS: *An Age of Melodrama: Family, Gender, and Social Hierarchy in the Turn-of-the-Century Japanese Novel*, Stanford University Press, 2008

AREA COURSES TAUGHT: EALL 272 Japanese Literature in Translation—Modern; EALL 372 Modern Japanese Literature; EALL 325 Japanese Film: Art and History; JPN 407E Readings in Original Texts—Modern Literature; JPN 611B Modern Japanese Literature—Meiji-Taisho; JPN 640 Themes in Japanese Literature.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan 1981-83, and short research trips periodically

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: *An Age of Melodrama: Family, Gender, and Social Hierarchy in the Turn-of-the-Century Japanese Novel* received the 2010 John W. Hall Prize of the Association for Asian Studies, given for an outstanding work on Japan in English.

IWAI, Tomoko **APPOINTED:** 1996, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2010; MA (Japanese Linguistics) U Hawai'i, 1996; BA (History) Carleton College, 1979

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

AREA COURSES TAUGHT: Elementary, Intermediate, 3rd-yr Japanese, 4th-yr Japanese, Japanese for oral comm., JPN 494 Adv Jpn, JPN 485C Adv Jpn: Non-fiction

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: 2011 Recipient of Frances Davis Award for Excellence in Undergraduate Teaching, Curriculum Developer and Co-writer of *Japanese for Oral Communication*, textbook and other course materials for the Oral Communication Track in the Department of East Asian Languages and Literatures, University of Hawai'i at Mānoa, 2001-2002

PEDAGOGICAL APPROACH: Discourse-based teaching with emphasis on pragmatics

IWASAKI, Shoichi

APPOINTED: 2013, tenured

J

TITLE/DEPARTMENT: Professor of Japanese, EALL

EDUCATION: PhD UCLA, 1988; MA UHM, 1979; BA Waseda, 1974; BA International Christian Univ., 1977

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Japanese (5); Thai (4); Ikema (3); Okinawan (2)

RESEARCH/TEACHING SPECIALIZATIONS: linguistics, functional linguistics, discourse analysis, endangered languages, Japanese, Thai and Ryukyuan linguistics

RECENT PUBLICATIONS: (Accepted for publication). Grammar of the Internal Expressive Sentences in Japanese. In Ono, Tsuyoshi and Kaori Kabata (Eds.). *Functional Approaches to Japanese Grammar: Toward the Understanding of Human Language*; (2013). Japanese (London Oriental and African Language Library (vol. 5) – A revised version. John Benjamin Publishing Company; Iwasaki, Shoichi and Tsuyoshi Ono. (2013). Miyakko Ikema hoogen ni okeru gengo suitai katei no kousatsu: washa no taiken-dan o toosite. [An examination of language decline as seen in the Ikema dialect of Miyako through the narratives of speakers' linguistic experiences]. In Takubo, Yukinori (Ed.) *Ryukyu rettoo no gengo to bunka no kiroku to keishou*. [Documenting and preserving the language and culture of the Ryukyu Archipelago]. Tokyo: Kuroshio Shuppan. pp. 109-126; Kurumada, Chigusa and Iwasaki, Shoichi. (2011). "Negotiating desirability: The acquisition of the uses of *ii* 'good' in mother-child interactions in Japanese." In *Japanese/Korean Linguistics. Vol.19*. Center for the Study of Language and Information, Stanford University. 511-525.

AREA COURSES TAUGHT: UHM (from 2013). JPN 350 Intro. Japanese linguistics; JPN 472 Okinawan Lang & Culture II.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, constantly throughout my career; Okinawa, every year for 3 – 6 weeks from 2006

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: empirical and functional approach

JIANG, Hong

APPOINTED: 2006, tenured

C

TITLE/DEPARTMENT: Associate Professor/Chair, Geography

EDUCATION: PhD Clark University, 1997; MA Clark University, 1994; BS Beijing Normal University, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5= native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: China's Environment-development issues; cultural geography; perception of nature; environmental discourse and policies

RECENT PUBLICATIONS: "Encountering propaganda documents in China," In Conran, Mary, Suzanne Finney, et al. (Eds.), *Tweets from the field: Ethnographic updates from Asia and the Pacific*, Honolulu: University of Hawai'i Press, 2013. "Desertification in China: Problems with policies and perceptions," In Kassiola, Joel J. and Sujian Guo (Eds.), *China's environmental crisis*. Palgrave Macmillan, p.13-40, 2010; "Grassland campaigns in China's collective era: Socialist politics and local initiatives in Uxin Ju, a "Pastoral Dazhai," In P. Ho and R. L. Edmonds (Eds.), *China's Embedded Activism: Opportunities and constraints of a social movement*, London: Routledge. p. 89-110, 2008.

AREA COURSES TAUGHT: GEOG 353 Geography of China; GEOG 102 World Regional Geography

FIELD RESEARCH EXPERIENCE: China 1998-2001 (summers)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: Ning Fund for Chinese Studies, University of Hawai'i, summer 2007; Lee Hysan Scholarship, Universities Service Centre for China Studies, Chinese University of Hong Kong, summer 2006

JIANG, Li

APPOINTED: 2012, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor of Chinese, EALL

EDUCATION: PhD (Linguistics) Harvard University, 2012

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin Chinese (5), Chinese Sign Language (4), Cantonese (3), Korean (1)

RESEARCH/TEACHING: General linguistics (syntax, semantics); Chinese

SPECIALIZATIONS: linguistics, comparative linguistics

RECENT PUBLICATIONS: (To appear). A parametric analysis of nominal arguments in classifier languages. In Y.-H. Audrey Li, A. Simpson and W.-T. Dylan Tsai (Eds.), *Chinese Syntax in a Cross-linguistic Perspective*. Oxford University Press; (To appear). On the syntax and semantics of numeral constructions in Mandarin. In SHEN Yang and SHI Dingxu (Eds.), *Noun Phrases and the Reference of Noun Phrases*. Peking University Press; (To appear). Noun phrases in the Sino-Tibetan languages: their variation and universals. In *Bulletin of Chinese Linguistics*; (To appear). Monotonicity and measure phrases in Chinese. In *Proceedings of the Chicago Linguistics Society 45*; (2012) On bare classifier phrases (with Suhua Hu). In *Proceedings of the 22nd North American Conference on Chinese Linguistics and the 18th International Association of Chinese Linguistics*; (2011). An overt determiner in a classifier language, (with Suhua Hu). In *Proceedings of GLOW-in-Asia VIII*.

AREA COURSES TAUGHT: Intro to Linguistics, Structure of Chinese, Classical Chinese, Chinese 201

TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Progressive Pedagogies

JIANG, Song

APPOINTED: 2010, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor of Chinese, EALL

EDUCATION: PhD (Chinese) U Hawai'i, 2009; MA (Linguistics) Peking U, 1993; BA Tianjin Normal U, 1988

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5), Korean (3), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: cognitive linguistics, semantics, second language acquisition, curriculum design and Chinese language teaching material development; technology facilitated language teaching

RECENT PUBLICATIONS: (2012). China-USA culture exchange Cafe: practice and reflections on teaching culture on the web. In *Technology and Chinese language Teaching in the U.S.*, D. Xu et al. (Eds.), Beijing: Zhongguo Shehui kexue Chubanshe [China Social Science Press], 184-198; (2011). *Cong hanyu liangci de tiyanxing jichu kan liangci de xide Yu jiaoxue [From the Embodiment of Chinese Classifiers to Classifier Acquisition and Teaching]*. In Y. Wu & L. Mu (Eds.) *Chinese Language Globalization and Pedagogy*, 322-331. Beijing: China Minzu University Press.

AREA COURSES TAUGHT: Elementary to advanced-level Mandarin undergrad courses; CHN 601 Contemp Chinese Linguistics, CHN 643 Methods in Teaching Chinese as Second Language, CHN 750 Research Seminar in Chinese Language: (B) teaching method (E) sociolinguistics.

FIELD RESEARCH EXPERIENCE: China 1988-1993, 2000-2002; 2008; Korea 1993-1996

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: College of LLL Award for Excellence in Teaching (2008); College of LLL Award for Innovative Teaching (2005); Cheng-Tsui Professional Development Award (2002)

PEDAGOGICAL APPROACH: Cognitive and performance-based

JOHNSON, David T.

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor, Sociology

EDUCATION: PhD (Jurisprudence and Social Policy) UC Berkeley, 1996; MA (Sociology) U Chicago, 1989; BA Bethel College, 1983

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Law and society in Japan; Capital Punishment in Japan and East Asia; Justice System Reform in Japan and East Asia; Crime and Criminal Justice in Japan.

RECENT PUBLICATIONS: "Progress and Problems in Japanese Capital Punishment." In *Confronting Capital Punishment in Asia: Human Rights, Politics, Public Opinion, and Practices*, edited by Roger Hood and Surya Deva, Oxford University Press, 2013; "Why Does Japan Retain the Death Penalty? Nine Hypotheses." In Lill Scherdin, editor, *Capital Punishment: Part of a Sustainable Criminal Justice System?* (London: Ashgate Publishing Company, forthcoming). "Race, Ethnicity, Immigration, and Crime in Japan." In *Oxford Handbook of Ethnicity, Crime, and Immigration*, edited by Sandra Bucerius and Michael Tonry. New York: Oxford University Press (forthcoming, with Ryoko Yamamoto). "Japan's Prosecution System." In *Prosecutors and Politics: A Comparative Perspective*, Volume 41 of *Crime & Justice: A Review of Research*, edited by Michael Tonry. Chicago and London: The University of Chicago Press (2012), pp.35-74; *Koritsu Suru Nihon no Shikei* [Japan's Isolated Death Penalty]. David T. Johnson and Maiko Tagusari. Tokyo: Gendai Jinbunsha, 2012. pp.1-208; *The Next Frontier: National Development, Political Change, and the Death Penalty in Asia*. David T. Johnson and Franklin E. Zimring. New York: Oxford University Press, 2009, with a Foreword by Nobel Prize Laureate and former President of South Korea Kim Dae Jung.

AREA COURSES TAUGHT: SOC 357 Sociology of Japan

FIELD RESEARCH EXPERIENCE: Japan 1988-89, 1992-94, 1994-95, 2003-04, 2007-08, 2011-12

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 60%

DISTINCTIONS: Fulbright Grants; Abe Fellowship; U Hawai'i Regents Award for Excellence in Teaching; best book awards from the ASC and ASA; best book honorable mention award from the ASC; Co-Editor-in-Chief of *Law & Society Review*, 2010-2013

KABUTAULAKA, Tarcisius

APPOINTED: 2009, tenure-track

Pacific Islands

TITLE/DEPARTMENT: Associate Professor of Pacific Islands Studies, Center for Pacific Islands, SPAS

EDUCATION: PhD Australian National University (ANU) 2001; MA Univ. of the South Pacific (USP) 1992; BA USP 1988.

ACADEMIC EXPERIENCE: Research Fellow, East West Center's Pacific Islands Development Program, 2003-2009.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Tolo (Guadacanal) (5); Solomon Islands Pijin (4); Fijian (2).

RESEARCH/TEACHING SPECIALIZATIONS: Governance, conflicts and post-conflict development in the Pacific, globalization in the Pacific, and Australian foreign policy.

RECENT PUBLICATIONS: "Re-Presenting Melanesia: Ignoble Savages and Melanese Alter-Natives." *The Contemporary Pacific* (forthcoming in 2014). "Milking the Dragon in Solomon Islands." *China in Oceania: Reshaping the Pacific?* Edited by Terence Wesley-Smith and Edgar Porter. New York: Berghahn Books, 2013; "The Man from Tiko." *The Contemporary Pacific*, 22:1.

AREA COURSES TAUGHT: PACS 108 Pacific Worlds, PACS 201 Islands of Globalization

FIELD RESEARCH EXPERIENCE: Solomon Islands (born and raised), Fiji (15 yrs), Australia (4 yrs)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 0%

DISTINCTIONS: Served as chief negotiator at the peace talks in Australia over the civil unrest in the Solomon Islands in 2000.

KANNO, Kazue **APPOINTED:** 1991, tenured **J**

TITLE/DEPARTMENT: Associate Professor of Japanese, EALL

EDUCATION: PhD (Linguistics) U Hawai'i, 1992; MA (Linguistics) California State U, Fresno, 1983; BA California State U, Fresno, 1980

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Second-language acquisition, Japanese grammar, Japanese syntax

RECENT PUBLICATIONS: (2012). The development of relative clauses in L2 English: Testing Diessel's (2007) hypothesis. *Studies in Language Sciences* 11, 57-67; "Prior language-learning experience and variation in the linguistic profiles of advanced English-speaking learners of Japanese"; "The effect of 'weight' of the relative clause construction in the L2 Japanese production." *The Journal of the Canadian Association for Japanese Language Education (CAJLE): Japanese Linguistics and Pedagogy* 10 (In press).

AREA COURSES TAUGHT: (recent) 4th-level Jpn Rdg, Intro to Jpn Ling, JPN 451 Structure, JPN452 Intro to Jpn Pedagogical Grammar, JPN 602 Jpn Syntax and Semantics, Jpn634 Advanced Jpn Syntax and Semantics, JPN 650G Topics in Jpn Ling: Structure, JPN 730G Rsrch Sem in Jpn Ling: Structure

FIELD RESEARCH EXPERIENCE: (most recent) In Japan 2005

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Studies Endowment Grants

PEDAGOGICAL APPROACH: Performance-based

KELLEY, Liam C. **APPOINTED:** 2001, tenured **C**

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD (Chinese and Southeast Asian History) U Hawai'i 2001; MA (Chinese and Southeast Asian History) U Hawai'i 1996; BA Dartmouth College 1989

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 0

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (4), Classical Chinese (4), Vietnamese (4), Japanese (2), Thai (3), Khmer (2)

RESEARCH/TEACHING SPECIALIZATIONS: Sino-Vietnamese cultural relations; the Chinese in Southeast Asia

RECENT PUBLICATIONS: "The Biography of the Hồng Bàng Clan as a Medieval Vietnamese Invented Tradition," *Journal of Vietnamese Studies* 7.2 (2012): 87-130. "The Role of Morality Books in Spreading Confucian Ideas in the Nineteenth Century," in Trịnh Khắc Mạnh et. al., eds., *Nghiên Cứu Tư Tưởng Nho Gia Việt Nam Từ Hướng Tiếp Cận Liên Ngành* [Research on the Ideas of Confucian Scholars in Vietnam from a Multidisciplinary Perspective] (Hanoi: Thế Giới, 2009).

AREA COURSES TAUGHT: HIST 242: Asian Civilizations; HIST 358: The World of the Mekong

FIELD RESEARCH EXPERIENCE: Taiwan and Vietnam

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Henry Luce Foundation/ACLS Translation Grant for Individuals in East and Southeast Asian Archaeology and Early History

DISTINCTIONS: Grants from the Chiang Ching-kuo Foundation and the Blakemore Foundation

KIM, Bum Jung **APPOINTED:** 2011, tenure-track **K**

TITLE/DEPARTMENT: Assistant Professor, School of Social Work

EDUCATION: PhD, UCLA, 2011; MSW, U of Michigan; BA, Chung Ang U.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Gerontology, Aging, Long-Term Care, Aging in East Asia

RECENT PUBLICATIONS: Kim, B.J., Kristen, B., & Lum, W. (In press). Social capital and life satisfaction among older Korean and Chinese immigrants. *Journal of Social Work*; Kim, B.J., Auh, E., Lee, Y.J., & Ahn, J.H. (In press). Impact of social capital on depression among older Korean and Chinese immigrants: similarities and differences. *Aging & Mental Health*; Kim, B.J. (In press). Mediating effect of adult day health care on quality of life among low-income older Korean immigrants. *Research on Aging*; Kim, B.J., & Ahn, J.H. (In press). Factors that influence suicidal ideation among elderly Korean immigrants: focus on diatheses and stressors. *Aging & Mental Health*; Braun, K., Browne, C., Ka'opua, L.S., Kim, B.J., & Mokuau, N. (In press). Research on Indigenous elders: From Positivistic to decolonizing methodologies. *The Gerontologist*; Kristen, B., & Kim, B.J. (In press). Traumatic brain injury As a result of violence in Native American and Black communities spanning from childhood to older adulthood. *Brain Injury*; Kim, B.J., & Harris, L. (2013). Social capital, socio-economic status and health among elderly Korean immigrants. *Journal of Applied Gerontology*; Khil, T.S., Kim, B.J. (2013). Rhythm action game, synesthetic application of aural images among older adults: focused on music treatment and learning of music appreciation. *Korean Journal of Computer Game*; Kim, B.J., Sangalang, C., & Kihl, T.S. (2012). Effects of acculturation and social network support on depression among elderly Korean immigrants. *Aging & Mental Health*, 16(2), 787-794; Kim, B.J., & Sung, K.T. (2011). Teaching repayment of parents' kindness. *Educational Gerontology*, 37(10), 899-909; Health. Springer; Sung, K.T., Park, J.H., Kim, B.J., & Song, I.H. (Eds.). (2011). *Advancing Social Welfare of Korea: Challenges and Approaches*. Seoul: Jinmoondang Publishing.

AREA COURSES TAUGHT: Gerontological Social Work, Research Methods

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

KIM, Karl E. **APPOINTED:** 1986, tenured **K**

TITLE/DEPARTMENT: Professor, Urban and Regional Planning

EDUCATION: PhD (Urban and Regional Planning) MIT, 1987, AB (Demography) Brown U, 1979;

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (3), Spanish (3)

RESEARCH/TEACHING SPECIALIZATIONS: Planning theory (spatial planning and urbanization), transportation planning, research methods, urban development and planning

RECENT PUBLICATIONS: "Estimating Driver Crash Risks Based on the Extended Bradley-Terry Model: An Induced Exposure Model." In *Journal of the Royal Statistical Society* 163 (2000), 227-240; "Asleep at the Wheel: Spatial and Temporal Patterns of Fatigued Drivers." In *Transportation Research Record* 1779 (2000), 46-53.

AREA COURSES TAUGHT: PLAN 630 Urban and Regional Planning in Asia, PLAN 634 Shelter and Services in Asia, PLAN 635 East Asian Development

FIELD RESEARCH EXPERIENCE: Korea (Seoul, Cheju), PRC (Yanbian)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Fulbright Fellow; Editor, Korean Studies UH Press; Editor, Accident Analysis and Prevention; Received more than \$13.8 million in federal, state, and international research grants on transportation, traffic safety, GIS, environmental management, disaster management and humanitarian assistance; Executive Director, National Disaster Preparedness Training Center

KIM, Mary Shin

APPOINTED: 2010, tenure-track

K

TITLE/DEPARTMENT: Assistant Professor, East Asian Languages and Literatures

EDUCATION: PhD, UCLA 2006, Korean Linguistics; MA, UCLA, 1999, Korean History; BA, Ewha Woman's University, Seoul, Korea, 1995, Political Science

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 21

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Discourse-functional linguistics, conversation analysis, Korean linguistics, Korean vocabulary acquisition, Korean language pedagogy

RECENT PUBLICATIONS: (2013) Reported Thought as a Stance-Taking Device in Korean Conversation. *Discourse Processes*; (2013) "Reported thought as a stance-taking device in Korean conversation." *Discourse Processes*; (Forthcoming). "Territories of thought in Korean conversation." *Japanese/Korean Linguistics* 22:1-16; (2013) "Answering questions about the unquestionable in Korean conversation." *Journal of Pragmatics* 57:138-157; (2013) "The mental lexicon of low-proficiency Korean heritage learners." *Heritage Language Journal* 10(1):17-35; **Kim, M. S.** and Kim, J.; (2013) "The Korean adverb *kunyang* in spoken discourse." *Japanese/ Korean Linguistics* 20:17-30; (2013) "Double evidential marking in Korean storytelling." In *Studies in Korean Linguistics and Language Pedagogy*, edited by Sung-Ock- Sohn, Sungdai Cho, and Seok-Hoon You. Korea University Press, pp. 135-153; (2012) "Advanced-Korean language learners' use of formulaic language." Special Issue of *The Korean Language in America*, 255-268; (2011) "Negotiating epistemic rights to information in Korean conversation: An examination of the Korean evidential marker *-tamye*." *Discourse Studies* 13(4):435-459; *Integrated Korean* (co-authored). Workbook, Beginning 1&2, Intermediate 1&2. Honolulu: UH Press.

AREA COURSES TAUGHT: KOR 420 Korean Composition; KOR 421 Media Analysis in Korean; KOR 485K Korean-Career Pros; KOR 623 Interdisciplinary Research in Korean; KOR 645 Acquisition Research of KSL.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea 2003, short trips to Korea thereafter

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Discourse Approach, Content-based instruction, Task-based instruction

KIM, Min-Sun

APPOINTED: 1995, tenured

K

TITLE/DEPARTMENT: Professor, Communicology

EDUCATION: PhD, Michigan State University, 1992; MA, U of Maryland, 1987; BA, Korea U., 1985.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Intercultural communication

RECENT PUBLICATIONS: Kim, D. K., & **Kim, M. S.** (2011). *Hallyu: Influence in Asia and Beyond*. Seoul, Korea: Seoul National University; (2009). [The Korean version of *Non-Western perspectives on human communication: Implications for theory and practice.*]; translated by Ki-Soon Park et al., Communication Books, Seoul, Korea]; 대한민국 학술원 우수도서—National Academy of Sciences Book Award (Republic of Korea); Shim, T., **Kim, M. S.**, & Martin, J. (2008). *Changing Korea: Implication for culture and communication*. New York, NY: Peter Lang.

AREA COURSES TAUGHT: COMG 385 Culture & Communication COMG 785 Research on Intercultural Communication.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: College of Arts and Humanities Excellence in Scholarship Award (2011/2012)

KIM, Yung-Hee

APPOINTED: 1996, tenured

K

TITLE/DEPARTMENT: Professor of Korean Literature, EALL

EDUCATION: PhD (Asian Studies) Cornell, 1984; MA (Comparative Literature) Indiana U, 1968; BA Ewha Woman's U, 1964.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (5), French (3)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Korean women writers; gender and modern Korean fiction; colonialism and Korean intellectuals; history of Korean literature

RECENT PUBLICATIONS: "Public Authentication of Woman's Voice: *Sinyōja* (New Women), the First Feminist Journal in Colonial Korea." In *Proceedings of Tapestry of Modernity: Urban Cultural Landscapes of Colonial Korea, 1920s-1930s*, pp. 167-76. The Center for Korean Studies, UHM, 2012; *Questioning Minds: Short Stories by Modern Korean Women Writers*. Honolulu: University of Hawaii Press, 2010. *Hawaii Studies on Korea Series*, Center for Korean Studies, University of Hawai'i; *Readings in Modern Korean Literature*. Yung-Hee Kim and Jeyseon Lee; Honolulu: University of Hawaii Press, 2004. [Rev. ed., 2007].

AREA COURSES TAUGHT: KOR 494 Intro to Mod Kor Lit; KOR 614 Kor Narrative: Mod; KOR 652 Major Authors in Mod Kor Lit; EALL 282 Kor Lit in Transl: Mod; EALL 384 Mod Kor Women Writers and Culture; ASAN620 Probl/Issues of Contemp Asia: Korea; ASAN 750K Rsrch Sem in Asian Studies.

FIELD RESEARCH EXPERIENCE: Korea, 1985-86; Japan, 1981-82. Periodic trips to Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100 %

DISTINCTIONS: Fulbright Grants

KOIKARI, Mire

APPOINTED: 1998, tenured

J

TITLE/DEPARTMENT: Associate Professor, Women's Studies

EDUCATION: PhD (Sociology) U Wisconsin, 1997; MA (Sociology) U Wisconsin, 1990; BA Sophia U, 1988

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5=native or near native, 1= beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: gender studies, colonial and post-colonial studies, cultural studies, Asian studies

RECENT PUBLICATIONS: *Pedagogy of Democracy: Feminism and the Cold War in the U.S. Occupation of Japan* (Temple University Press, 2008); "Training Women for Disasters: Gender, Crisis Management, and Post-3.11 Nationalism in Japan," *The Asia-Pacific Journal*, Vol. 11, Issue 26, No.1, July 2013; "The World is Our Campus': Michigan State University and Cold War Home Economics in US-occupied Okinawa, 1945 – 1972," *Gender and History*, Vol. 24, Issue 1, April 2012.

AREA COURSES TAUGHT: AMST438/WS462 Asian Women

FIELD RESEARCH EXPERIENCE: Washington DC, 2011; Okinawa, Japan 2013; short trips to Japan annually.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: AAS Northeast Asia Council award, Woodrow Wilson National Fellowship

KONDO-BROWN, Kimi **APPOINTED: 2001, tenured** **J**

TITLE/DEPARTMENT: Associate Dean of LLL/Professor of Japanese, EALL

EDUCATION: EdD U Hawai'i, 1998; MA (Linguistics) U Utah, 1987; BA U Tokushima, 1983

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language pedagogy and acquisition, second language assessment, and heritage language studies.

RECENT PUBLICATIONS: *Introduction to assessment for Japanese language teachers* (2012).

Tokyo: Kuroshio; *New perspectives on Japanese language learning, linguistics, and culture* (2013).

Honolulu, HI: NFLRC; *Practical assessment tools for college Japanese* (2013). Honolulu, HI: NFLRC;

Changes in affective profiles of postsecondary students in lower-level foreign language classes. *Foreign Language Annals*, 46(1), 122-136.

AREA COURSES TAUGHT: JPN 604 Introduction to Jpn language pedagogy, JPN 620 Teaching practicum in Jpn language, JPN 730P Research seminar in Jpn linguistics.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Project Manager, NRCEA (National Resource Center East Asia) projects: heritage language project (2002-2006) and Japanese testing/assessment project (2006-2012). Instructor Award for Innovative Teaching at the College of LLL; certified ACTFL (American Council on the Teaching of Foreign Language) Oral Proficiency Interview tester; Director, 2012 NFLRC Summer Institute; Plenary speakers at international conferences (e.g., CLaSIC 2012 [Singapore], CAJILE 2013 [Canada])

KONG, Dong-Kwan **APPOINTED: 2007, tenure-track** **K**

TITLE/DEPARTMENT: Assistant Professor of Korean, EALL

EDUCATION: BA (English Language & Literature), Korea University, 1998; MA (SLS) U of Hawai'i, 2002; PhD (Korean), U of Hawai'i, 2007.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5); Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Acquisition, pedagogical theories, assessment of Korean as a second language, task-based language teaching.

RECENT PUBLICATIONS: (2013) Research on Korean text elaboration and its practice on materials development. In Sohn, S. O., Cho, S. D. & You, S. H. (Eds.), *Studies in Korean Linguistics and Language Pedagogy*. Seoul, Korea: Korea University Press.

AREA COURSES TAUGHT: KOR 201 Intermediate Korean; KOR 421 Media Analysis in Korean I, KOR 422 Media Analysis in Korean II; KOR 425 Selected Rdgs in Kor; KOR 485 Kor for Career Professionals; KOR 486 Kor for Academic Purposes; KOR 621 Media Research in Korean, KOR 622 Comparative Studies of Contemporary South and North Korean Languages; KOR 623 Interdisciplinary Research in Kor, KOR 624 Analysis of Kor Academic Discourse.

FIELD RESEARCH EXPERIENCE: Recent trips to Korea, 2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 100%

DISTINCTIONS: Development of Korean language standards for the National Standards in Foreign Language Education Project; Developed web-based assessment battery (reading, listening and writing) based on ILR scale; Building a corpus of students' oral interlanguage data; ACTFL OPI (American Council on the Teaching of Foreign Languages Oral Proficiency Interview) tester of Korean with full certification

PEDAGOGICAL APPROACH: Task-based language teaching, content-based instruction.

KOO, Hagen

APPOINTED: 1981, tenured

K

TITLE/DEPARTMENT: Professor, Department of Sociology

EDUCATION: PhD, Northwestern University, 1974; MA, Northwestern, 1971; BA, Seoul National U, 1966.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Sociology, Comparative Institutions

RECENT PUBLICATIONS: Keongil Kim, **Hagen Koo**, Jun Kim. *Korea Labor Sourcebook* (Seoul: Academia of Korean Studies Press, 2014, forthcoming; “Rethinking the Korean Middle Class” (in Korean), *The Quarterly Changbi* [창작과 비평] 155 (Spring 2012), pp. 403-421; “Labor Policies and Labor Relations during the Park Chung Hee Era,” *The Park Era: A Reassessment After 25 Years*, edited by Hyung-a Kim and Clark Sorenson (University of Washington Press, 2011), pp. 122-141; “The Changing Faces of Inequality in South Korea in the Age of Globalization,” in *Korean Studies* 31 (2007), pp. 1-18.

AREA COURSES TAUGHT: SOC 358 Sociology of Korea; SOC 720 Comparative Study of EA; SOC 754 Social Stratification

FIELD RESEARCH EXPERIENCE IN EAST ASIA: South Korea, 2012-13

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

KURIHARA KRAMER, Hanae

APPOINTED: 2013, tenure-track

J

TITLE/DEPARTMENT: Assistant Professor, School of Communications

EDUCATION: PhD UH, 2010; MA UH, 2001; BA, UH at Hilo, 1998

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5]

RESEARCH/TEACHING SPECIALIZATIONS: Intercultural and global communication, literature, media campaigns, diaspora studies, and history.

RECENT PUBLICATIONS: With Kramer, Scot. (2013). “The Other Islands of Aloha.” *The Hawaiian Journal of History* 47: 1-26; (2013). “Akutagawa Kozo to Mantetsu Eiga-han [Kozo Akutagawa’s Continental Film Unit].” *Kontentsu bunkashi kenkyū* 8: 55-68; (2012); “Fleeing Defeat: The Japanese Exodus from Manchuria.” *The Journal of Northeast Asian History* 9, no. 1: 31-65; (2012). “Film Forays of the South Manchuria Railway Company.” *Film History* 24, no. 1: 97-113.

AREA COURSES TAUGHT: Intercultural Communication (COM 340/COM 643); Intervention in Multicultural Organizations (COM 646); Communication in East Asia (COM 459)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, 2009-2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

KWOK, Reginald Yin-Wang

APPOINTED: 1989, tenured

C

TITLE/DEPARTMENT: Professor of Asian Studies, SPAS; Professor of Urban and Regional Planning
EDUCATION: PhD Columbia, 1973; MS (Arch and MS Urban Planning) Columbia, 1969; Dip (Tropical Studies) Architectural Association, London, 1967; Dip (Architecture) The Polytechnic, London, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (5), Cantonese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Political economy of Chinese development and urbanization, globalization and urbanization in Asia, Asian cities and urban form.

RECENT PUBLICATIONS: (2011). Taipei's Metropolitan Development: Dynamics of Cross-Strait Political Economy, Globalization and National Identity (with Liling Huang), in Stephen Hamnett and Dean Forbes (Eds.), *Planning Asian Cities: Risks and Resilience*, London: Routledge; (2011). *The Second Great Transformation: Taiwanese Industrialization in the 1980s-2000s*, Taipei: Chengchi University Press; (2010). 'Export Processing Zones,' in *Encyclopedia of Geography*, Sage Publications; (2005). *Globalizing Taipei: The Political Economy of Spatial Development*, Routledge.

AREA COURSES TAUGHT: ASAN 308 Chn Political Economy, ASAN 484 Society & Politics in Chn, ASAN 485 Contemp Chn Dev, ASAN 491C Topics: Dev & Urbanization in Contemp Chn, ASAN 497 Sustain- able Dev in EA, ASAN 608 Politics & Dev: Chn, ASAN/PLAN 635 EA Dev: Policy & Planning Issues, ASAN/ PLAN 636 Culture & Urban Form in Asia, ASAN/GEOG/PLAN 638 Asian Dev and Urbanization, ASAN 750C Sem in Asian Studies: Chn.

FIELD RESEARCH EXPERIENCE: Visiting Professor, National Taiwan University (Taipei), Tsinghua U (Beijing); Tongji U (Shanghai); Zhongshan U (Guangzhou); Visiting Scholar/Fellow: Fairbank Center for East Asian Research (Harvard); East Asian Institute (Columbia).

TIME (%) DEVOTED TO EA RESARCH, TEACHING AND ADVISING: 100%

LACHMANN, Masami

APPOINTED: 1985, untenured

J

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA U Hawai'i, 1980; BA Meiji Gakuin U, 1973

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language

RECENT PUBLICATIONS: With K. Kitsutani, M. Ogasawara, and D. Ogawa. *Basic Kanji: A Reading and Writing Japanese Workbook 2*, New York: McGraw-Hill, 2000.

AREA COURSES TAUGHT: Elementary Japanese, Intermediate Japanese, 3rd-yr Japanese, 4th-level Reading Japanese, 4th-level Writing Intensive Japanese Composition, 3rd-yr and 4th-level Spoken Japanese, and 4th-level Aural Comprehension.

FIELD RESEARCH EXPERIENCE: Summer 2005 at Akita International University.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Certified Japanese OPI (Oral Proficiency Interview) tester.

PEDAGOGICAL APPROACH: Oral proficiency-oriented and media/video-based communicative approach.

LAU, Frederick

APPOINTED: 2000, tenured

C- K

TITLE/DEPARTMENT: Director, Center for Chinese Studies; Chair and Professor of Ethnomusicology, Music

EDUCATION: PhD (Musical Art) U Illinois, Urbana-Champaign, 1991; MA (Music) U Illinois Urbana-Champaign, 1984; BA Chinese U of Hong Kong, 1981.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

RECENT PUBLICATIONS: *Vocal Music and Cultural Identity in Contemporary Music: Unlimited Voices in East Asia and the West*, New York & London: Routledge, 2013; "Voice, Culture, and Ethnicity in Contemporary Chinese Compositions," in *Vocal Music and Cultural Identity in Contemporary Music: Unlimited Voices in East Asia and the West*. Co-edited by Frederick Lau and Christian Utz. New York & London: Routledge, 99-115, 2013; *Music in China: Experiencing Music, Expressing Culture*. New York: Oxford University Press, 2008.

AREA COURSES TAUGHT: MUS 107 Music in World Cultures; MUS 311/411D Chn Ensemble; MUS 400 Special Topics in Music: Asian Music in Classrooms; MUS 407 Music Cultures of the World; MUS 478C Musical Cultures: Chn; MUS 479 Topics in Ethnomusicology: Music Prod in Cross-Cultural Context; MUS 601 Ethnomusicology Forum; MUS 600C Asian Music Sem, MUS678 Performance Practice and Transcription; MUS 679D Advanced Topic in Ethnomusicology

FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Cantonese (5), Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Ethnomusicology theory and method, Chinese music, Chinese ensemble, performance.

FIELD RESEARCH EXPERIENCE: China (1986, 1987, 1992, 1995), Thailand (2004, 2005), Singapore (2006), Hong Kong (2006, 2008, 2009)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: NEH Fellowship, National Academy of Sciences Fellowship, Education Improvement Grant, University Research Council Grant, Chung-fong & Grace Ning Chinese Studies Fund, Korean Foundation Grant.

LEE, Byong Won

APPOINTED: 1974, tenured

C-K

TITLE/DEPARTMENT: Professor, Ethnomusicology

EDUCATION: PhD (Ethnomusicology) U Washington, 1974; MA (Ethnomusicology) U Washington, 1971; BA Seoul National U, 1964

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Music of Korea, Buddhist ritual music, Social dimensions of Asian music, diaspora

RECENT PUBLICATIONS: (2013). The Change of Arirang Symbolism in the United States of America: A Brief Personal Perspective. *Arirang in Korean Culture and Beyond: Arirang from Diverse Perspectives*, Edited by Sheen Dae-Cheol. Seongnam: Academy of Korean Studies. Pages 249-256; (2012). Korean Traditional Music: A Bird's-Eye View. *Rediscovering Traditional Korean Performing Arts*. Co-edited by Haekyung Um and Hyonjoo Lee. Seoul: Korean Arts Management Service. Pages 18-24; (2007) Co-edited with Yongshik Lee. *Music of Korea*. Seoul: National Center for Korean Traditional Performing Arts. 194p.

AREA COURSE TAUGHT: MUS 407 Music Cultures of the World, MUS 478E Musical Cultures: Korea, MUS 600C Ethnomusicology Seminar, MUS 670B Asian Music Seminar

FIELD RESEARCH EXPERIENCE: Korea: 1980-81, 1983-84, 1997, 2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Research Fellow, Korea Foundation Grantee. Senior Scholar for the UNESCO's Integral Study of the Silk Road Maritime Route Expeditions.

2011 Recipient of the JoongAhn Prize for the Achievement in Arts and Humanities, Dukwon Forest Foundation, Pusan, Korea; 2007 Recipient of the *Nangye Akhak Taesang* (Nangye Award for Achievement in Korean Music Research), Youngdong, Korea.

LEE, Chae Ho

APPOINTED: 2009, tenured

K

TITLE/DEPARTMENT: Associate Professor, Department of Art and Art History

EDUCATION: MFA (Graphic Design) Rhode Island School of Design, 1999

FOREIGN LANGUAGE(S): English(5), Korean (3), Hawaiian (1), Gulf Arabic (1)

RESEARCH/TEACHING SPECIALIZATIONS: Design, Design History, Action Research, Participatory Action Research, New Media Studies.

RECENT PUBLICATIONS: (2013). "Skeuomorphism: Transitioning from a Material World." *Design Principles and Practices*; (2011). "Transnationalism in a Muslim Market: The Questions of Dubai," in Özlem Sandıkcı and Gillian Rice, eds., *The Handbook of Islamic Marketing*. (United Kingdom, Edward Elgar Press); (2010). "Designing a New Oral Process," in Grace Lees-Maffei, ed., *Writing Design* (United Kingdom, Berg Press); (2011). Moving Histories: Interactivity in the Examination of History. *Design Principles and Practices*, vol. 5, edited by Bill Cope and Mary Kalantzis (Champaign, Illinois, Common Ground Publishing LLC); (2010) "Ibn Battuta: Edutaining the World?" *Design Failures*, Special Issue 44: Visible Language. Edited by Dietmar Winkler and Sharon Poggenpohl (Providence, Rhode Island School of Design)

AREA COURSES TAUGHT: Graphic Design Studio I-III, Typography, Digital Design, Lettering

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Short visits to Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UH Regents' Medal for Excellence in Teaching, 2011; 2010; Various travel awards; University of Hawai'i; CIBER: Center for International Business Education and Research Interdisciplinary Research Award, 2007; Research award from the Shidler College of Business to promote collaborative research between departments

LEE, Hye-Eun

APPOINTED: 2007, tenured

K

TITLE/DEPARTMENT: Associate Professor of Communicology

EDUCATION: PhD, Michigan State University, 2008, MA (Communication) Michigan State University, 2005, BA (Mass Media and Communication) Ewha Women's University, 2000

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Intercultural communication, Interpersonal communication, Quantitative research methods

RECENT PUBLICATIONS: Lee, H. E., Taniguchi, E., Modica, A. & Park, H. (2013). Effects of witnessing fat talk on Facebook: A cross-cultural comparison of Korea and the U.S. *Social Behavior and Personality*, 41, 1291-1308; Chuang, L., & Lee, H. E. (2013). Korean Wave: Factors to enjoy Korean Soap Opera in the U.S. *International Journal of Intercultural Relations*; Park, H. S., Lee, H. E., Yun, D., Choi, H. J., Lee, D. W. Ahn, J., & Park, H. (in press). Perceived media influence on self versus others: Comparisons of Korean Americans, Koreans in the U. S., and Koreans in Korea. Paper submitted to *Social Behavior and Personality*; Lee, H., Lee, H. E., Choi, J. Kim, J. H., & Lee, H. (in press). Social media use, body image and psychological well-being: A cross-cultural comparison of Korea and the U.S. *Journal of Health Communication*; Park, H. S., Yun, D., Choi, H. J., Lee, H. E., Lee, D. W., & Ahn, J. (2013). Social identity, attribution, and emotion: Comparisons of Americans, Korean Americans, and Koreans. *International Journal of Psychology*, 48, 922-934; Park, H. S., & Lee, H. E. (2012). Cultural differences in "Thank You." *Journal of Language and Social Psychology*, 31, 138-156; Park, H. S., Yun, D., Choi, H. J., & Lee, H. E. (2012). Perceived media bias and third person effect: Comparisons of Americans, Korean Americans, and Koreans in the United States. *The Social Science Journal*, 49, 139-149.; Lee, H. E., & Park, H. S. (2011). Why Koreans are more likely to favor "Apology," while Americans are more likely to favor "Thank You." *Human Communication Research*, 37, 125-146.

AREA COURSES TAUGHT: COMG 385 Culture & Communication

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea, Summer 2009, 2010, 2011, 2012, 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

LEE, Hye-Ryeon

APPOINTED: 2001, tenured

K

TITLE/DEPARTMENT: Associate Professor of Communicology

EDUCATION: BA Ewha U, 1984; MA (Journalism and Mass Communication) U of Wisconsin-Madison, 1988; MA (Political Science) Stanford U, 1992; PhD (Communication) Stanford U, 2000

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Health Communication, Social Influences and Persuasion, Research Method, Political Communication

RECENT PUBLICATIONS: (forthcoming). With M-S Kim, K Tasaki K, ID Kim and A Kawamura. The Influence of Social Status on Communication Predispositions: Focusing on Independent and Interdependent Self-Concepts. In *Journal of Asian Pacific Communication*; With M-S Kim, ID Kim, and JE Hunter. (2004). "A test of a cultural model of conflict styles. In *Journal of Asian Pacific Communication*, 14(2), pp. 197-22.

AREA COURSES TAUGHT: COMG 785 Research on Intercultural Communication

FIELD RESEARCH EXPERIENCE IN EAST ASIA: short trips to Korea annually

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25 %

DISTINCTIONS: Grants from the Hawai'i Community Foundation, the Robert Wood Johnson Foundation, and the American Cancer Society; American Lung Association Grant; Travel scholarships from Hawai'i Community Foundation; Koa Anvil Award from the Public Relations Society of America, Hawai'i Chapter; Best Paper Award from the Association for Education in Journalism and Mass Communication.

LEE, Sang-Hyop

APPOINTED: 1999, tenured

K

TITLE/DEPARTMENT: Director of the Center for Korean Studies/Professor, Economics

EDUCATION: PhD Michigan State U. 1998; MA, Seoul National U., 1988; BA, Seoul National U., 1986

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 24

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Korea's economy, social welfare policy, aging and labor market

RECENT KOREA-RELATED PUBLICATIONS: Mason, A., and S-H Lee. (2013). Youth and Their Changing Economic Roles in Asia. *Asia-Pacific Population Journal* 27(1): 61-82; Park, D., S-H Lee, and A. Mason (eds.) 2012. *Demographic Transition and Economic Growth in Asia*, Cheltenham, UK and Northampton, MA, USA, Edward Elgar; Hemming, R., J-H Kim, and S-H Lee (eds). 2012. *Sustainability and Efficiency in Managing Public Expenditures in Korea*, Seoul, Korea, Korea Development Institute Press. Hahn, C.H., and S-H Lee (eds.). 2011. *Reforms for Korea's Sustained Growth*, Seoul, Korea, Korea Development Institute Press; Mason, A, and S-H Lee. (2012). "Population, Wealth, and Economic Growth in Asia and Pacific" Park, D. S-H Lee, and A. Mason (eds) in *Demographic Transition and Economic Growth in Asia*, Cheltenham, UK and Northampton, MA, USA, Edward Elgar. pp. 32-82. Lee, S-H, and A. Mason. 2012. "Economic Lifecycle and Support System in Asia", Park, D. S-H Lee, and A. Mason (eds) in *Demographic Transition and Economic Growth in Asia*, Cheltenham, UK and Northampton, MA, USA, Edward Elgar. pp. 130-160. An, C-B, Y-J Chun, E-S Kim, N. Hwang, and S-H Lee; Mason, A, R. Lee, and S-H Lee. (2010). The Demographic Transition and Economic Growth in the Pacific Rim, Takatoshi Ito and Andrew Rose (eds.) *The Economic Consequences of Demographic Change in East Asia*, NBER, Chicago, University of Chicago Press, pp. 19-55.

AREA COURSES TAUGHT (KOREA-RELATED): ASAN 320Z Asian Nation: Economics Issues in Asia; ASAN 470 Sustainable Dev. In EA.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Collaborated with UN Population Funds, Asian Development Bank, government, research institutes, and universities of Korea, Japan, China, and Taiwan.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Seoul National University Alumni Association Distinguished Service Award

LEE, Yean-Ju

APPOINTED: 1996, tenured

K

TITLE/DEPARTMENT: Associate Prof., Department of Sociology

EDUCATION: PhD (Sociology) University of Wisconsin-Madison, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Sociology of family in Korean Social statistics, Sociology of Family, Demography

RECENT PUBLICATIONS: (In progress). *Why Marriages End in Korea: A Sociological Perspective*;

Lee, Yean-Ju and Seung-Kwon Kim. (2011). Comparative Socioeconomic Characteristics of Single-Mother and Single-Father Households of Young Children. *Korean Journal of Population Studies* 34(2): 17-43 (in Korean); Seoul, Dong-Hoon and **Lee, Yean-Ju**. (2011). Recent Developments and Implications of Policies on Ethnic Return Migration in Korea. *Asian and Pacific Migration Journal* 20: 215-231; (2011). Overview of Trends and Policies on International Migration to East Asia: Comparing Japan, Taiwan and South Korea. *Asian and Pacific Migration Journal* 20: 117-131.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual trips to Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

LEVIN, Mark

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor, Law

EDUCATION: LLM (Jpn Law) U Washington, 1990; JD Yale Law, 1983; BBA U Michigan, 1980

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Jpn law & society; US-Jpn business transactions; Commercial Law, Civil Procedure, Legislation

RECENT PUBLICATIONS: "Circumstances that Would Prejudice Impartiality: The Meaning of Fairness in Japanese Jurisprudence," *Hastings International and Comparative Law Review*, Vol. 36, No. 2, 475-516 (2013). "Tobacco Control Lessons from the Higgs Boson: Observing a Hidden Field Behind Changing Tobacco Control Norms in Japan," *American Journal of Law & Medicine*, Vol. 39, 471-489 (2013). "Truth or Consequences of the Justice System Reform Council: An English Language Bibliography from Japan's Millennial Legal Reforms," *Asian-Pacific Law & Policy Journal*, Vol. 14, No. 3 (2013) (with Adam Mackie). "Civil Justice and the Constitution: Limits on Instrumental Judicial Administration in Japan," in *Pacific Rim Law & Policy Journal*, Vol. 20, No. 2, 265-318 (2011). "Japan's New Citizen Judges: How Secrecy Imperils Judicial Reform," *The Asia-Pacific Journal*, Vol. 19-6-09, May 9, 2009, with Virginia Tice. "Lighting up the Foreign Corrupt Practices Act: A Case Study of US Tobacco Industry Political Influence Buying in Japan," *North Carolina Journal of International Law and Commercial Regulation*, Vol. 34, No. 2, 471-519 (2009). "Continuities of Legal Consciousness: Professor John Haley's Writings on Twelve Hundred Years of Japanese Legal History, Harris Institute for Global Legal Studies Festschrift Papers for John Owen Haley," *Washington University Global Studies Law Review*, Vol. 8, No. 2, 317-32 (2009).

AREA COURSES TAUGHT: LWPA 514 Law & Society in Jpn, LAW 530 2nd Yr Sem, LAW 575J Intl Legal Stds: Jpn, LWPA 577 Jpn Business Law; LWPA 579 International Business Transactions

FIELD RESEARCH EXPERIENCE: In Japan, 1983-84, 1993-1997, 2002-2003

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 85%

DISTINCTIONS: Blakemore Foundation Fellowship, Japan Foundation Professional Fellowship, Member of Editorial Advisory Board for *Journal of Japanese Studies*.

LIN, Shu Hwa

APPOINTED: 2004, tenured

C

TITLE/DEPARTMENT: Associate Professor of APDM.

EDUCATION: PhD (Human Sciences) Florida State University, 1997; MA (Consumer Affairs) Auburn University, 1991; BA (Home Economics) Chinese Culture University, Taipei 1977

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Taiwanese (5), Mandarin (5), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese textile technologies

RECENT PUBLICATIONS: (2013). "Threads of majesty tapestry and embroidery for ranking Qing dynasty officials" booklet, Dept of FCS, *UHM*; "Dye for two tones: The story of sustainable mud-coated silk," in *Fashion Practice*, 4(1), 95-112; (2008). "Beyond luxury: Looking for *Shiang-Yun-Sa* in Hawai'i." in *Context*, v. 14, pp. 13-16; (2008). "Chinese court dress design principles," in *Context*, v. 15, pp.12-15; (2008). "Beyond luxury: Looking for *Shiang-Yun-Sa* in Hawai'i," in *Context*, v. 14, p. 13-16; (2007). "Expressions of political rank by textiles: Historic Chinese dragon robes," in *Context*, v. 13, pp. 23-27.

AREA COURSES TAUGHT: Costumes/Cultures of East Asia; Textile sciences; Costume museum management; Product lifecycle management

FIELD RESEARCH EXPERIENCE: China, Hong Kong, Thailand, Taiwan, Japan, Korea, German

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Grants from the Hawai'i Council for the Humanities

LINGLEY, Kate

APPOINTED: 2004, tenured

C

TITLE/DEPARTMENT: Associate Professor of Art History/Associate Chair, Department of Art and Art History

EDUCATION: PhD (Art History) U Chicago, 2004; MA (Art History) U Chicago, 1998; BA (Anthropology, with Archaeology focus) Harvard-Radcliffe College, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Classical Chinese (4), Japanese (2), German (1)

RESEARCH/TEACHING SPECIALIZATIONS: Buddhist art of the Northern and Southern Dynasties, medieval Buddhist art, ethnicity between Han and Tang, identity and self-representation, portraiture.

RECENT PUBLICATIONS: "Lady Yuchi in the First Person: Patronage, History, and Voice in the Guyang Cave." *Early Medieval China* vol. 18 (2012); *The Reformer's Brush: Modernity and Traditional Media in China*. Honolulu: University of Hawai'i Art Gallery, 2011; "The Patron and the Community in Eastern Wei Shanxi: the Gaomiaoshan Cave Temple Yi-society." *Asia Major* vol. 23, part I, 2010; "Naturalizing the Exotic: On the changing meanings of ethnic dress in medieval China." *Ars Orientalis* vol. 38, 2010; "A Brief History of Ethnic Costume in Premodern China." In *Writing with Thread: Traditional Textiles of Southwest Chinese Minorities*. Honolulu: University of Hawai'i Art Gallery, 2008; *Excelling the Work of Heaven: Personal Adornment from China*. Honolulu: University of Hawai'i Art Gallery, 2007; "Just Like the Qing Dynasty: Internet Addiction, MMOGs, and Moral Crisis in Contemporary China." With Alex Golub. In *Games and Culture*, 2(4), December 2007.

AREA COURSES TAUGHT: ART 385 & 386 Survey of Chinese Art; ART 486 Chinese Painting and its Theories; ART 487 Modern and Contemporary Chinese Art; ART 688 Graduate Seminar in Chinese Art History (topics vary)

FIELD RESEARCH EXPERIENCE: 1998, 2001-2002, 2005, 2009.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 60%

LU-CHEN, Jung Ying **APPOINTED:** 1993, untenured **C**

TITLE/DEPARTMENT: Instructor, CITS/EALL

EDUCATION: PhD (Linguistics) U Hawai'i, 1993; MA (Linguistics) U Hawai'i, 1986; BA National Cheng-Chi U, 1984

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Taiwanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Web-based and web-supported advanced Chinese language courses, English-Chinese translation, project-based language teaching and materials development

RECENT PUBLICATIONS: "Creative use of Web 2.0 in the Chinese Language Classroom," in *Proceedings of the 6th International Conference on Internet Chinese Education*, June 2011; "Creative use of Diigo in Internet Chinese Education," in *Proceedings of the 6th International Conference on Internet Chinese Education*, June 2009.

AREA COURSES TAUGHT: CHN301 Third-Level Mandarin; CHN331 Chinese Videologue: Listening and Writing Course; CHN332 Web-based Chinese Reading and Writing; CHN421C English-Chinese Translation; IT414M Technical Translation (Mandarin).

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Instructor's Award for Innovative Teaching in the College of LLL (UH)

MASUNAGA, Karen **APPOINTED:** 1992, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA (Japanese) U Hawai'i, 1992; BA (Japanese) U Hawai'i, 1990

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language and language pedagogy

RECENT PUBLICATIONS: "Gengo kaikaku to hyogen no jiyu" [Language change and freedom of expression], in *Media ni egakareru joseizo: hankyo-hen*. Tokyo: Toyama Media Group, 1992.

AREA COURSES TAUGHT: Elementary and Intermediate Japanese, Intermediate Conversational Japanese

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: Japan 100%

PEDAGOGICAL APPROACH: performance-based

MAWYER, Alexander **APPOINTED:** 2014, tenure-track **Pacific Islands**
TITLE/DEPARTMENT: Assistant Prof., Center for Pacific Islands Studies, SPAS
EDUCATION: PhD U of Chicago, 2006; MA U Hawai'i, 1997; MA U of Chicago, 1999; BA Amherst College, 1995.
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7
FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] French (4), Spanish (4), Mangarevan (3), Tahitian (2).
RESEARCH/TEACHING SPECIALIZATIONS: History as social practice; anthropology of globalization; legacies of French nuclear testing in the Pacific; politics and the social circulation of information in the making of persons in the Eastern Pacific.
RECENT PUBLICATIONS: *Undomesticated History: Denaturing the Pacific Past* (Honolulu: UH Press, forthcoming). "Disoriented Space in the Gambier, French Polynesia." *ETHOS: Journal for the Society for Psychological Anthropology* (forthcoming). Edited with Frank Stewart and Kareva Mateata-Allain. *Varua Tupu: New Writing and Art from French Polynesia*. Honolulu: UH Press, 2006.
AREA COURSES TAUGHT: PACS 108 Pacific Worlds; PACS 603 Researching Oceania
FIELD RESEARCH EXPERIENCE: Fieldwork since 1997 in French Polynesia.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 0%
DISTINCTIONS: Lake Forest College Excellence in Teaching and Scholarly Promise Award (2012); Po'okela Excellence in Literature Award for *Varua Tupu*, Hawai'i Book Publishers Association (2007); Wenner-Gren Dissertation Fieldwork Grant (2001).

MCCRAW, David R. **APPOINTED:** 1986, tenured **C**
TITLE/DEPARTMENT: Professor of Chinese Literature and Language, EALL
EDUCATION: PhD (Asian Languages) Stanford, 1986; BA U Mass, 1981; MA (Asian Languages) Stanford, 1983
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10
FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] Mandarin (4), Classical Chinese (5), Japanese (2), French (1+)
RESEARCH/TEACHING SPECIALIZATIONS: classical Chn lit and Chn poetry
RECENT PUBLICATIONS: (2010). Stratifying Zhuangzi: Rhyme and other Quantitative Evidence (Academia Sinica, Taipei); (2010). "An "ABC" Exercise in Old Sinitic Lexical Statistics," Sino-Platonic Papers #202, 43 pp.; (2010). "The Art of Chinese Poetry Textbooks" (a review of Cai Zongqi (Ed.), How to Read Chinese Poetry: A Guided Anthology," China Review International 17.1, pp. 22-44, 58-59; (2006). "Introducing Chiasmus in Old Chinese Literature," CLEAR 26, 44pp.
AREA COURSES TAUGHT: CHN 101-102; CHN 461-462 Classical Chn; CHN 481-482 Hist of Chn Lit; CHN 603C Biblio; CHN 610 Chn Poetry; CHN 661-662 Adv Classical Chn; EALL 361-362 Trad Chinese Lit in Translation
FIELD RESEARCH EXPERIENCE: Academia Sinica (Taipei): Spring 2007.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: National Endowment for the Humanities Grant, URC Award
PEDAGOGICAL APPROACH: performance-based

MCDONALD, Mary G.

APPOINTED: 1990, tenured

J

TITLE/DEPARTMENT: Director, Center for Japanese Studies/Associate Professor, Geography

EDUCATION: BA Oberlin, 1969; MA (Geography) UC Berkeley, 1985; PhD (Geography) UC Berkeley, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5= native or near native; 1= beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Global-local economic geographies; agro-industrial transformations; tourism; rural restructuring, regional economic restructuring, and human geography of Japan.

RECENT PUBLICATIONS: Geography's Contributions in Japanese Studies, invited chapter, *Sage Handbook of Japanese Studies*, James Babb, ed. 35,580 words. In press 2014; Meijiki Nihon ni okery kome no chirigaku: Nijuuseki ni okeru denpa no haikai (Geography of rice in the Meiji Period: Background to mobility in the 20th century. *Human and Environmental Forum/Jinkan Forumu* (Kyoto University) 2012, No 31, pp. 50-53; "Tourist Weddings in Hawai'i: Consuming the Destination" in Carolyn Cartier and Alan A. Lew, eds. *Seductions of Place: Geographical Perspectives on Globalization and Touristed Landscapes*. New York: Routledge, 2005, pp. 171-192; with Nanda Shrestha, Martin Lewis, and Shaul Cohen. "Asian Geography in North America" in Gary Gaile and Cort Willmott, eds. *Geography in America at the Dawn of the 21st Century*. Oxford University Press, 2003, pp. 625-649; "Food Firms and Food Flows in Japan 1945-1998" in *World Development* 28:3, March 2000, pp. 487-512; "Agricultural Land in Japan: Fifty Years After Land Reform" in *Geoform* 28:1, April 1997, pp. 55-87; "Farming Out Factories: Japan's Law to Promote the Introduction of Industry into Agricultural Village Areas" in *Environment and Planning A* 28, 1996, pp. 2041-2061; "Farmers as Workers in Japan's Regional Economic Restructuring" in *Economic Geography* 72:1, 1996, pp. 49-72; "All Mapped Out" in *New Asia Review* 2:1, 1995, pp. 20-24.

AREA COURSES TAUGHT: GEOG 352 Geography of Japan, GEOG 652 Geography of Japan, ASAN 600J Scope and Methods of Japanese Studies

FIELD RESEARCH EXPERIENCE: Japan, 1985-87, 1991-93, 1998-99, 1999-2000, thereafter periodic trips to Japan. Most recently visiting professor at Kyoto University, Fall 2011.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Visiting Professor, Kyoto University, October 2011; Hawai'i Council for the Humanities Grant 2010 for Isabella Bird Exhibit; Excellence in Teaching Award, College of Social Sciences, UH; Japanese Farmland: 50 Years After Land Reform, UH Office of Research Administration Seed Grant; Fulbright Research Fellowship; Japan Studies Endowment Grants; Resident Director, Konan-Illinois Year in Japan Program, Kobe, Japan 1999-2000; Editorial Board Member, 1999-2006: *Geographical Review of Japan* (Chirigaku Hyoron); National Science Foundation Geography and Regional Science Advisory Panel 2005.

MCNALLY, Mark T.

APPOINTED: 1999, tenured

J

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD (Hist) UCLA, 1998; MA (Hist) UCLA, 1995; BA Pomona College, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Tokugawa intellectual & social history; Kokugaku and Confucianism; 20th century nationalism & ethnology; folklore; the early modern Japanese public sphere; Japanese nativism; Japanese exceptionalism; Okinawa.

RECENT PUBLICATIONS: “Nativism and Exceptionalism in Tokugawa Japan,” in *Dao Companion to Japanese Confucian Philosophy*, edited by Chun-Chieh Huang and John Tucker (Springer 2014); “Morality and Metaphysics: Neo-Confucianism in East Asia,” in *Neo-Confucianism in East Asia* (ABC-CLIO, 2012); “Who Speaks for Norinaga? Determining Succession in Nineteenth-Century Kokugaku,” *Japanese Journal of Religious Studies*, vol. 38, no. 1 (2011); “Exceptionalism, the Atomic Bomb, and U.S.-Japanese Relations: Comments on ‘The Lucky Strike,’” in *History Revisited, the Great Battles: Eminent Historians Take on the Great Works of Alternative History* (BenBella, 2008); *Proving the Way: Conflict and Practice in the History of Japanese Nativism*, Harvard U Asia Center, 2005; “The Proof is Out There: Hirata Atsutane, Evidential Learning and the Afterlife,” in *Perspectives on the Afterlife. Vienna: the Austrian Academy of Sciences*, 2004; “The Sandaiko Debate,” in *Japanese Journal of Religious Studies*, 2002; “Intellectual Polarities and the Development of the Kokugaku Field,” in *Early Modern Japan* (Fall 2001).

AREA COURSES TAUGHT: Hist 321-322 Hist of Jpn to 1700, 1700-Present; Hist 422 Early Mod Jpn; Hist 423 Okinawa; Hist 665C Grad Sem in Early Mod Jpn; Hist 665D Grad Sem in Mod Jpn.

FIELD RESEARCH EXPERIENCE: U Tokyo (1996, 2005); Okinawa (2011)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISTINCTIONS: Postdoctoral Fellowship, Edwin O. Reischauer Institute of Japanese Studies, Harvard (1998-1999); Fulbright Researcher (2005); Foreign Research Scholar, Historiographical Institute, Tokyo University (2005); Guest Professor, University of Tübingen (Germany, 2008).

MIAO, Pu

APPOINTED: 1996, tenured

C

TITLE/DEPARTMENT: Professor, Architecture

EDUCATION: PhD (Arch) UC Berkeley, 1992; MA (Arch) UC Berkeley, 1985; BA Tongji U, Shanghai, 1982

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Architectural/urban design and theory in China

RECENT PUBLICATIONS: (2011). *Brave New City: Three Problems in Chinese Urban Public Space since the 1980s. Journal of Urban Design*, 16(02), 179-207; (2003). “Deserted Streets in a Jammed Town: Gated Communities in Chinese Cities and Its Solution” *Journal of Urban Design*, 8(01), 45-66.

AREA COURSES TAUGHT: ARCH 544: Comprehensive Arch Design

FIELD RESEARCH EXPERIENCE: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 85%

DISTINCTIONS: Built designs have been published in international journals such as *Architectural Review*, *Domus*, *Detail*, *A+*, and *Architecture Asia*, as well as Chinese periodicals such as *Architectural Journal*, *Time+ Architecture*, and *Architect*; Invited to exhibit his work at the International Center for Urbanism, Architecture and Landscape (CIVA) in Brussels (2008) and at the Aedes East-International Forum for Contemporary Architecture in Berlin (2011); 2007 Far Eastern Architectural Award (Taiwan) and the Award of Excellence in the First Architectural Design Awards organized by the Architectural Society of China (ASC), Shanghai Chapter, 2006.

MOHR, Michel

APPOINTED: 2007, tenured

J

TITLE/DEPARTMENT: Dept. Chair and Associate Professor, Religion.

EDUCATION: PhD (Hist of Religions) U of Geneva, Switzerland 1992; Licence ès Lettres (Hist of Religions) U of Geneva, Switzerland 1982

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] French (5); Japanese (5); Classical Chinese (4); German (3); Spanish (3); Italian (3); Mandarin (2); Sanskrit (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese and Asian religions.

RECENT PUBLICATIONS: "Filial Piety with a Zen Twist: Universalism and Particularism Surrounding the *Sutra on the Difficulty of Reciprocating the Kindness of Parents*," *Journal of Religion in Japan* 2 (1), May 2013. "Plowing the Zen Field: Trends since 1989 and Emerging Perspectives," *Religion Compass* 6 (2), 2012. "The Use of Traps and Snares: Shaku Sōen Revisited" in *Zen Masters*, ed. by Steven Heine and Dale S. Wright, Oxford: Oxford University Press, 2010. "Beyond Awareness: Tōrei Enji's Understanding of Realization in the Treatise on the Inexhaustible Lamp of Zen, Chapter 6." In *Buddhist Philosophy: Essential Readings*, ed. by William Edelglass and Jay L. Garfield. NY: Oxford U Press, 2009; "Invocation of the Sage: The Ritual to Glorify the Emperor." In *Zen Ritual: Studies of Zen Buddhist Theory in Practice*, ed. by Steven Heine and Dale S. Wright, Oxford U Press, 2008.

AREA COURSES TAUGHT: (recent) REL 150 Intro to World's Major Rel; REL 204 Understanding Jpn Rel; REL 207 Understanding Buddhism; REL 490 Buddhism in Jpn; REL 661C Jpn Rel Seminar.

FIELD RESEARCH EXPERIENCE: Japan 1980-81, 1983-87, 1992-2006, annual since 2007.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: Japanese Ministry of Education Grant; Swiss National Foundation for Scientific Research Grant; Japan Foundation Grant; Japanese Society for the Promotion of Science Grant; Hōshaku Institute for Religion and Culture Grant; Japanese Endowment Studies Grant

MURAYAMA, Emi

APPOINTED: 2013, untenured

J

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD Japanese Linguistics UHM (2012); MA Japanese Linguistics UHM (1999); BA Univ of Oregon (1995); BA Rikkyo Univ. (1988)

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5), Chinese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Language and social interaction (Conversation Analysis); business discourse in Japanese; JFL pedagogy.

AREA COURSES TAUGHT: JPN 101-202; JPN (Oral Communication) 211-212; JPN 301-302; JPN 370 Lang in Japanese Society.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Data collection at Japanese business offices (2005)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Communicative approach (material development, analysis of learners performance); emphasis on interactional competence and language pragmatics

NAKAHARA, Gladys E. **APPOINTED:** 1984, untenured **J**
TITLE/DEPARTMENT: Japanese Language Instructor, EALL
EDUCATION: BA U Hawai'i, 1974; MA (Jpn Lit) U Hawai'i, 1977; PhD (Jpn Lit) U Hawai'i, 2000
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5); Chinese (1); French (2)
RESEARCH/TEACHING SPECIALIZATIONS: Japanese literature and language
RECENT PUBLICATIONS: *A Translation of Ryōjinhishō, a Compendium of Japanese Folk Songs (Imayō) from the Heian Period (794-1185)*, The Edwin Mellen Press, Lewiston, NY, 2003; "Kawabata Yasunari's Concept of Beauty" *Confluences- Studies from East to West in Honor of Valdo H. Viglielmo*. Ed. by Nobuko Ochner & William Ridgeway Honolulu: U of Hawai'i, LLL, 2005, 178-189;
AREA COURSES TAUGHT: JPN 101-402; EALL 271-272, 371-372 Trad and Mod Jpn Lit courses
FIELD RESEARCH EXPERIENCE: Japan Foundation Intensive Seminar for Foreign Teachers of Japanese, 1986; Resident Director of Obirin University, 2006-2007
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: Japan 100%
PEDAGOGICAL APPROACH: Performance-based, communicative-based approaches.

NAKAJIMA, Seio **APPOINTED:** 2007, tenure-track **C**
TITLE/DEPARTMENT: Assistant Professor, Sociology
EDUCATION: PhD (Sociology) UC Berkeley 2007; MA (Sociology) UC Berkeley 2000; MA (Area Studies) U of Tokyo, 1995; BA (Sociology) U of Tokyo 1993
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 35
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5); Japanese (5)
RESEARCH/TEACHING SPECIALIZATIONS: Economic Sociology, Organizations, Culture, China, East Asia, Film and Media Studies, Art, Creative Industries in Asia
RECENT PUBLICATIONS: (Forthcoming). "Chinese Film Spaces: The Social Locations and Media of Urban Independent Screen Consumption." *Continuum: Journal of Media and Cultural Studies*. (accepted and forthcoming); (2013). Re-imagining Civil Society in Contemporary Urban China: Actor-Network-Theory and Chinese Independent Film Consumption. *Qualitative Sociology* 36: 383-402; (2012). Film Clubs in Beijing: The Cultural Consumption of Chinese Independent Films, pp. 358-382, in *Chinese Cinema, Volume II: Chinese Film Production and Reception* (Critical Concepts in Media and Cultural Studies Series), edited by Chris Berry. London: Routledge. (reprint of Nakajima 2006)
AREA COURSES TAUGHT: SOC356 Sociology of China; SOC723 Seminar in Modern Chn Society
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%
DISTINCTIONS: 2013-present: Research Collaborator, The National Research Foundation of Korea, Ministry of Education, Science and Technology; 2011-2013: Co-Principal Investigator, Institute of Advanced Study on Asia, University of Tokyo, Japan; 2009: Interdisciplinary Research Award, CIBER, Shidler College of Business, UH Mānoa, (with Mooweon Rhee)

NG, Konrad

APPOINTED: 2007, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor, Academy for Creative Media; On-Leave (2011 – Present)

EDUCATION: PhD (Political Science) U Hawai'i 2006; MA (Cultural, Social and Political Thought) U Victoria 1999; BA (Philosophy/Ethnic Studies) McGill U 1996

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Cantonese (2), French (3)

RESEARCH/TEACHING SPECIALIZATIONS: Contemporary Chinese cinema; film theory; Asian American cinema and digital media; museums and identity.

RECENT PUBLICATIONS: (2013). "Contemporary Storytelling and Chinese Cinema: Jia Zhangke and the Sixth Generation" in Lina Khatib (Ed.), *Storytelling in World Cinemas: Narrative Forms and Contexts* (London and New York: I B Tauris); "A Study of Asian American New Media Communication: Email, Vlogs/Blogs, Mobile Applications, Social Networks & YouTube" in Pauline Hope Cheong, Judith N. Martin & Leah Macfadyen (eds.), *New Media and Intercultural Communication* (New York: Peter Lang Publishers. 2012); "Beyond the Candidate: Obama, YouTube and (My) Asian-ness" in Heather Harris, Kimberly Moffitt and Catherine Squires (Eds.), *The Obama Effect: Multidisciplinary Renderings of the 2008 Presidential Election Campaign* (New York: State University of New York Press. 2010); "Hong Kong Cinema and Chineseness: The Palimpsestic Male Bodies of Wong Kar-Wai" in Santiago Fouz-Hernández (ed.), *Mysterious Skin: The Male Body in Contemporary Cinema* (London: I.B. Tauris, 2009)

AREA COURSES TAUGHT: ACM 255: Introduction to Cinema and Digital Media, 385: Topics in Creative Media

FIELD RESEARCH EXPERIENCE: Summer 2001 (Hong Kong)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: current Director, Smithsonian Asian Pacific American Center, 2010-present; Faculty Grant, University Research Council, UHM, 2008; Humanities Grant, Hawai'i Council for the Humanities, 2005; Chung-fong and Grace Ning Chinese Studies Fund Award, UHM, 2004; Research Grant, Chun Kyu and Soo Yong Huang Foundation, UHM, 2002.

NING, Cynthia Y.

APPOINTED: 1991, untenured

C

TITLE/DEPARTMENT: Co-Director, Confucius Institute/Associate Director, Center for Chinese Studies, SPAS

EDUCATION: PhD (Chinese) U Michigan, 1986; MA (Chinese) U Michigan, 1976; BA Kalamazoo College, 1973

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), German (3), Japanese (2), French (2), Hindi/Urdu (1)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese language pedagogy, comedy, film

RECENT PUBLICATIONS: (2010). *Encounters: Global Chinese Language and Culture*, suite of materials (text- books, feature film, and interactive website) to teaching intro Chinese to English-speaking learners, lead author, Yale U Press and China International Publishing Group.

AREA COURSES TAUGHT: ASAN 330 Chn Film: Art & Hist; CHN 101 to 202

FIELD RESEARCH EXPERIENCE: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Past Executive Director and President, Chinese Language Teacher's Association (CLTA); U Hawai'i's Excellence-in-Teaching Award; Hawai'i Association of Language Teacher's Language Teacher of the Year (1994); Past president of HALT and the Chinese Language Education Association of Hawai'i

PEDAGOGICAL APPROACH: oral proficiency tester of Chinese; trained tester of ESL; performance-based methodology; teacher-trainer on standards- and task-based pedagogy in Chinese.

OCHNER, Nobuko

APPOINTED: 1984, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese Literature, EALL

EDUCATION: PhD (Japanese Literature) U Hawai'i, 1984; MA (Japanese Literature) U Hawai'i, 1977; MA (English) U Hawai'i, 1971; BA Tokyo U of Education, 1969

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Chinese (4), French (3)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Japanese literature

RECENT PUBLICATIONS: “*Possessed by Love, Thwarted by the Bell: An Overview of Kumi Odori*,” co-authored with Kathy Foley, and an English translation of *Kumi Odori ‘Shūshin Kani’iri*’ by Tamagusuku Chōkun in *Living Spirit: Literature and Resurgence in Okinawa*, edited by Frank Stewart, with guest editor Katsunori Yamazato, a special issue of *Mānoa*, Vol. 23, no. 1 (2011), pp. 83-97; 98-111. Co-translators with Paul McCarthy, *The Moon over the Mountain and Other Stories by Atsushi Nakajima*. Iowa City, Iowa: Autumn Hill Books, 2011.

AREA COURSES TAUGHT: (recent) EALL 372B Modern Japanese Fiction, EALL 272 Jpn Lit in Transl: Mod, JPN 611B Mod Jpn Lit: Meiji-Taisho; JPN 611C Mod Jpn Lit: Showa-Heisei, JPN640 Themes in Jpn Lit, JPN 710M Sem in Jpn Lit

FIELD RESEARCH EXPERIENCE: In Japan 1986, 1987, 1989, 1991, 1992, 1993, 1995, 1996, 1997, 2001, 2004

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Studies Endowment Grants (UH), Faculty Travel Award (UH)

ODIN, Steve

APPOINTED: 1982, tenured

J

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: PhD (Philosophy) SUNY Stony Brook, 1980; MA (Philosophy) SUNY Stony Brook, 1977; BA SUNY Purchase, 1975

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese Buddhism, Japanese Religions, Modern Japanese Philosophy, Japanese Literature, Japanese Aesthetics.

RECENT PUBLICATIONS: *A Sourcebook in Japanese Philosophy*. Blackwell Press, forthcoming; “Peace in Shin Buddhism and Process Theology” in *The Pure Land* (forthcoming). “Celebration of the Ordinary in the American Philosophy of Stanley Cavell & Japanese Thought” *Journal of Pacific & American Studies*, 2005; “Leap of Faith in Shinran & Kierkegaard” *The Pure Land*, 2003; “The Lotus Sutra in the Writings of Miyazawa Kenji” in *A Buddhist Kaleidoscope: Essays on the Lotus Sutra*, 2003.

AREA COURSES TAUGHT: PHIL 100 Intro to Phil (Comparative, 40% EA), PHIL 380 Jpn Philosophy, PHIL 406 Intro to Zen (Ch’an) Buddhist Phil, PHIL 449 Philosophical Topics: Jpn Aesthetics, PHIL 790 Sem in Comp Philosophy—Dogen, PHIL 780 Sem in Jpn Phil, PHIL 417 Phil in Literature (Modern Jpn)

FIELD RESEARCH EXPERIENCE: 6 years in Japan between 1982 and 2005

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Fulbright Grants; Niwano Foundation Grant; Templeton Foundation Award (2000); Japan Foundation; AAS/NEAC; NEH; National Resource Fellowship for the Study of Japanese language and culture in Japan (1984-85). UH Presidential Award for Excellence in Teaching (1986).

OGASAWARA, Miki **APPOINTED:** 1989, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA U Hawai'i, 1987; BA U Hawai'i, 1985;

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Spanish (4)

RESEARCH/TEACHING SPECIALIZATIONS: Instruction of Japanese language courses; Fourth-year courses for bilinguals; Internship course (JPN 495C)

RECENT PUBLICATIONS: With K. Kitsutani, D. Ogawa, and M. Lachmann. (2000). *Reading and Writing with Basic Kanji*. New York: McGraw Hill; With K. Kitsutani. (1999). *Kana and Kanji: A Beginner's Workbook* New York: McGraw Hill.

AREA COURSES TAUGHT: JPN 101-402; JPN 307 Special Reading for Bilingual Students; JPN 403-404 Fourth-year Japanese for Advanced Speakers I & II; JPN 415 Aural Comprehension; JPN 493 Project Work; JPN 495 Hotel Internship.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Studies Endowment Travel Award (UH); Distinguished LLL college excellence in teaching award, 2005; Japanese Language Proficiency Committee; Certified ACTFL Oral Proficiency Interview Tester; Fall 2008-2009: Faculty Facilitator for the J-Floor (Japanese Language and Culture) Program at UH; Faculty Adviser for the Japanese Culture Club at UHM since 2002.

PEDAGOGICAL APPROACH: Eclectic Methods-Communicative Approach based on ACTFL Proficiency Guidelines.

OGAWA, Dennis T **APPOINTED:** 1977, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA (Japanese) U Hawai'i, 1976; BA (Art) U Hawai'i, 1969

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language

RECENT PUBLICATIONS: With K. Kitsutani, G. Ray, H. Shimizu and M. Steverson. *Basic Kanji: A Reading and Writing Japanese Workbook 3*. New York: McGraw-Hill, 2003; With K. Kitsutani, M. Lachmann and M. Ogasawara. *Basic Kanji: A Reading and Writing Japanese Workbook 2*. New York: McGraw-Hill, 2001; With K. Kitsutani and M. Lachmann. *Reading and Writing with Basic Kanji*. New York: McGraw Hill, 2000.

AREA COURSES TAUGHT: JPN 201-302

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: Japan 100%

DISTINCTIONS: Excellence-in-Teaching Award

PEDAGOGICAL APPROACH: performance-based.

O'GRADY, William

APPOINTED: 1991, tenured

K

TITLE/DEPARTMENT: Professor of Linguistics, College of LLL

EDUCATION: BA U Prince Edward Island, 1972; MA (Linguistics) Université Laval, 1975; MEd Harvard, 1978; PhD (Linguistics) U Chicago, 1978

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] French (5), Spanish (4), Korean (3)

RESEARCH/TEACHING SPECIALIZATIONS: Language acquisition, language revitalization, syntax

RECENT PUBLICATIONS: *Handbook of Language Emergence* (co-edited with Brian MacWhinney). Boston: Wiley. To appear in 2014; (with Chae-Eun Kim & Kamil Deen) "The extrinsic plural marker in Korean: Five studies." To appear in *Korean Linguistics*; Anaphora and the case for emergentism. To appear in B. MacWhinney & W. O'Grady (eds.), *The Handbook of Language Emergence*. Boston: Wiley-Blackwell; (with M. Choi) "The acquisition of Korean syntax by second language learners." To appear in L. Brown and J. Kim (eds.), *The Handbook of Korean Linguistics*. Boston: Wiley-Blackwell; "The illusion of language acquisition." *Linguistic Approaches to Bilingualism* 3, 2013, 253-85; (with H. Kwak). Scope. In P. Robinson (ed.), *Encyclopedia of Second Language Acquisition*. New York: Routledge, 2013, 567-68; "Three factors in the design and acquisition of language." *Wiley Interdisciplinary Reviews: Cognitive Science* 3, 2012, 493-99; (with M. Lee, H. Kwak, & S. Lee). "Processing, pragmatics, and scope in Korean and English." In H. Sohn, H. Cook, W. O'Grady, L. Serafim, & S. Cheon (eds.), *Proceedings of the 19th Japanese-Korean Linguistics Conference*. Stanford, CA: Center for the Study of Language and Information, 2011, 297-311; "Language acquisition without an acquisition device." *Language Teaching* 45, 2011, 116-30; "Relative clauses: Processing and acquisition." In E. Kidd (ed.), *The Acquisition of Relative Clauses: Processing, Typology and Function*. Amsterdam: John Benjamins, 2011, 13-38.

AREA COURSES TAUGHT: LING 422: Introduction to grammatical analysis

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea (most recent this year)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

OKUHARA, Keiko

APPOINTED: 2003, tentured

J

TITLE/DEPARTMENT: Bibliographic Services/Systems Librarian, Law School

EDUCATION: MA U of Pittsburgh, 2004; MLS North Carolina Central U, 1994; BA Nihon U, 1987

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS:

Legal research/resources specialized in Japanese law

RECENT PUBLICATIONS: "Issues and Trends in Collection Development for East Asian Legal Materials" *Law Library Journal* (v. 105, no. 3 Summer 2013): p. 322-339. (<http://www.aallnet.org/main-menu/Publications/llj/LLJ-Archives/Vol-105/no-3/2013-16.pdf>)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, periodic visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Member of the Pacific-Asian Legal Study (PALS) Committee of the Law School since 2004

PAK, Gary

APPOINTED: 2002, tenured

K

TITLE/DEPARTMENT: Professor of English

EDUCATION: PhD (English) U Hawai'i 1997; MA (English) U Hawai'i, 1990; BA, Boston U, 1974;

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (2), Hawaiian (2), French (2)

KOREA-RELATED RESEARCH/TEACHING SPECIALIZATIONS: Korean-American literature
Korean-American culture Korean literature in translation, Contemporary Korean cinema

RECENT PUBLICATIONS: *Brothers Under a Same Sky*, Honolulu: University of Hawai'i Press, 2013; "Excerpt from *Brothers Under a Same Sky*," *Asian American Literary Review* 1:1 (2010).

AREA COURSES TAUGHT: ENG735Q Asian American Literature and Theory (Early Asian-American Literature), ENG463 Understanding Contemporary Korean Cinema, ENG470 Contemporary East Asian Cinema.

FIELD RESEARCH EXPERIENCE: Korea: 2002, 2004, 2005, 2007, 2008, 2009, 2010, 2011, 2012, 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Awards and Fellowships: Fulbright; Association for Asian American Studies National Book Award for Literature, 1993; Hawai'i Council for the Humanities grant; Research Relations Fund Award; Hawai'i Book Publishers award. Nominations: Pushcart Prize, After Columbus Prize, PEN-Faulkner, Kuriyama Book Prize, United States Artist Fellowship.

PARK, Hyoung-June

APPOINTED: 2012, tenured

K

TITLE/DEPARTMENT: Associate Professor, Architecture

EDUCATION: PhD (Architecture with Computer Science minor) U Michigan, 2005; MS (Architecture Studies: Design & Computation), MIT, 1997; Master of Architecture U Michigan, 1995; BS (Architectural Engineering), Yonsei University, 1992

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] English [5], Korean [5], Japanese [1]

RESEARCH/TEACHING SPECIALIZATIONS: design optimization, mass-customization, affordable housing, environmental sustainability, design productivity, computational study of cultural contents

RECENT PUBLICATIONS: Suh, Junghwa K. and **Hyoung-June Park**. (2013). Daylighting as a Synthesis Tool in the Early Stage of an Urban-Scape Design: Proceedings of the 18th International Conference on Computer-Aided Architectural Design Research in Asia (CAADRIA 2013) / Singapore 15-18 May 2013, pp. 189-198; Lee J-H, **Park, H.J.**, Lim S, Kim S-J. (2013). A formal approach to the study of the evolution and commonality of patterns. *Environment and Planning B: Planning and Design* 40(1), 23-42; **Park, H.J.**, and Burry, J. (eds) 2011 International Journal of Architectural Computing (IJAC) -"New Frontier," Volume 9, Number 1, March 2011; Kim, J-W, and **Park, H.J.**, "Design of a transformable disaster shelter with the computational implementation of Korean joinery system," 2011 Computer Aided Architecture Design Research in Asia (CAADRIA), New Castle, Australia, 27-29 April 2011, pp. 61-70.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea, 2009-2010

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UH Regent's Medal for Excellence in Teaching, 2014; Best Paper Award at 2012 CAADRIA Conference at Chennai, India (Co-authored with Kody Kato); Patent Pending: Provisional Patent Application 61/687,400 titled "System and Method for Performance-Oriented Architecture (Co-inventor with Kody Kato)

PARK, Mee-Jeong

APPOINTED: 2006, tenured

K

TITLE/DEPARTMENT: Associate Professor of Korean, EALL

EDUCATION: BA (Ling), UCLA, 1993; MA (Romance Ling), UCLA, 1996; PhD (Applied Ling), UCLA, 2003

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 31

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Spanish (5)

RESEARCH/TEACHING SPECIALIZATIONS: Korean pragmatics, pedagogy, Intonation, Discourse Analysis, Instructional Technology

RECENT PUBLICATIONS: Park, M-J. & Sohn, S.O. (2013). *Resource Book for Korean Grammar Instruction*. UH Press; Park, M-J. et al. (2013) An effective way of teaching Korean Obstruents to Beginning learners. *Studies in Korean Linguistics and Language Pedagogy*. Festschrift for Ho-min Sohn. [eds] Sohn, Cho, and You. Korea University Press; Park, M-J. et al. (2012) *The Meaning of Korean Prosodic Boundary Tones*. Brill; Park, M-J. et al. (2012) *Integrated Korean: Intermediate 2*. Workbook. UH Press; Park, M-J. et al. (2011) *Integrated Korean: Intermediate 1*. Workbook. UH Press; Park, M-J. et al. (2010) *Integrated Korean: Beginning 2*. Workbook. UH Press; Park, M-J. et al. (2009) *Integrated Korean: Beginning 1*. Workbook. UH Press; Park, M-J. (2009) Preception and Production of Korean Obstruents through Prosody. *Journal of Korean Language Education*, p. 143-163.

AREA COURSES TAUGHT: KOR 451-452 Structure of Korean: Phonetics & Phonology, Morphology, Syntax; KOR 470 Korean Language in Culture and Society; KOR 380 Proficiency through Korean TV Dramas; KOR 634 Discourse Analysis; KOR 645 Korean Pedagogy: theory; KOR 655 Korean pedagogy: practicum; EALL 603K Bibliography & Research methods

FIELD RESEARCH EXPERIENCE: annual trips to Korea, sabbatical 2013-14 in Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, SERVICE, AND ADVISING: 100%

DISTINCTIONS: 2013 UH CKS conference grant; 2010 CIBER Language Award for developing curriculum on learning polite language through Korean TV dramas; 2010 Korea Foundation KLEAR textbook publication; 2008 Korea Foundation multimedia instructional materials development.

PEDAGOGICAL APPROACH: communicative, instructional technology

PARK, Young-A

APPOINTED: 2011, tenure-track

K

TITLE/DEPARTMENT: Assistant Professor/Asian Studies

EDUCATION: PhD, Harvard University, 2006; MA, Seoul National U, 1995; BA, Seoul National U, 1993.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Korean social movements, Korean independent film, North Korean refugees in South Korea

RECENT PUBLICATIONS: *Unexpected Alliances: The Post-Authoritarian State, Independent Film Networks, and the Film Industry in South Korea* (forthcoming in 2014, Stanford University Press); (2011). New Activist Cultural Production: Independent Filmmakers, the Post-authoritarian State, and New Capital Flows in South Korea. In Gi-Wook Shin and Paul Chang, (Eds.), *Korean Social Movements: From Democracy to Civil Society*.

AREA COURSES TAUGHT: Korean Culture and Society; Korean Society through Film; Globalization and Korea; Graduate Seminars on Korean Studies

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea, 2000-2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: University Research Council award.

PENG, Yun

APPOINTED: 2011, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor of Chinese, EALL

EDUCATION: PhD (Comparative Literature) University of Minnesota, 2008; MA (Women's Studies) University of Cincinnati, 1997; BS (Physics) Fudan University, 1988

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5), German (3), French (2)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Chinese literature; Chinese cinema; Critical theory; Film studies

RECENT PUBLICATIONS: *Cultural Critique* (forthcoming in Winter 2014); "By Way of China" Review of Eric Hayot, Haun Saussy, and Steven G. Yao, eds., *Sinographies: Writing China* (Minneapolis & London: University of Minnesota Press, 2008); "Truancy, or Thought from the Provinces." In Lars Kristensen, ed., *Postcommunist Film--Russia, Eastern Europe and World Culture: Moving Images of Postcommunism* (New York: Routledge, 2012), 154-170; "'A Knock Made for the Eye': Image and Awakening in Deleuze and Freud," in Liu, Mowitt, Pepper, Spicer, eds., *The Dreams of Interpretation: A Century down the Royal Road* (Minneapolis: University of Minnesota Press, 2007), 258-273

AREA COURSES TAUGHT: EALL 363B 20th-Century Chinese Literature and Culture, 1919-1949; EALL 363C 20th-Century Chinese Literature & Culture, 1949-Present; EALL 366 City in Modern Chinese Literature and Visual Arts; EALL 476 Perspectives on Chinese Cinema; EALL 611B Twentieth-Century Chinese Literary Studies (Short Stories); CHN 753M Research Seminar in Chinese Literature: Modern

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Create an interactive environment that is structured but also fluid and open; Make my classroom a place where thinking *happens*; Use structured repetitions and juxtapositions of familiar and unfamiliar materials to build competence and encourage students to discover patterns and connections; Make myself available to students; Take time and work with students on an individual basis

PERUSHEK, Diane

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Director, Global Relations in the Office of International & Exchange Programs

EDUCATION: Certificate of Advanced Study, University of Chicago; ABD, Princeton University; MA, Columbia University; AMLS, University of Michigan; BA, Lake Erie College

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (3), Japanese (2), French (3)

RESEARCH/TEACHING SPECIALIZATIONS: Ming-Qing fiction, History of Chinese Books and Printing, Collection Management in University Libraries

RECENT PUBLICATIONS: (Pending publication). Culture, Politics and University Library Consortia in China and the U.S.: a Comparative Introduction to CALIS, GWLA and JULAC

FIELD RESEARCH EXPERIENCE IN EAST ASIA: China, 2011-12

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Fulbright Senior Research Fellowship, 2011-12

PETERSEN, Carole

APPOINTED: 2006, tenured

C

TITLE/DEPARTMENT: Professor of Law and Director of the Matsunaga Institute for Peace, joint appointment in the Law School and the College of Social Sciences

EDUCATION: Postgraduate Diploma in the Law of the People's Republic of China, University of Hong Kong, 1994; JD, Harvard Law School, 1984; BA, University of Chicago, 1981

FOREIGN LANGUAGE(S): Mandarin (2), Cantonese (1), French (2)

RESEARCH/TEACHING SPECIALIZATIONS: Hong Kong Constitutional Law; Hong Kong Anti-Discrimination Law; International Human Rights (specifically in Hong Kong and mainland China), Gender and Law

RECENT PUBLICATIONS: *Sexual Orientation and Gender Identity in Hong Kong: A Case for the Strategic Use of Human Rights Treaties and the International Reporting Process*, 14(2) ASIAN-PACIFIC LAW & POLICY JOURNAL 28-83 (2013); *Preserving Traditions or Breaking the Mold? A Comparative Study of the Impact of Transnational Human Rights Processes in the People's Republic of China and the Hong Kong Special Administrative Region*, in Topidi and Fielder, eds., TRANSNATIONAL LEGAL PROCESSES AND HUMAN RIGHTS (Ashgate Publishing Ltd. 2013); *Bridging the Gap? The Role of Regional and National Human Rights Institutions in the Asia Pacific*, 13(1) ASIAN-PACIFIC LAW & POLICY JOURNAL 174-209 (2011); *International Norms and Domestic Law Reform: The Difficult Birth of Hong Kong's Racial Discrimination Law*, 6(2) DIRECTIONS 13-21 (Canadian Race Relations Foundation 2011); *Population Policy and Eugenic Theory: Implications of China's Ratification of the United Nations Convention on the Rights of Persons with Disabilities*, 8 CHINA: AN INTERNATIONAL JOURNAL 85-109 (2010).

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Researched and taught law in Hong Kong from 1989-2006; have returned annually to Hong Kong for research since 2006.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

PETERSON, Christian E.

APPOINTED: 2008, tenure-track

C

TITLE/DEPARTMENT: Associate Professor, Anthropology

EDUCATION: PhD (Anthropology) U Pittsburgh 2006; MA (Anthropology) U Pittsburgh 2005; BA (Anthropology—specialization in archaeology) U Toronto 1999

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (3); Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: archaeology of NE China, Korea, Japan; comparative study of early complex societies; regional settlement, community patterning, and demography; household archaeology; quantitative and spatial analysis, and GIS; agent-based modeling

RECENT PUBLICATIONS: Peterson, C. E., Lu X., R. D. Drennan, and Zhu D., (In Press), *Hongshan Regional Organization in the Upper Daling Valley*, U Pittsburgh Center for Comparative Archaeology; Peterson, C. E., and Lu X., 2013, "Understanding Hongshan Period Social Dynamics," in *Companion to Chinese Archaeology*, A. P. Underhill (Ed.), pp. 55–80, Wiley-Blackwell; Peterson, C. E., and G. Shelach, (2012), "Jiangzhai: Social and Economic Organization of a Middle Neolithic Chinese Village," *Journal of Anthropological Archaeology* 31(3):265–301; CICARP, 2011, *Settlement Patterns in the Chifeng Region*, U Pittsburgh Center for Comparative Archaeology; Drennan, R. D., and C. E. Peterson, (2011), "Challenges for Comparative Study of Early Complex Societies," in *The Comparative Archaeology of Complex Societies*, M. E. Smith (Ed.), pp. 62–87, Cambridge U Press; Peterson, C. E., and R. D. Drennan, (2011), "Patterned Variation in Regional Trajectories of Community Growth," in *The Comparative Archaeology of Complex Societies*, M. E. Smith (Ed.), pp. 88–137. Cambridge U Press.

AREA COURSES TAUGHT: ANT462 East Asian Archaeology

FIELD RESEARCH EXPERIENCE: Near annual archaeological field research in NE China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Funding for recent research provided by the U.S. National Science Foundation, the National Geographic Society, the Henry Luce Foundation/ACLS, and the universities of Pittsburgh and Hawai'i.

RAY, Grace E. APPOINTED: 1992, untenured **J**
TITLE/DEPARTMENT: Japanese Language Instructor, EALL
EDUCATION: MA UHM 1990; BA UHM 1987.
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), German (4), French (3)
AREA COURSES TAUGHT: JPN 101-301, beginning to 3rd year Japanese.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
PEDAGOGICAL APPROACH: performance-based.

REED, Gay Garland APPOINTED: 1992, tenured **C-K**
TITLE/DEPARTMENT: Professor of Educational Foundations, College of Education
EDUCATION: BA Cal Western U, 1968; MEd U Virginia, 1987; PhD (Social Foundations of Education & Asian Studies Certificate) U Virginia, 1991
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (3), Mandarin (2)
RESEARCH/TEACHING SPECIALIZATIONS: Multicultural education, social and cultural contexts of education, comparative education, moral/political education
RECENT PUBLICATIONS: With Kim Y.Y., "Juche Style Education Fever in the Democratic People's Republic of Korea" in G. Postiglione, ed., *Schooling Around the World: East Asia*. (One volume of a nine volume series). Westport, CT: Greenwood Publishing Group 2006; Reed, G. G. "Confucian Social Capital: The Challenge and Promise of Globalization in East Asian Education." *Globalization and East Asian Culture*. East-West Center. Tokyo, Japan: University Research Center, Nihon University, 2003, pp. 51-62; "Multidimensional Citizenship, Confucian Humanism and the Imagined Community: Rethinking the Educational Agenda in South Korea and the People's Republic of China" in W.O. Lee, D.L. Grossman & K.J. Kennedy, Fairbrother, G., eds., *Asian Perspectives on Citizenship: Concepts and Issues*. Hong Kong: Comparative Education Research Centre, University of Hong Kong; and Norwell, MA: Kluwer Academic Publishers. 2003, pp. 239-255.
AREA COURSES TAUGHT: EdEF 669 Topics in Comparative Education
FIELD RESEARCH EXPERIENCE: In Korea: 1969-1976, 1993, 1996
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%
DISTINCTIONS: UH Presidential Award for Meritorious Teaching

REYNOLDS, Katsue A. **APPOINTED:** 1982, tenured **J**

TITLE/DEPARTMENT: Professor of Japanese, EALL

EDUCATION: PhD (Linguistics) UCLA, 1978; BA Chiba U, 1958

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Socio-historical studies of Japanese; Communicative patterns of Japanese speakers; Japanese women; Linguistics and literature; Auto-biographical research; Translation.

RECENT PUBLICATIONS: (2011). My journey of Gender and Language studies—Auto/Biographical Approach to the History of Women’s Movement. *Nihongo to jendaa (Japanese and gender)*, pp.11.4-12; (2007). Review of Japanese language, gender, and ideology (eds. Shigeeko Okamoto and Janet Shibamoto Smith, Oxford: Oxford University Press, 2005), *Gender and Language*. 1.2, 305-313; (2005). Direct Quotation in Japanese; A site for Stereotyping, *Proceedings of the Twenty-third Annual Meetings of the Berkeley Linguistics Society*. Berkeley, California. 215-228; (2005).”Boku in Edo Epistolary Texts--Emergence of Modern Self,” in N. Ochner and W. Ridgeway, eds., *A Festschrift for Prof. V.H. Villielmo*. Honolulu: University of Hawai‘i Press.248-258; (2005). With Hiroyuki Nagahara, eds., *Jendaa no Gengogaku (Gender Linguistics)*.

AREA COURSES TAUGHT: (recent) JPN 370 Lang in Jpn Society, JPN 451 Structure of Jpn, JPN 407JPN Newspape Rdgs, 407D Japanese Rdgs in the Hum, JPN 606 Intro to Jpn Sociolinguistics, JPN 633 Jpn Sociolinguistics, JPN730 Discourse in Japanese Culture.

FIELD RESEARCH EXPERIENCE: Sabbaticals and LWOP in Japan, 1988, 1996, 1997-98, 2004, and 2011.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: communicative, performance-based

DISTINCTIONS: Edward Sapir Award, University of Hawai‘i Research and Revolving Fund Awards for travels, University of Hawai‘i Research Relations Fund Award, Toyota Foundation Research Grant, Josai International University President’s Research Grant, Japan Foundation fellowship.

RHEE, Mooweon **APPOINTED:** 2004, tenured **K**

TITLE/DEPARTMENT: Distinguished Professor of Management & Industrial Relations, College of Business Administration

EDUCATION: BA (Business) Yonsei U., 1991; MBA Yonsei U., 1993; PhD (Business) Stanford U., 2003

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Organizational Learning, Firm Reputation, Entrepreneurship, International Management

RECENT PUBLICATIONS: W/ Tohyun Kim (2014). “Identity-based Learning and Segregation in Social Networks under Different Institutional Environments.” *Computational and Mathematical Organization Theory*, 20. W/Taeyoung Yoo (2013). “Agency Theory and the Context for R&D Investment: Evidence from Korea.” *Asian Business & Management*, 12: 227-252.

AREA COURSES TAUGHT: MGT 341 Behavior in Organizations (focus on EA); MGT 670 Int’l Mgt and Industrial Rel.

FIELD RESEARCH EXPERIENCE: US (Silicon Valley), 1998-1999, 2003 and Korea, 2002-2003

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: National Research Foundation of Korea Grant (2010-13); So!What Best Paper Award from *Strategic Organization* (2014); Recipient of Shidler CBA Lee Research Award (2007-08); Recipient of Shidler CBA Business Research Award (2005-06).

RHEE, S. Ghon

APPOINTED: 1999, tenured

C-K

TITLE/DEPARTMENT: Professor of Finance, Department of Financial Economics and Institution, Shidler College of Business

EDUCATION: PhD Ohio State U, 1978; MBA Rutgers U, 1974; BA Seoul National U, 1965.

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Korean (5); Chinese (3); Japanese (2); German (2)

RESEARCH/TEACHING SPECIALIZATIONS: Corporate Finance, Asset Pricing, Market Microstructure, Investment

RECENT PUBLICATIONS: Hooy, C. W., Ali, R., & Rhee, S. G. (2013). Emerging Markets and Financial Resilience. *Emerging Markets and Financial Resilience: Decoupling Growth from Turbulence*, 1; Ahmad, R., Rhee, S. G., & Wong, Y. M. (2012). Foreign exchange market efficiency under recent crises: Asia-Pacific focus. *Journal of international money and finance*, 31(6), 1574-1592; Huang, W., Liu, Q., Ghon Rhee, S., & Wu, F. (2012). Extreme downside risk and expected stock returns. *Journal of Banking & Finance*, 36(5), 1492-1502; (2012). Anything Wrong with Breaking a Buck? An Empirical Evaluation of NASDAQ \$1 Minimum Price Maintenance Criterion. (Co-authored with Feng Wu), *Journal of Financial Markets* 15 258-285; Huang, W., Liu, Q., Ghon Rhee, S., & Zhang, L. (2011). Another Look at Idiosyncratic Volatility and Expected Returns. *Journal of Investment Management*, 9(4), 26; Huang, W., Rhee, S. G., & Tang, N. (2010). Preferred trading, quote competition, and market quality: Evidence from decimalization on the NYSE. *Financial Review*, 45(3), 523-540.

AREA COURSES TAUGHT: Financial Management; Asian Finance; Corporate Finance

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Malaysia (2013; 2012; 2010); China (2009; 2010; 2011); Thailand (2012; 2009); Korea (2012); Australia (2008; 2009; 2011; 2012; 2013)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: 2013 Financial News-Korean American Finance Association Eminent Scholar Award, Chicago; The Mega Financial Holdings Best Paper Award on "Institutional Investors and Short-Term Return Reversals" (co-authored with Qianqiu Liu and Hong Vo) at the 2012 Asian Finance Association Annual Meeting, Taipei, Taiwan; 2012 Shirley M. Lee Research Award of the Shidler College of Business.

SAITO, Hirohisa

APPOINTED: 2009, tenure-track

J

TITLE/DEPARTMENT: Assistant Professor, Department of Sociology.

EDUCATION: PhD (Sociology) U Michigan, 2009; BA International Christian University, 2000

FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Japanese (5); Korean (1)

RESEARCH/TEACHING SPECIALIZATIONS: Theory; Cosmopolitanism and Globalization; Science, Technology, and Democracy; Collective Memory; Education; Japan and East Asia

RECENT PUBLICATIONS: With Yoko Wang, "Competing Logics of Commemoration: Cosmopolitanism and Nationalism in Northeast Asia's History Problem" in *Sociological Perspectives* (forthcoming); with Hiroki Igarashi, "Cosmopolitanism as Cultural Capital: Exploring the Intersection of Globalization, Education, and Stratification" in *Cultural Sociology* (forthcoming); "An Actor-Network-Theory of Cosmopolitanism" in *Sociological Theory* (2011);

"Cosmopolitan Nation-Building: The Institutional Contradiction and Politics of Postwar Japanese Education" in *Social Science Japan Journal* (2011).

AREA COURSES TAUGHT: SOC 495 Topics in Sociology (Japan)

NUMBER OF DISSERTATIONS SUPERVISED IN PAST FIVE YEARS: 6

FIELD RESEARCH EXPERIENCE: Japan 2007, 2008, 2009, 2010, 2011-12

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: The Mansfield Foundation Next Generation Japan Leadership Network (2013-14); Harvard University U.S.-Japan Relations Program Postdoctoral Fellowship (2013-14); Social Science Research Council-Japan Society for the Promotion of Science Fellowship (2011-12)

SATSUMA, Gay **APPOINTED:** 1995, untenured **J**

TITLE/DEPARTMENT: Associate Director, Center for Japanese Studies.

EDUCATION: PhD (Japanese History) U Hawai'i, 1998; MA (Japanese History) U Hawai'i, 1990; BA U Hawai'i, 1987;

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese women writers; Women's history; Prostitution and human trafficking.

AREA COURSES TAUGHT: ASAN 320J Asian Nation: Japan

FIELD RESEARCH EXPERIENCE: In Japan, 1992-94, short annual visits thereafter

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Hawai'i Committee for the Humanities Grant, University Research Council travel grant (2012, 2013), NRCEA Coordinator (2000-03, 2003-06, 2006-10, 2010-14).

SOHN, Ho-min **APPOINTED:** 1971, tenured **K**

TITLE/DEPARTMENT: Professor/East Asian Languages & Literatures

EDUCATION: PhD (Linguistics) U Hawaii, 1969; MA Seoul National U, 1965; BA Seoul National U, 1956.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE(S): Korean (5), Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Korean language & linguistics

RECENT PUBLICATIONS: *Essentials of Korean Culture*, pp. 583 (w/ S.Y. Cheon, Seoul: Korean University Press, 2013); *Innovations in Teaching Advanced Korean*, pp. 292 (with S.Y. Cheon & H.E. Koh). Special Issue of the journal, *The Korean Language in America*, 2012; (2013). *Topics in Korean Language and Linguistics*, pp. 780 (Seoul: Korea University Press); (2013). *Korean*, 584 (Seoul: Korea University Press); (2003). *Selected Readings in Korean*, pp. 352 (w/ H.S. Yang, University of Hawaii Press); (2003). *Integrated Korean: Advanced Intermediate I* (pp. 290) & II (pp.272) (w/ E.J. Lee, University of Hawaii Press); (2001). *The Korean Language*, pp. 445 (Cambridge, UK: Cambridge University Press); *Japanese/Korean Linguistics 19*, pp. 547 (w/ H. Cook, W. O'Grady, L. Serafim, S.Y. Cheon, Stanford, CA: CSLI Publications, 2011).

AREA COURSES TAUGHT: Selected Readings in Korean (KOR 481); Korean Composition (KOR 420); Language and Culture of Korea (KOR 470); Structure of Korean (KOR 451-452); History and Dialects of Korean (KOR 631); Phonology and Morphology of Korean (KOR 632); Syntax and Semantics of Korean (KOR 633); Sociolinguistics and Pragmatics of Korean (KOR 634); Teaching Korean as a Second Language (KOR 635); Syntax of Asian Languages (LING 750); Bibliographical Research Methods (EALL 603K); Seminar in Korean Linguistics (KOR 730), Research Seminar in Asian Studies (ASAN 750K).

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea (1975, 1978, 1983, 1990-1, 1994-2000), Japan (2012).

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: UH President Fujio Matsuda scholar, 1985-86; a Presidential Award (medal) from South Korean President Young Sam Kim, 1997; a Tongsung Academic Prize from the Tongsung Academic Foundation in Korea, 2001; a UH Regents' Medal for Excellence in Research, 2005; a 2011 Korean Government's Culture Merit Medal from Korean President Myungbak Lee; and the Third Korea Foundation Prize, 2011.

PEDAGOGICAL APPROACH: communicative approach & content-based teaching

SUTTON, R. Anderson

APPOINTED: 2013, tenured

K

TITLE/DEPARTMENT: Dean, School of Pacific and Asian Studies/Assistant Vice Chancellor for International and Exchange Programs

EDUCATION: PhD (Musicology/Ethnomusicology) U Michigan, 1982; MA (Ethnomusicology) U Hawai'i, 1975; BA (Music) Wesleyan University; 1971

FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] Indonesian (5), Korean (3), Javanese (4), French (3), Dutch (2)

RESEARCH/TEACHING SPECIALIZATIONS: Music of Korea (focus on contemporary fusion and popular music and media); Music of Indonesia (gamelan music of Central and East Java; and traditional music of South Sulawesi; fusion music, music and media; improvisation; aesthetics)

RECENT PUBLICATIONS Edited Volumes: *Korean Sanjo, Shamanism, and Ritual Traditions of Asia*. Perspectives on Korean Music II. Seoul: Ministry of Culture, Sports, and Tourism, Republic of Korea, 2011; *Sanjo and Issues of Improvisation in Musical Traditions of Asia*. Perspectives on Korean Music I. Seoul: Ministry of Culture, Sports, and Tourism, Republic of Korea, 2010; "'Fusion' and Questions of Korean Cultural Identity in Music." *Korean Studies* (Center for Korean Studies, University of Hawai'i), 35(2011): 4-24; "Where's the Improvisation? Reflections on Javanese *Gamelan* and Korean *Sanjo*." *Sanjo and Issues of Improvisation in Musical Traditions of Asia*, Perspectives on Korean Music I, Seoul: Ministry of Culture, Republic of Korea, 2010, 155-174.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea: summers 2001-2004, 2008, 2009

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Chair in Ethnomusicology, NEH grants, Korea Foundation grants, American Philosophical Society grants, Asian Cultural Council grants; Awarded a WARF named professorship by the University of Wisconsin-Madison: ("Robert Clodius Chair in Ethnomusicology," now Emeritus).

SYLWESTER, Bonnie

APPOINTED: 2010, untenured

TITLE/DEPARTMENT: Evaluator for NRCEA

EDUCATION: PhD (ABD, Second Language Studies) U of Hawai'i; MA (TESOL/Bilingual Education) U of Maryland, 1997; BA (International Studies and German) Miami U of Ohio, 1994.

FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner]: German (3); Spanish (4)

RESEARCH/TEACHING SPECIALIZATIONS: Program review of the new BA program in Second Language Studies; evaluation plans and program reviews of NRCEA, NRCPI, and NRCSEA (2010-2014 grant cycle); previously taught Second Language Acquisition and Introduction to International Education courses.

DISTINCTIONS: U.S. Department of State English Language Fellows Program (Namibia and Bolivia).

SZOSTAK, John D. APPOINTED: 2006, tenured **J**

TITLE/DEPARTMENT: Art History Program Chair, Associate Professor of Japanese Art History
EDUCATION: PhD (Art History) University of Washington, 2005; MA (Art History) University of Washington, 1996; BA Colgate University, 1987

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Mandarin Chinese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Japanese painting; Japanese art history

RECENT PUBLICATIONS: *Painting Circles: Tsuchida Bakusen and Nihonga Collectives in Early 20th Century Japan*. Leiden: Brill Press, 2013 (book). “‘Art is Something Born’: The Rise and Fall of the Kokuga Society (1918-1928) and the Emergence of the Kokuten Style.” *Positions: East Asia Cultures Critique*, vol. 21, no. 2 (Spring 2013), 269-308. “Re-Envisioning Beauty: Female Portraiture in Modern Japanese Prints and Painting.” *The Beauty of the Moment: Women in Japanese Woodblock Prints*. Zurich: Museum Rietberg (2012). “Foul is Fair: Abject Beauties and the Psychology of the Grotesque in Modern Japanese Painting.” *Rethinking Japanese Modernism*, Leiden: Global Oriental Press (2011), 362-383.

AREA COURSES TAUGHT: ART 380, Early Art of Japan; ART 381, Later Art of Japan; ART 483 Applied art of Japan; ART 496 Auteurs of Jpn cinema; ART 780 Seminar in Jpn art.

FIELD RESEARCH EXPERIENCE: Japan 1995-1998, 2002-2004, annual since 2005

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Dissertation Fellowship, Kyoto (2002-04), Robert and Lisa Sainsbury Research Fellowship, School of Oriental and African Studies, London (2010-11)

TANAKA McPHERSON, Naemi APPOINTED: 2013, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, East Asian Languages and Literatures

EDUCATION: MA in Japanese Pedagogy, Columbia University, 2011; BA, Mount Mary College, 1990

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language literature/transnational literature, heritage language education

AREA COURSES TAUGHT: JPN 101 to 202 (elementary and intermediate Japanese)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: periodic trips to Japan.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: proficiency-oriented approach, critical education

TATEYAMA, Yumiko **APPOINTED:** 2010, tenure-track **J**

TITLE/DEPARTMENT: Assistant Professor of Japanese, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2008; MA (Japanese Linguistics) U Hawai'i, 1998; MA (TESOL) Monterey Institute of International Studies, 1990; BA Kagoshima U, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Chinese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language acquisition and pedagogy focusing on pragmatics; Classroom discourse; Translation and interpreting

RECENT PUBLICATIONS: "Repair in request sequence during student-teacher interactions in Japanese" in *Discourse and language learning across L2 instructional settings*, eds, E. Alcón Soler & M. P. Safont, Amsterdam & New York: Rodopi, 2012, pp. 79-104.

AREA COURSES TAUGHT: Japanese language teaching practicum; Topics in Japanese linguistics (Pedagogy); Japanese translation/interpreting; Elementary to advanced level Japanese.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: URC Travel Award (2011, 2012, 2013)

PEDAGOGICAL APPROACH: Performance-based, using a communicative and task-based approach with an emphasis on pragmatics.

TERUYA, Lynette **APPOINTED:** 2008 tenure-track **J**

TITLE/DEPARTMENT: Junior Specialist / Program Coordinator, COS

EDUCATION: MA (Asian Studies) UHM, 2014; MLISc, UHM, 2006; BA (Japanese) UHM, 1993

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Library Science; Okinawan Studies.

FIELD RESEARCH EXPERIENCE: Most recent trip to Okinawa, 2008

TIME (%) DEVOTED TO EA ADMINISTRATION: 100%

DISTINCTIONS: Selected to attend the Tenri Antiquarian Materials Workshop, 2007-2009

THORNHILL, Arthur **APPOINTED:** 1986, tenured **J**
TITLE/DEPARTMENT: Associate Professor of Japanese Literature, EALL
EDUCATION: PhD (East Asian Languages & Civilizations) Harvard, 1985; MA (East Asian Languages & Civilizations) Harvard, 1978; BA Princeton, 1974
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4), Chinese (3), French (2), Latin (2)
RESEARCH/TEACHING SPECIALIZATIONS: Medieval Japanese literature and religion
RECENT PUBLICATIONS: “Noh Drama Theory from Zeami to Zenchiku.” Forthcoming in *Cambridge History of Japanese Literature*, Haruo Shirane, ed. (Cambridge University Press). “Noh and the Body: Konparu Zenchiku.” In *Japanese Philosophy: A Sourcebook*, James W. Heisig, Thomas P. Kasulis, and John C. Maraldo, ed. (University of Hawai‘i Press, 2011). English translation of *Science and the Evolution of Religion*, by Motoyama Hiroshi (CHIS Press, 2009). “Yugen Transposed: Esoteric Buddhism in Noh Drama,” in *Bulletin of the Research Institute of Esoteric Buddhist Culture Koyasan U* October 2003.
AREA COURSES TAUGHT: (recent) EALL 371 Trad Japanese Lit; JPN 461 Intro to Classical Japanese; JPN 613 Medieval Japanese Lit; JPN 614 Classical Japanese Lit.
FIELD RESEARCH EXPERIENCE: Tokyo and Kyoto, 1978-81; Kobe, 2001.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: Grants from the Educational Improvement Fund (UH), Japan Studies Endowment (UH), President’s Fund (UH), Japan Foundation Fellowship

TOTANI, Yuma **APPOINTED:** 2008, tenured **J**
TITLE/DEPARTMENT: Associate Professor, Department of History.
EDUCATION: PhD (History) University of California, Berkeley, 2005; MS (Politics of Asia and Africa) School of Oriental and African Studies, University of London, 1997; BA (History of Art) International Christian University, 1995
NUMBER OF GRADUATE COMMITTEES SUPERVISED: 9
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5); Hindi (3); Korean (1); Mandarin Chinese (1)
RESEARCH/TEACHING SPECIALIZATIONS: Modern Japan, the Asia-Pacific War, post-WWI war crimes trials in the Asia-Pacific region.
RECENT PUBLICATIONS: *The Tokyo War Crimes Trial: The Pursuit of Justice in the Wake of World War II* (Cambridge, MA: Harvard University Asia Center, 2008); Totani, trans. and ed., *Tōkyō saiban: dai ni ji taisen go no hō to seigi no tsuikyū*. Expanded Japanese-language edition of The Tokyo War Crimes Trial (Tokyo: Misuzu shobō, 2008). Since the publication of these books in 2008, I have also published smaller pieces of academic writings on topics of my expertise. Quantity-wise: four book chapters (one of which in Japanese); two encyclopedia entries; two Op-Ed articles (both in Japanese national papers); and four book academic reviews.
AREA COURSES TAUGHT: HIST 322 History of Japan since 1700 to the Present; HIST 424 Twentieth-Century Japan; HIST 496D Senior Tutorial—Asia/Pacific; 496E Senior Tutorial—Comparative/World; HIST 650 Comparative Asia; HIST 665D Seminar in Japanese History; HIST 602 Historiography
FIELD RESEARCH EXPERIENCE: Australia, Britain, China, India, Japan, and the United States; annual visits to Japan.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: ACLS Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, with residence at the Center for Advanced Study in the Behavioral Science, Stanford University (2012-2013); Abe Fellowship (2010-2011); Postdoctoral Fellowship at the Edwin O. Reischauer Institute of Japanese Studies, Harvard University (2005-2006).

TSCHUDI, Daniel **APPOINTED: 1991, untenured** **C**
TITLE/DEPARTMENT: Assistant Specialist; Coordinator, Center for Chinese Studies
EDUCATION: BA (Chinese) UCLA 1981; MA (Chinese Literature and Language) UCLA 1985
FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (4), Spanish (3), German (2), French (2), Japanese (1), Indonesian (1)
RESEARCH/TEACHING SPECIALIZATIONS: Ming-Qing fiction; traditional Chinese drama; Beijing opera (Jingju)
PUBLICATIONS: Translation of Zong Baihua. "On Chinese Painting," in *Chinese Literature*, Spring 1987; Translation of Lan Ling. "The Position of 'Tales of Laozhai' in the History of Chinese Fiction," in *Chinese Literature*, Summer 1987.
FIELD RESEARCH EXPERIENCE: language study, Mandarin Training Center, Taipei, 1978-1979; exchange student, Zhongshan U, Guangzhou, China, 1981-1983; lived and worked in Beijing, 1986-1988.
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: principal musician, *Jingju* (Beijing Opera), UH

TSCHUDI, Stephen **APPOINTED: 1993, untenured** **C**
TITLE/DEPARTMENT: Specialist in Technology for Language Education, EALL
EDUCATION: MA (ESL) U Hawai'i, 1998; MA (Chinese) U Hawai'i, 1990; BA UC Berkeley, 1984
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5),
RESEARCH/TEACHING SPECIALIZATIONS: language teaching/learning and technology; language instruction on interactive television, web; multimedia language learning materials development; language teacher training.
RECENT PUBLICATIONS: Hu, K. (2013). *Between Confucianism and Zen: King Hu on Raining in the Mountain* (1979). Translated by S.L. Tschudi from original interview with King Hu by Chen Tingting and Xue Pan. In R. Garcia (Ed.), *King Hu in his own words*. Udine, Italy: Centro Espressione Cinematografiche; Hill, Y.Z., & Tschudi, S.L. (2011). Exploring task-based curriculum development in a blended-learning conversational Chinese program. *International Journal of Virtual and Personal Learning Environments*, 2(1), 19-36; Tschudi, S.L., Hiple, D., & Chun, D. (2009). Fostering community and cohesion in asynchronous online courses. In I. Lancashire (Ed.), *Teaching literature and language online*, Options for Teaching series (pp. 121-146). New York: Modern Language Association.
AREA COURSES TAUGHT: Beginning to Intermediate Chinese language courses in traditional and hybrid (web + live) formats, Business Chinese (105, 205). CHN 331, 332 (Web-based)
FIELD RESEARCH EXPERIENCE: China, annual visits
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
PEDAGOGICAL APPROACH: performance-based
DISTINCTIONS: Grants from the National Security Education Program and US-DOE, Excellence in Teaching Award (Hawai'i Association of Language Teachers).

UCHIDA, Hiromi **APPOINTED:** 2003, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA U Hawai'i, 1998; BA Waseda U, Tokyo, 1994

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Chinese(1)

RECENT PUBLICATIONS: "Using SFJ at the University of Hawai'i at Mānoa: Role Plays that Elicit Lexical Communication Strategies." *Situational Functional Japanese SFJ Idea book for Teachers of Japanese*, Tokyo: Bonjinsha Co., LTD, 2004.

AREA COURSES TAUGHT: Japanese 101, 102, 201, 202, 301, 302, 318, 401 and 402.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: Japan 100%

PEDAGOGICAL APPROACH: Communicative: Performance-based

WADA, Yuka **APPOINTED:** 1992, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA (Japanese) U Hawai'i, 1992; BA (Anthropology) U Hawai'i, 1988

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

AREA COURSES TAUGHT: Elementary and Intermediate Japanese and 3rd yr Japanese, Elementary and Intermediate Japanese Oral Communication

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Co-writer of Japanese for Oral Communication, unpublished pedagogical material currently used in the oral communication track in the Department of East Asian Languages and Literatures, University of Hawai'i.

PEDAGOGICAL APPROACH: Communicative, performance-based.

WANG, Chun Han

APPOINTED: 2008, tenured

C

TITLE/DEPARTMENT: Associate Professor, Academy for Creative Media

EDUCATION: Master of Fine Arts, American Film Institute, June 1996

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin Chinese: (5), Taiwanese Dialect (4), French (1)

RESEARCH/TEACHING SPECIALIZATIONS: Film studies/Film production

RECENT PUBLICATIONS: (Co-Editor) *King Hu in His Own Words*. Udine: Centro Espressioni Cinematografiche; Wang, G. C. H. (2012). No Signs of Slowing Down: The Renaissance of Taiwanese Cinema. In Abraham Ferrer (Ed.) *The Los Angeles Asian Pacific Film Festival* (pp. 24-29). Los Angeles: Visual Communications; Wang, G. C. H. (2011). Bringing Laughter in Changing Times: Taiwan's Comedy Cinema. In Roger Garcia (Ed.) *Asia Laughs! A Survey of Asian Comedy Films* (pp. 161-172). Udine: Centro Espressioni Cinematografiche; Wang, G. C. H. (2010). King Hu and Run Run Shaw: The Clash of Two Cinema Legends. *Journal of Chinese Cinemas*, 4(2), 127-142.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Taiwan (Summer 2009, 2011, 2012), China (Summer 2010)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 30%

DISTINCTIONS: Faculty Development Grant, National Assoc. Of Television Program Executives, CA, USA (2010); Best Of Competition, Faculty Interactive Multimedia, Broadcast Edu. Assoc., NV, USA (2010); Emmy Seminar Fellow, Academy Of Television Arts & Sciences Foundation, Los Angeles, USA (2009); Natpe Faculty Fellow, National Assoc. Of Television Program Executives, CA, USA (2009); Award Of Excellence, Faculty Video Competition, Broadcast Education Assoc., NV, USA (2009); 1st Place Winner, Research Paper Competition, History Div., Broadcast Edu. Assoc., NV, USA (2008)

WANG, Haidan

APPOINTED: 2012, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor, EALL

EDUCATION: BA Peking U, 1989; MA (Modern Chinese) Peking U, 1993; PhD (Chinese) U Hawai'i, 2002

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (5), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese language pedagogy; teaching Chinese for special purposes; Chinese semantic and pragmatics.

RECENT PUBLICATIONS: (2013). "Attaining sustainable growth of Chinese program through utilization-focused evaluation." In Cao, S. & Yu, Z. J. (Eds.), *Proceedings of the 11th International Conference on Chinese Language Pedagogy*. Chengdu: Bashu Books, Sichuan Publishing Group, pp.347-357. "Review of *Working Mandarin for Beginners*." (2013). *Language Learning & Technology*, Vol. 17.1, pp.56-59; (2011). "Chinese for business professionals: Workplace needs and business Chinese textbooks." *Global Business Language*, Vol. 16, pp.27-42; (2011). "Review of *ActiveChinese* Courseware (www.activechinese.com)," *Journal of Technology and Chinese Language Teaching* Vol. 2.1., pp 95-99

AREA COURSES TAUGHT: CHN 101-402 and Chinese for Business Professionals series; Classical Chinese; Chinese graduate courses-Introduction to Contemporary studies of Chinese Linguistics; Contrastive analysis of Chinese and English

FIELD RESEARCH EXPERIENCE: China, 1990; annual visits to conduct research in Chinese phonology and sociolinguistics

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Business Language Research and Teaching Grant, Consortium of 12 University CIBERs (2012-2013, & 2007-2008) Interdisciplinary Research Grants, UH CIBER (2008-2009, & 2006-2007);

PEDAGOGICAL APPROACH: Cognitive and pragmatic; technology-facilitated

WANG, Wensheng APPOINTED: 2008, tenure track **C**

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD UC Irvine 2008; MA Wuhan U 2001 and UC Irvine 2006;
BA Wuhan U 1998

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), Japanese (3), French (1).

RESEARCH/TEACHING SPECIALIZATIONS: Ming-Qing China, social protest, popular religion, cultural politics, pre-modern East Asian and Asian History

RECENT PUBLICATIONS: *White Lotus Rebels and South China Pirates: Crisis and Reform in the Qing Empire*. Cambridge, Mass: Harvard University Press, 2014; "Prosperity and Its Discontents: Contextualizing the Social Protest during the Late Qianlong Reign," *Frontier of History in China* 6 (2011): 347-369; "Social Crises and Political Reform during the Jiaqing Reign of Qing China, 1796-1810s," *From Early Tang Court Debates to China's Peaceful Rise*, edited by Friederike Assandri and Dora Martins (Amsterdam University Press, 2009); "Political Culture 1800-1900," *Encyclopedia of Modern China*, edited by David Pong (Charles Scribner's Sons, forthcoming, 2009)

AREA COURSES TAUGHT: HIST 241 Civilizations of Asia; HIST 309 East Asian Civilizations; HIST 411 Local History of Late Imperial China; HIST 419 The Chinese Revolution; HIST 421 China in World History; HIST 661C Seminar in Chinese History

FIELD RESEARCH EXPERIENCE: China (late imperial/Ming-Qing period)

TIME (%) DEVOTED TO EA RESEARCH TEACHING AND ADVISING: 100%

DISTINCTIONS: Idus Newby Fund Awards, Chung-fong and Grace Ning Chinese Studies Fund Award, University Research Council Endowment for Humanities Grant, University Research Council Faculty Travel Grant, Mellon/ACLS Dissertation Completion Fellowship, Pacific Rim Research Program Grant

WANG, Xiaojun APPOINTED: 2001, tenured **C**

TITLE/DEPARTMENT: Associate Professor, Economics

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

EDUCATION: PhD (Economics) Ohio State U 2001; MA (Economics) Ohio State U, 1997; MA (International Economics) Wuhan U 1995; BS Wuhan U 1992

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese economy

RECENT PUBLICATIONS: With H. Li, Y. Liang, B. Fraumeni, and Z. Liu, "Human Capital In China", in *Review of Income and Wealth* 59. June 2013. With B. Fleisher, "Return to Education in China Under Planning and Reform," in *Journal of Comparative Economics* 33. June 2005; With B. Fleisher, "Skill Differentials, Return to Schooling, and Market Segmentation in a Transition Economy: The Case of Mainland China," in *Journal of Development Economics* 73. February 2004; With B. Fleisher. "Potential Residual and Relative Wages in Chinese Township and Village Enterprises," in *Journal of Comparative Economics* 31. September 2003; With B. Fleisher. "Ef- ficiency Wages and Work Incentives in Urban and Rural China," in *Journal of Comparative Economics* 29. December 2001.

AREA COURSES TAUGHT: ECON416 Chinese Economy

FIELD RESEARCH EXPERIENCE: Research and presentations at conferences in China (2002, 2004, 2005, 2006, 2008, 2012, 2013)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%.

WU, Jing **APPOINTED:** 2013, untenured **C**

TITLE/DEPARTMENT: Chinese Language Instructor, EALL

EDUCATION: MA (English / TESOL) Cal. State U East Bay 2009; BA (Business English) Shanghai Jiaotong University 2006

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin Chinese (5), Shanghai Dialect (5), English (5)

RESEARCH/TEACHING SPECIALIZATIONS: Second/Foreign Language Acquisition (educational pedagogies, curriculum development, testing and evaluation, intercultural communication, cross-culture education); Multilingualism and Bilingual Education (educational pedagogies and development, code-switching and code-mixing); Computer-assisted Language Teaching and Learning

RECENT PUBLICATIONS: "Technological Assistance through Improvisation of 'Motif' Creation." In *8th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT8)*. 2014; "Adult Second/Foreign Language Acquisition through Children's Innate Approaches." In *27th Hawai'i Association of Language Teachers (HALT) Conference*. 2013; "Multimedia Facilitation for Foreign Culture Acquisition." In *7th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT7)*. 2012.

AREA COURSES TAUGHT: Beginning to Intermediate Mandarin Chinese Language Courses: CHN 101, CHN 102, CHN 111, CHN 201, CHN 202; Intermediate to Advanced Chinese for Business Professional Courses: CHN 305, CHN 405

FIELD RESEARCH EXPERIENCE: annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Lifetime Member, Golden Key International Honor Society, California, from November, 2009.

PEDAGOGICAL APPROACH: Performance-based.

XU, Yiyuan **APPOINTED:** 2005, tenured **C**

TITLE/DEPARTMENT: Associate Professor of Psychology

EDUCATION: BS East China Normal U, 1996; PhD USC, 2004

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Developmental Psychology

RECENT PUBLICATIONS: Xu, Y., Raine, A., Yu, L., & Krieg, A. (in press). Resting heart rate, vagal tone, and reactive and proactive aggression in Chinese children. *Journal of Abnormal Child Psychology*; Cai, H., Sedikides, C., Gaertner, L., Wang, C., Carvallo, M., Xu, Y., O'Mara, E., & Jackson, L. (2011). Tactical self-enhancement in China: Is modesty at the service of self-enhancement in East-Asian culture? *Social Psychological and Personality Science*, 2, 59-64; Tom, S. R., Schwartz, D., Chang, L., Xu, Y., Duong, M. P., & Kelly, B. M. (2010). Popularity and acceptance as distinct dimensions of social standing in the Hong Kong cultural context. *Social Development*, 19, 681-697; Xu, Y., Farver, J. M., Yu, L., & Zhang, Z. (2009). Three types of shyness in Chinese children and the relation to effortful control. *Journal of Personality and Social Psychology*, 97, 1061-1073; Xu, Y. & Farver, J. M. (2009). What makes you shy? Situational elicitors of shyness in Chinese children. *International Journal of Behavioral Development*, 33, 97-104; Xu, Y., Farver, J. M., & Zhang, Z. (2009). Temperament, harsh and indulgent parenting, and Chinese children's proactive and reactive aggression. *Child Development*, 80, 244-258.

FIELD RESEARCH EXPERIENCE: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Editorial board, *Developmental Psychology*

YANG, David C.

APPOINTED: 1985, tenured

C

TITLE/DEPARTMENT: Professor of Accounting, Faculty Director of China-Track Full Time MBA Program, Shidler College of Business

EDUCATION: PhD Columbia University, 1985; MBA University of California, Berkeley, 1979; BA National Taiwan University, 1977

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Taiwanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: international accounting, particularly Chinese accounting systems

RECENT PUBLICATIONS: With Kim Shima. (2012). Factors Affecting the Adoption of IFRS. *International Journal of Business* 17(3), pp. 276-298. With Daoping He and Liming Guan. (2011). Earnings Management and Long-Run Stock Underperformance of Private Placements. *Academy of Accounting and Financial Studies Journal* 15(1), pp. 31-58. With Caixing Liu. (2011). An Analysis of the Impact of the Sarbanes-Oxley Act on Earnings Management. *Advances in Management* 4(6), pp. 25-31. With Daoping He and Liming Guan. (2010). Earnings Management and the Performance of Seasoned Private Equity Placements: Evidence from Japanese Issuers. *Managerial Auditing Journal* 25(6), pp. 569-590.

AREA COURSES TAUGHT: ACC 620 Global Accounting

FIELD RESEARCH EXPERIENCE: Visiting Professor, National Taiwan University, Fall 1994; Visiting Professor, Peking University, Spring 1995

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 30%

DISTINCTIONS: University of Hawai'i Regents' Medal for Excellence in Teaching, Outstanding Professor Award (Delta Theta Chapter of Beta Alpha Psi), Dennis Ching/First Interstate Memorial Teaching Award, and UH Shidler College of Business Teaching Excellence Award; research grants from the U.S. Department of Education and the Coopers & Lybrand Foundation

YANG, Jude Yoonlim

APPOINTED: 2009, tenure-track

K

TITLE/DEPARTMENT: Korean Studies Librarian, Asia Collection, Library Services

EDUCATION: BA Ewha Women's University, 1992; MLIS U Hawai'i, 2008

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (2)

SPECIALIZATIONS: Managing Korean Collection, including reference, bibliographical instruction, acquisitions.

RECENT PUBLICATIONS: "The Mecca of Korean Studies, Center for Korean Studies at the University of Hawai'i Manoa." *Ch'ulp'an Chŏnŏl (Journal of Publication)*. 442 (2012), pp.46-51;

"Korean Studies and Korea Collection at the University of Hawaii at Manoa." *Trends in Overseas Korean Studies Libraries* 8 (2012), pp.1-26; (in progress)

Hawai T'aehakkyo Kosŏ Mongnokchip [Catalogue Raisonne of the Korean Special Collection at University of Hawaii at Manoa]. Edited Jude Yang and Hye-ŭn Yi.

Seoul, Korea: National Library of Korea.[300p]; "Library Instruction and Information Literacy." In *Handbook for Korea Studies; Librarianship Outside of Korea*. Edited Committee on Korean Materials, Council on East Asian Libraries. Seoul, Korea: National Library of Korea.[10p.]

FIELD RESEARCH EXPERIENCE:

TIME (%) DEVOTED TO EA Library Duties: 100%

DISTINCTIONS: Member, Korea TV and Radio Writers Association (Current)

YANG, Myungji

APPOINTED: 2013, tenure-track

K

TITLE/DEPARTMENT: Assistant Prof, Political Science

EDUCATION: PhD in Sociology, Department of Sociology, Brown University, 2012

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Chinese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Comparative Politics, Political Economy of Development, Democracy, Class Politics, East Asia

RECENT PUBLICATIONS: "Making Narratives of Revolution: Democratic Transition and the Language of Middle-Class Identity in the Philippines and South Korea, 1970s-1987 (coauthored with Celso Villegas)." 2013. *Critical Asian Studies* 45(3): 335-364; "The Making of the Urban Middle Class in South Korea: Discipline, Nation-Building, and the Creation of Ideal National Subjects." 2012. *Sociological Inquiry* 82(3): 424-445.

AREA COURSES TAUGHT: POL 306 Comparative Politics of Developing Countries (Spring 2014), Korean Politics through Films (undergraduate, scheduled in Spring 2015), Comparative politics of East Asia (graduate level seminar, scheduled in Fall 2014)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea (summers in 2006, 2007, and fall in 2008) China (summers in 2007, 2008, and spring in 2009)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

YANO, Christine R.

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor and Department Chair, Anthropology

EDUCATION: PhD (Anthropology) U Hawai'i, 1995; BMus U Michigan, 1979, BA Stanford, 1973;

MA (Anthropology) U Hawai'i, 1988; MA (Ethnomusicology) U Hawai'i, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Emotion, gender, nationalism in Japanese popular song and popular culture; Global consumer culture; Japanese Americans

RECENT PUBLICATIONS: *Pink Globalization; Hello Kitty's Trek across the Pacific*. Durham, NC: Duke University Press (2013); *Modern Girls on the Go: Gender, Mobility, and Labor in Japan*; co-edited with Alisa Freedman and Laura Miller. Stanford: Stanford University Press (2013); "Singing the Contentions of Place: Korean Singers of the Heart/Soul of Japan." In Fiona Magowan and Louise Wrazen, eds., *Performing Gender, Place, and Emotion in Music*. Rochester: University of Rochester Press. (2013); "Tasting America: The Politics and Pleasures of School Lunch in Hawai'i." (co-written with Wanda Adams) In Robert Ji-Song Ku, Martin Manalansan IV, Anita Mannur, eds., *Eating Asian America: A Food Studies Reader*. New York: New York University Press (2013); "Jet Age Nationhood: Pan American World Airways in Postwar Japan," In Christopher Gerteis and Timothy George, eds., *Japan since 1945: from Postwar to Post-Bubble*. London and New York: Bloomsbury (2013); "Categorical Confusion: President Obama as Case Study of Racialized Practices in Contemporary Japan," in Rotem Kowner and Walter Demel, eds., *Race and Racism in Modern East Asia: Western Constructions and Eastern Reactions*. Leiden: Brill Publishers. (2012); *Airborne Dreams; Race, Gender, Class, and Globalism in Postwar America*. Durham, N.C.: Duke University Press (2011); "Becoming Prodigal Japanese: Portraits of Japanese Americans on Japanese Television," In Mitsuhiro Yoshimoto, ed., *Japanese Television*. Ann Arbor: University of Michigan Press (2010).

AREA COURSES TAUGHT: ANTH 483 Jpn Cult & Behavior; ANTH 484 Jpn Popular Culture, ANTH 487 Okinawa and Its Diaspora.

FIELD RESEARCH EXPERIENCE: In Japan, 1991-93, 1997, 1998, 1999, 2002, 2004, 2006, 2008, 2010, 2012.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: UH Humanities Endowment Fund Grant, 2001; UH Globalization Research Center Summer Faculty Research Stipend, 2000; UH Japan Studies Endowment; 2006-2007, 2009; Smithsonian National Air and Space Museum A. Verville Fellowship. (Airborne Dreams) 2006-2007; Invited Visiting Professor of Anthropology, Reischauer Institute of Japanese Studies, Harvard University, 2013-2014.

YAO, Kuang-Tien **APPOINTED:** 1997, tenured **C**

TITLE/DEPARTMENT: Chinese Studies Librarian

EDUCATION: MA (Asian Studies) U Hawai'i, 2003; MLS Simmons College, 1992; BA Tamkang U, Taiwan, 1968;

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

SPECIALIZATIONS: Managing China Collection, including reference, bibliographical instruction, acquisitions of Chinese and Western language materials; Chinese films.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

YOO, Jun **APPOINTED:** 2002, tenured **K**

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD U Chicago, 2002; MA U Chicago, 1997; BA UC Riverside, 1995

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (4), Classical Chinese (3), Mandarin (2), Russian (2), Amharic (1)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Korea, East Asia, Colonialism, Film & Television Studies, Cultural and Gender Studies, World History

RECENT PUBLICATIONS: *Gender and Madness: The Politics of Care in Korea* (manuscript in process); *The Politics of Gender in Colonial Korea*. Berkeley: UC Press, 2008; "The 'New Woman' and the Politics of Love, Marriage, and Divorce, in Colonial Korea" *Gender and History* 17.2, August 2005.

AREA COURSES TAUGHT: HIST 309: East Asian Civilizations (Antiquity to 1800); HIST 328: Modern Korean History; HIST 667A: Graduate Seminar in Modern Korean History; HIST 711: Korean Historical Sources.

FIELD RESEARCH EXPERIENCE: 2000-2001, annual trips to Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 60%,

DISTINCTIONS: East Asia Council; Grants from Freeman Foundation, Korean Foundation, Northeast Asia Council (NEAC) of the Association for Asian Studies; CIES-US Fulbright Scholar Research Program--Project: *Gender and Madness: The Politics of Care in Korea*, 2009-2010.

YOSHIMI, Dina R.

APPOINTED: 1993, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese, EALL

EDUCATION: PhD (Applied Ling) USC, 1993; MA (Applied Ling) USC, 1989; BA Yale, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4), Chinese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese second language acquisition, focus on pragmatics; ethnography of Japanese graduate education

RECENT PUBLICATIONS: Kasper, Gabriele, Hanh Thi Ngyuen, Dina R. Yoshimi, Jim Yoshioka (eds.). *Pragmatics and Language Learning, volume 12*. Honolulu: National Foreign Language Resource Center at the University of Hawai'i-Mānoa; Yoshimi, Dina Rudolph, Kondo-Brown, Kimi, and Wang Haidan. (2010). Three instructional units for teaching spoken Chinese/Japanese as a foreign language for the K-2 level. Community Language Acquisition Program, State of Hawai'i, DOE. 2009 Yoshimi, Dina Rudolph. "From a! to zo: Japanese pragmatics and its contribution to JSL/JFL pedagogy". In Naoko Taguchi (ed.), *Pragmatic Competence in Japanese as a Second Language*. New York: Mouton de Gruyter.

AREA COURSES TAUGHT: (recent) JPN 604 Intro to Jpn Lang Pedagogy, JPN 605 Rsch Meth in Jpn Lang, JPN 632 Teaching Jpn as a 2nd Lang, JPN 730P Res Sem in Jpn Ling: Pedagogy, JPN 730S Res Sem in Jpn Ling: Sociolinguistics; JPN620c Practicum in Advanced Japanese Language Teaching

FIELD RESEARCH EXPERIENCE: Japan, 1994, 1998

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: performance-based using communicative and task-based approaches in combination with explicit instruction of pragmatics

YUE, Ming-Bao

APPOINTED: 1991, tenured

C

TITLE/DEPARTMENT: Associate Professor of 20th Century Chinese Literature and Culture, EALL

EDUCATION: PhD (Asian languages/20th Century Chinese Literature/comparative literature) Stanford, 1991; MA (Asian languages/20th Century Chinese Literature) Stanford, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), Cantonese (4), Yanghzounese (5), Shanghainese (3), German (5), French (3), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: 20th c. and contemporary Chinese literature, film and culture; literary theory and criticism, Chinese Diaspora and Cultural Studies, feminism, transnational Chinese popular culture

RECENT PUBLICATIONS: "King Hu: My Film and Chinese Theatre" in Roger Garcia and George Wang eds. *King Hu in His Own Words* (Udine, Italy: Centro Espressioni Cinematografiche), Fall 2013, 82-93; "There is No Place Like Home: The Politics of Diasporic Identifications In and Around Taiwan Films of the 60s and 70s," (reprinted) in Zhang Zhen and Chris Berry eds. *Screening Trans-Asia: Genre, Stardom and Intercultural Imaginaries?* (Hong Kong University Press) forthcoming Spring 2014; "Gender and Cinema: Speaking Through Images of Women," in *Asian Cinema*, vol. 22, no. 1, Spring/Summer 2011, 192-208; "Where to for Multiculturalism: The German Debate on *Leitkultur* and the Promise of Cultural Studies," in Reza Hasmath ed. *Managing Ethnic Diversity: Meanings and Practices from an International Perspective* (UK: Ashgate Press, 2011), 199-220; "Beyond Ethnicity, Into Equality: Re-thinking Hybridity and Transnationalism in a Local Chinese Play," in Handel Wright and Meagan Morris eds. special issue on "Transnationalism and Cultural Studies" in *Journal of Cultural Studies* (Blackwell Publishers), Fall 2009, 23:5/6, 775-794.

AREA COURSES TAUGHT: EALL 363B/C 20th c. Chn Lit & Culture; ASAN 330 Chn Film: Art and History; CHN 421B Issues in Transl: Hist, Lang & Culture; CHN 611 Rdgs in Contemp Chn; CHN 753M Res Sem in Mod Chn Lit; EALL 346/WS 346 20th c. Lit by Chn Women Writers; EALL/ASAN473 Chinese Diaspora and Visual Culture

FIELD RESEARCH EXPERIENCE: annual trips to China and Europe

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

ZHOU, Kate Xiao

APPOINTED: 1994, tenured

C

TITLE/DEPARTMENT: Professor, Political Science

EDUCATION: BA Wuhan U, 1982; MS Texas A & M, 1989; MA (Political Science) Princeton, 1991; PhD (Political Science) Princeton, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese Politics; Chinese Nonprofit Organizations; Political Economy of China; Politics and Society in China; China and Globalization; Chinese Entrepreneurship; Chinese minority studies; US-China Relations; Women and Development in China;

RECENT PUBLICATIONS: (2011). *China's Long March to Freedom: Grassroots Modernization*.

Transaction Publishers; "China's African Burden: a Leader of Two Revolutions," in Dennis Hickey, ed.

Dancing with the Dragon: China's Emergence in the Developing World. Colorado, Rowman & Littlefield,

2010. (with Eric Kiss); (2009) *China's Long Match to Freedom: Grassroots Liberalization through*

Individual Action. Transaction Publishers, Rutgers - The State University of New Jersey University Press).

AREA COURSES TAUGHT: POLSC484 Society and Politics in the PRC, POLSC680 Regional

Politics: China, POLSC780 Industrialization and Reform in the PRC

FIELD RESEARCH EXPERIENCE: Annual trips to China since 1994

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: 2008 Reagan-Fascell Democracy Fellow, National Endowment for Democracy, 2006,

Templeton Freedom Award for Social Entrepreneurship, 2006 Atlas Economic Research Foundation's top prize (\$10,000) for Social Entrepreneurship.

APPENDIX 3 COURSE LIST INDEX

ACADEMIC SUBJECT HEADING	PAGE
American Studies	99a
Anthropology	99a
Apparel Product Design and Merchandising (APDM)	100a
Architecture	118a
Art	100a
Asian Studies	100-102a
Business Administration	118a
Chinese Language & Literature	103-104a
Dance	105a
East Asian Languages & Literatures	105-106a
Economics	106a
Education	119a
Ethnic Studies	106-107a
Geography	107a
History	107-108a
Honors	108a
Interpretation & Translation	119-120a
Japanese Language & Literature	109-111a
Kinesiology & Rehabilitation Science	111a
Korean Language & Literature	112-113a
Law	120a
Management	118a
Marketing	119a
Music	114a
Philosophy	114a
Political Science	115a
Religion	115-116a
Sociology	116a
Theatre	116-117a
Travel Industry Management	120a
Urban & Regional Planning	120-121a
Women's Studies	117a

**APPENDIX 3
COURSE LIST
2012-2013, 13-14, 14-15**

EA Content %: Content according to Course Instructor or Department Chair

Underlined Courses: New

Cross-listed Courses: denoted by asterisk (*)

Terms: F=Fall, S=Spring, SU=Summer

'X' signifies yes-offered

Total Enrollment: 9862

Languages: 4418

CHN enrollments: 925

JPN enrollments: 2389

KOR enrollments: 1104

Total # of Courses in Appendix: 367

Total # of Courses offered 12-13: 294

Total # of Cross-listed courses: 28

(13 sets, 2 courses have 3 course numbers)

American Studies

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
25%	AMST310 Jpn-Am Exp (Covers Jpn history & culture)	Ogawa	F, SU	3	128	2	X	X
25%	AMST411 Jpn Americans (Covers Jpn history & culture)	Ogawa	F	3	14	1	X	X
100%	*AMST438 Asian Women Cross-listed as WS462, POLS372	Koikari	F	3	1	0	X	X

Anthropology

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	ANTH462 EA Archaeology	Peterson	S	3	4	4	X	X
100%	ANTH483 Jpn Cult & Behav I	Cunningham, Hasegawa	S, SU	3	71	7	X	X
100%	ANTH484 Jpn Popular Culture	Yano, Hasegawa	S, SU	3	42	5	X	X
100%	ANTH487 <u>Okinawa & Its Diaspora</u>	Yano	F	3	14	4		
100%	ANTH488 Chn Culture: Ethno	Blake	F	3	11	1	X	
100%	ANTH720 Anthro of Japan	Yano		3				X

Apparel Product Design and Merchandising (APDM)

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	APDM416 Costum/Cult. Of EA	Lin, Shu-Hwa	SU	3	12	0	X	X

Art

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	ART320 Chinese Brush Art	Wang	F	3			X	
100%	ART380 Early Art of Japan	Szostak	F	3	42	0		X
100%	ART381 Late Art of Japan	Szostak	S	3	48	2		X
100%	ART385 Early Art of China	Lingley		3				X
100%	ART386 Later Art of China	Lingley		3				X
100%	ART483 Applied Art of Japan	Szostak	F	3	17	3		X
100%	ART486 Early Chinese Painting	Lingley		3				X
100%	ART487C Mod Art to Chn Postmod	Lingley		3			X	
100%	ART496 Experimental Jpn Film	Szostak		3			X	
100%	ART688 Chn Sculp & Appl Arts	Lingley		3			X	
100%	ART780 Seminar in Jpn Art	Szostak	S	3	1	4		X

Asian Studies

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	ASAN201 Intro to Asian St: EA	Harwit	F	3	53	0	X	X
50%	*ASAN241 Civilizations of Asia Cross-listed as HIST 241	Wang	S	3	10	0	X	X
100%	*ASAN308 Chinese Pol Econ Cross-listed as POLS308	Zhou	S	3	17	0	X	X

50%	ASAN310 Asian Humanities (Covers EA)	Abinales	F	3	13	1	X	X
50%	ASAN312 Contemp Asian Civ (Covers EA)	Clayton, Gupta, Abinales	F, S, SU	3	73	0	X	X
100%	ASAN320C Asian Nation: China	Clayton	S	3	17	1	X	X
100%	ASAN320J Asian Nation: Japan	Satsuma	S	3	43	0	X	X
100%	ASAN320K Asian Nation: Korea	Park	F	3	19	1	X	X
100%	ASAN 320O Asian Nation: Okinawa	Carille		3			X	
100%	*ASAN323 Way of Tea (Covers Jpn history and culture) Cross-listed as HIST323	Farris	S	3	19	1	X	X
100%	ASAN324 Chanoyu Practicum	Ogawa	F, S	2	49	1	X	X
100%	*ASAN325D Jpn Film: Art & Hist. (X-listed as EALL325D)	Ito	F	3	9	0	X	X
100%	ASAN330 Chn Film: Art & Hist.	Ning	F	3	18	0	X	X
100%	*ASAN364 20th c Chinese Women Writers (Cross-listed as EALL364, WS346)	Yue	S	3	6	0	X	X
25%	ASAN463 Gender Issues in Asia (Covers women in EA)	Sharma	S	3	10	1	X	
100%	ASAN464 Jpn Pop Music & Soc	Chun	SU	3	12	0	X	X
100%	ASAN465 Anime, Manga and Film	Chun	SU	3	12	1	X	X
100%	*ASAN473 Chinese Dias/Vis Media Cross-listed as EALL473	Yue	F	3	8	0	X	X
100%	ASAN482 Political Econ of Jpn	Carille		3			X	
100%	ASAN484 Soc & Politics in China	Kwok		3			X	
100%	ASAN485 Contemp Chinese Dev	Harwit	F	3	12	2	X	X
100%	ASAN491G Tpcs in Asan: Pop Med Cult in Jpn Hist	Chun	S	3	19	1		
100%	ASAN491K Tpcs in Asan: Korea	Allen, Park Y	F, S	3	23	2	X	X

100%	ASAN600C Scope & Methods: China	Harwit	F	3	0	5	X	X
100%	ASAN600J Scope & Methods: Japan	McDonald	F	3	0	4	X	X
100%	ASAN600K Scope & Methods: Korea	Park	F	3	0	4	X	X
100%	ASAN608 Politics & Dev: China Cross-listed as PLAN 608	Kwok	F	3	0	2		X
100%	ASAN620 Contemp Asia: Marriage & Family in EA	Clayton	S	3	1	7	X	X
100%	ASAN620 Contemp Asia: Korean Women Writers	Kim	S	3	0	6		
50%	<u>ASAN620 Contemp Asia: Environ Hist of EA & SEA</u>	Cook					X	
25%	ASAN624 Culture & Colonialism (Covers Jpn colonialism in Asia and the Pacific)	Sharma	F	3	0	4	X	X
60%	ASAN627 Ethnic Nationalism in Asia (Covers EA)	Clayton	F	3	0	16		X
100%	ASAN629 EA Security Cultures	Carlile		3			X	
80%	*ASAN636 Cult&Urb Form in Asia (focus on EA) Cross-listed as PLAN636	Kwok	S	3	0	4	X	
80%	*ASAN638 Asian Dev & Urbanization (focus on EA) Cross-listed as PLAN638	Kwok	F	3	0	0	X	
100%	ASAN651 East Asia Now	Harwit	S	3	0	6		X
100%	*ASAN652 Contemp Japan Sem Cross-listed as GEOG652	McDonald	S	3	0	6	X	X
100%	ASAN686 Law & Society in China	Conner		1 to 3			X	
100%	ASAN750C Rsch Sem: China	Kwok	F	3	0	2	X	X
100%	ASAN750J Rsch Sem: Japan	Carlile	S	3	0	2	X	X
100%	ASAN750K Rsch Sem: Korea	Park	S	3	0	6	X	X

Chinese Language & Literature (all courses 100% EA)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
CHN101	Elementary Mandarin	Ling, Chuang, Luo, Wu, Huang	F, SU	4	102	6	X	X
CHN102	Elementary Mandarin	Ning, Yang Y, Chuang, Huang, Yang H	F, S, SU	4	90	6	X	X
CHN105	Elementary Chn Business	Tschudi	F	8	8	2	X	X
CHN111	Elementary Conv Mand I	Wu	F	3	7	2		X
CHN201	Interm Mandarin	Lin, Yu, Hu, Sun	F, SU	4	57	3	X	X
CHN202	Interm Mandarin	Wu, Lin, Yu	S, SU	4	68	5	X	X
CHN204	Accelerated Inter Mandarin		SU	8	2	0		X
CHN205	Interm Chn Business	Hsu, Tschudi	F, S	8	12	4		X
CHN301	3rd-level Mandarin	Wang, Shen, Hu	F	4	51	4	X	X
CHN302	3rd-level Mandarin	Wang, Li	S	4	41	2	X	X
CHN303	Accelerated 3rd-level Mandarin	Lee M	SU	8	1	0	X	X
CHN305	3rd Yr Chn Business	Xia, Hsu	F, S	8	10	8	X	X
CHN331	Adv Chinese Listening & Writing	Lu-Chen, Tschudi	F	3	15	2	X	X
CHN332	Adv Chinese Reading/Writing	Paul, Wang	S, SU	3	41	9	X	X
CHN399	Directed Reading	Jiang	S	1 to 3	0	1	X	X
CHN401	4th-level Mandarin	Jiang	F	4	12	4	X	X
CHN402	4th-level Mandarin	Jiang	S	4	14	2	X	X
CHN404	Accelerated 4th-level Mandarin	Jiang, Lee M	S, SU	8	32	7		X
CHN405	4th Yr Chn Business	Xia	S	8	9	5	X	X
CHN411	Adv Mandarin Conversation	Wang		3			X	
CHN421C	English to Chinese Translation	Lu-Chen	F, S	3	29	2	X	X
CHN441	4th Yr Rdg/Wrtg: Adv Topics I	Wang, Jiang	F, S, SU	3	44	7	X	X
CHN442	4th Yr Rdg/Wrtg: Adv Topics II	Wang	S, SU	3	44	7	X	X

CHN451	Structure of Chinese	Hsieh	F	3	14	2	X	X
CHN452	Structure of Chinese	Hsieh	S	3	15	0	X	X
CHN455	Chinese Pragmt and Discourse	Hsieh	F	3	14	2		X
CHN456	Chn Semantics & Comm	Hsieh	S	3	14	1		X
CHN461	Intro Classical Chinese	McCraw, Vitiello	F	3	29	3	X	X
CHN485	Readings in Chinese	Wang	F	3	0	2	X	X
CHN499	Directed 4th-level Reading	Jiang	F, S	1 to 3	1	1	X	X
CHN601	Intro Contemp Chn Lang	Jiang		3			X	
CHN610C	Chinese Poetry: Medieval	McCraw		3				X
CHN611B	Short Stories	Yue		3				X
CHN612	Trad Chinese Fiction	Vitiello, Xu	S	3	0	4	X	X
CHN633	Chinese Dialects	Jiang		3			X	
CHN642	Contrast/Anal Chn&Eng	Wang	F	3	1	7		
CHN643	Methods in Teaching Chinese as 2nd Lang	Jiang		3			X	
CHN645	Chn Teaching Practicum	Wang		3			X	
CHN655	Chinese Grammar	Hsieh		3				X
CHN660	2nd Sem Classical Chn	McCraw	S	3	0	3		
CHN661	Advanced Classical Chn	McCraw						X
CHN699	Directed Research	McCraw/ Wang	F, S	1	0	4	X	X
CHN750B	Rsch Sem: Teaching Methods	Jiang	S	3	0	8		X
CHN750C	Rsch Sem: Structure	Hsieh	F	3	1	6		
CHN753M	Rsch Sem. Chinese Lit: Modern	Peng	F	3	0	7	X	
CHN753T	Rsch Sem. Chn Lit: Traditional	McCraw	F	3	1	8		

Dance

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	DNCE303 Jpn Dance 1	Tsutsumi, Asao	F, S	1	11	4	X	X
100%	DNCE305 Korean Dance 1	Freshley	F, S	1	10	4	X	X
100%	DNCE306 Okinawan Dance	Penhart, Shiroma	F, S	1	6	7	X	X
100%	DNCE403 Jpn Dance II	Tsutsumi, Asao	S	1	3	2	X	X
100%	DNCE405 Korean Dance II	Freshley	S	1	1	0	X	X
100%	DNCE406 Okinawan Dance II	Penhart, Shiroma	F, S	1	3	3	X	X

East Asian Languages & Literatures

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	EALL271 Jpn Lit in Transl: Trad	Thornhill, Shibayama	F, S	3	74	0	X	X
100%	EALL272 Jpn Lit in Transl: Mod	Nishimoto, Ito, Arkenstone	F, S, SU	3	98	0	X	X
100%	EALL281 Kor Lit in Transl: Trad	Park	S	3	19	1		X
100%	EALL282 Kor Lit in Transl: Mod	Kim J	F, S	3	30	3	X	
100%	*EALL325D Jpn Film: Art/History-Special Topics Cross-listed as ASAN325D	Ito	F	3	11	1	X	X
100%	EALL361 Chinese Lit: Ancient	McCraw, Vitiello	F	3	31	1	X	X
100%	EALL362 Chinese Lit: Pre-mod	McCraw, Vitiello	S	3	31	0	X	X
100%	EALL363B 20 th c. Chn Lit&Cult	Peng	F	3	15	2	X	X
100%	EALL363C 20 th c. Chn Lit&Cult: 1949-present	Peng	S	3	29	0	X	X
100%	*EALL364 20 th c. Lit by Chn Women (Cross-listed as ASAN364, WS346)	Yue	S	3	10	2	X	X
100%	EALL365B Trad Chn Fict in transl: short story	Vitiello	S	3	16	0		X
100%	EALL366 City in Mod Chn Lit & Vis Arts	Peng	F	3	15	0		X

100%	EALL371B J Prose Fiction/Lit Miscellany	Shibayama	F	3	12	0	X	X
100%	EALL371C Jpn Trad Drama & Poetry	Thornhill, Huey	S	3	15	2	X	X
100%	EALL372B Mod Jpn Lit Fiction	Ito		3			X	X
100%	EALL384 Modern Korean Writers	Kim		3			X	X
100%	*EALL473 Chinese Diasp/Visual Cult (Cross-listed as ASAN473)	Yue	F	3	4	1	X	X
100%	EALL476 Persp of Chn Cinema	Peng		3			X	
100%	EALL603C Biblio Rsch Method: China	Yue	S	3			X	X
100%	EALL603J Biblio Rsch Method: Japan	Bazzell		3				X
100%	EALL603K Biblio RschMethod: Korea	Cheon	S	3	0	7		

Economics

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100%	ECON317 Jpn Economy	Greaney	F	3	25	0	X	X
25%	ECON415 Asian Econ Dev (includes examples in EA)	Curry	SU	3	14	1	X	X
100%	ECON416 Chn Economy	Wang	S	3	21	1	X	X

Ethnic Studies

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
25%	ES318 Asian American Survey (Covers EA hist&cult)	Chung, Nakamura	F, SU	3	22	0	X	X
30%	ES330 Japanese in Hawai'i (Covers Jpn hist&cult)	Okamura, Chuang	F, S	3	152	1	X	X
30%	ES331 Chinese in Hawai'i (Covers Chn hist&cult)	Chung B	F, S	3	26	0	X	X

25%	*ES365 Pacific/Asian Women in Hawaii' (Covers EA hist & cult) Cross-listed as WS360	Lasky, Bolvard	F, S, SU	3	39	0	X	X
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Geography

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	GEOG352 Geography of Japan	Miyake	F, S	3	59	0	X	X
100%	GEOG353 Geography of China	Jiang	F	3	18	1	X	X
100%	*GEOG652 Contemp Jpn Sem Cross-listed as ASAN652	McDonald	S	3	0	2	X	X

History

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	HIST241 Civ of Asia (half of content on EA) Cross-listed as ASAN241	Wang	S	3	19	0	X	X
100%	HIST309 East Asia Civ	Wang, Yoo	S	3	25	1	X	X
100%	HIST310 East Asia Civ	Yoo					X	X
100%	HIST311 Hist of China	Davis	F	3	37	2	X	X
100%	HIST312 Hist of China	Davis		3			X	X
100%	HIST321 Hist of Japan	Farris, McNally	F, SU	3	66	5	X	X
100%	HIST322 Hist of Japan	McNally	SU	3	20	0	X	X
100%	*HIST323 Way of Tea (Covers Jpn hist&culture) Cross-listed as ASAN323	Farris	S	3	27	0	X	X
100%	HIST324 Samurai of Japan	Farris	S	3	59	2	X	
100%	HIST327 Hist of Korea	Yoo	F	3	38	1		X
100%	HIST328 Hist of Korea	Yoo		3				X

100%	HIST411 Local Hist: Late Imp Chn	Wang	F,S	3	35	1		X
100%	HIST416 Chn Intellectual Hist	Davis		3			X	
100%	HIST417 Chn Intellectual Hist	Brown	F	3	19	0		
100%	HIST418 Chn Foreign Relations	Brown	SU	3	13	3		
100%	HIST419 Chinese Revolution	Wang		3				X
100%	HIST420 PRC	Brown	S	3	23	0	X	X
100%	HIST421 China in World History	Wang		3			X	
100%	HIST422 Tokugawa Japan	McNally		3			X	X
100%	HIST423 Okinawa	McNally	S	3	22	2	X	X
100%	HIST424 20 th c. Japan	Totani		3			X	X
50%	HIST451D Hist & Lit: Asia & Pacific (Covers EA)	Yoo		3			X	
50%	HIST650 Comparative Asia (Covers EA)	Totani	S	3			X	
100%	HIST661B Chn History: Early	Davis	S	3	1	6	X	
100%	HIST661C Chn History: Middle	Wang		3			X	
100%	HIST661D Chn History: Mod	Brown	F	3	0	11	X	X
100%	HIST665B Jpn Hist: Trad Per	Farris		3				X
100%	HIST665C Jpn Hist: Early Mod	McNally		3				X
100%	HIST665D Jpn Hist: 1868-Pres	Totani		3			X	X
100%	HIST667B Korean Hist: Rddg	Yoo	S	3	0	10		X

Honors

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100%	HON491 HAPS Junior Sem on contemporary Japan, included 10-day trip to Japan with funding from Japan Foundation	Carlile	S	3	12	0		

Japanese Language & Literature (all courses 100% EA)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
JPN101	Elementary Japanese	Konishi, Kelley, Hirate, Hata, Song, Ibaraki, Suan, Woo, Hitosugi, Kubota, Wilder, Noma, Tateyama, Tsuchida, Madsen, Forte	F, S, SU	4	324	11	X	X
JPN102	Elementary Japanese	Moody, Ray, Hata, Chen, Kimura, Nishida, Curry, Wilder, Kubota, Klafehn, Madsen, Hamada	F, S, SU	4	286	6	X	X
JPN105	<u>Accelerated Japanese (Business)</u>	Uchida		8			X	X
JPN111	Elem Jpn for Oral Comm	Iwai, Kubota	F, S	3	68	7	X	X
JPN112	Elem Jpn for Oral Comm	Wada	F, S	3	56	3	X	X
JPN201	Intermediate Japanese	Madsen, Hoshi, Ogawa, Lachmann, Ray, Murayama, Hata, Ikeda, Hoshi, Kelley, Steverson, Hamada	F, S, SU	4	257	5	X	X
JPN202	Intermediate Japanese	Hamada, Curry, Ogasawara, Ikeda, Nishida, Hata, Hitosugi, Ray, Madsen	F, S, SU	4	221	3	X	X
JPN205	<u>Accelerated Japanese (Business)</u>	Hirate, Murayama	F	8	7	1	X	X
JPN211	Interm Jpn for Oral Comm	Masunaga, Wada	F, S	3	67	4	X	X
JPN212	Interm Jpn for Oral Comm	Madsen, Iwai, Yoshimi	F, S, SU	3	58	1	X	X
JPN217	Intro Jpn Rdg/Wrtg/Basic Kanji	Hirate	F, S	3	6	0		X
JPN301	3rd Level Conv & Rdg	Nakahara, Hitosugi, Woo, Murayama, Ogawa, Ray, Curry	F, S, SU	4	143	1	X	X
JPN302	3rd Level Conv & Rdg	Ogawa, Murayama, Woo, Wada, Ogasawara	F, S, SU	4	76	8	X	X
JPN305	Accelerated Japanese	Lachmann		8				X

JPN307	Special Reading & Writing	Nakahara	F	3	10	0	X	X
JPN308	Special Reading & Writing	Nakahara	S	3	13	0	X	X
JPN318	Oral Fluency through Film	Kelley	F, S	3	35	1	X	X
JPN332	Adv Jpn Reading & Writing	Hitosugi	S	3	12	2	X	
JPN350	Intro to Jpn Linguistics	Klafehn, Kahno	F, S	3	73	0	X	X
JPN370	Lang in Jpn Society	Murayama, Suzuki, Reynolds	F, S	3	82	3	X	X
JPN399	Directed Third-Level Reading	Curry	S	1 to 3	1	0		
JPN401	4th Level Japanese	Lachmann	F, S	3	45	5	X	X
JPN402	4th Level Japanese	Kelley	F, S	3	33	2	X	X
JPN403	Jpn for Adv Speakers I	Ogasawara	F	3	16	0	X	X
JPN404	Jpn for Adv Speakers II	Ogasawara	S	3	17	0	X	X
JPN407B	Newspapers & Magazines	Reynolds, Tateyama	F, S	3	30	1	X	X
JPN407C	Social Sciences	Cook	S	3	5	2	X	X
JPN407D	Humanities	Reynolds	F	3	14	2	X	X
JPN407E	Modern Literature	Ochner, Nakahara, Ito	F, S	3	53	6	X	X
JPN420	4th Level Spoken Jpn	Suzuki, Iwai	F, S	3	20	3		X
JPN421	Jpn Composition	Lachmann	F	3	13	1		X
JPN425	*Jpn Translation Cross-listed as TI425	Tateyama	S	3	13	4	X	X
JPN451	Structure of Jpn	Fukuda	F, S	3	44	7	X	X
JPN452	Intro to Jpn Pedagogical Gramr	Kanno		3			X	
JPN461	Intro to Classical Jpn	Shibayama	F	3	12	4	X	X
JPN466	Readings in Classical Jpn	Shibayama	S	3	2	2	X	X
JPN471	Okinawan Lang & Cult I	Curry	F	3	29	1	X	X
JPN472	Okinawan Lang & Cult II	Curry	S	3	14	0	X	X
JPN475	Intro to Jpn Sociolinguistics	Cook	F	3	11	4	X	X
JPN499	Directed Fourth-Level Reading	Kanno	S	1 to 3	1	0		
JPN601	Jpn Phonology & Morphology	Vovin	F	3	1	9	X	
JPN602	Syntax/Semantics/Pragmatics	Fukuda	S	3	1	7	X	X
JPN604	Intro to Jpn Lang Pedagogy	Yoshimi	F	3	0	10	X	X
JPN605	Rsch Meth in Jpn Lang	Yoshimi	S	3	0	6		X

JPN606	Intro to Jpn Sociolinguistics	Cook	S	3	0	9	X	X
JPN610B	Jpn Poetry: Classical	Huey		3				X
JPN611B	Mod Jpn Lit: Meiji-Taisho	Ito	F	3	0	6	X	X
JPN611C	Mod Jpn Lit: Showa-Heisei	Ochner		3				X
JPN613	Medieval Jpn Lit	Thornhill	S	3	0	6		X
JPN620B	Practicum: Teach Jpn Lang	Tateyama	F	3	0	5	X	X
JPN626	Japanese Manuscript	Vovin	S	3	0	5		
JPN632	Teaching Jpn as 2nd Lang	Yoshimi	S	3	0	4		X
JPN633	Jpn Sociolinguistics	Cook		3			X	
JPN640	Themes in Jpn Lit	Ochner	S	3	0	5		
JPN642	Kambun	Vovin	F	3	0	7		
JPN650G	Structure	Kanno	S	3	0	5	X	X
JPN650H	Jpn Linguistics: Hist Change	Vovin	S	3	0	5	X	
JPN650P	Jpn Linguistics: Pedagogy	Tateyama	S	3	0	7	X	X
JPN699	Directed Research	Reynolds, Vovin, Fukuda, Yoshimi, Kanno, Ito, Kondo-Brown	F, S, SU	1	0	12		
JPN730H	Historical Change in Japanese	Vovin	S	3	0	3		
JPN730P	Res Sem in Jpn Ling: Pedagogy	Yoshimi	F, S	3	0	5	X	X
JPN730S	Res Sem in Jpn Ling: Socioling	Cook	S	3	0	4		X

Kinesiology & Rehabilitation Science

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100 %	KRS160 Judo	Hiraoka		1			X	
100 %	KRS163 Ta'i Chi Chu'an	Fong	F, SU	1	13	1	X	X

Korean Language & Literature (all courses 100% EA)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
KOR101	Elementary Korean	Kim D, Kim N, Lee H, Lee J, Yum, Yoon, Lee S	F, S, SU	4	197	12	X	X
KOR102	Elementary Korean	Choi, Kim O, Matsuyama, Yi S	F, S, SU	4	126	6	X	X
KOR111	Elem Convers Korean I	Yoon J	F	3	8	3	X	X
KOR112	Elem Convers Korean II	Yoon	S	3	9	1		
KOR201	Intermediate Korean	Lee S, Park C, Kang, Chung	F, S	4	72	4	X	X
KOR202	Intermediate Korean	Lee S, Park C, Lee H	F, S	4	69	3	X	X
KOR301	3rd Level Korean	Huh, Jeong	F, SU	3	34	1	X	X
KOR302	3rd Level Korean	Jung, Jeong	S, SU	3	33	1	X	X
KOR307	Reading Chinese Characters I	Park S	F	3	17	3	X	X
KOR308	Reading Chinese Characters II	Park S	S	3	11	2	X	X
KOR380	Korean Proficiency through TV	Park M, Sung	F, SU	3	25	6	X	X
KOR399	Directed 3rd Level Reading	Cheon	F, S	1 to 3	6	0	X	X
KOR401	4th Level Korean	Lee	F, SU	3	17	9	X	X
KOR402	4th Level Korean	Choi	S, SU	3	15	8	X	X
KOR403	High-Advanced Korean I	Chang	F	3	17	0	X	X
KOR404	High-Advanced Korean II	Cheon	S	3	14	0	X	X
KOR420	Korean Composition	Kim M	S	3	15	0	X	X
KOR421	Media Analysis In Korean I	Chang	F	3	12	10	X	X
KOR422	Media Analysis in Korean II	Kim M	S	3	9	6	X	X
KOR425	Selected Readings in Korean	Kim J, Kim E, Kim D, Lee J	F, S	3	45	11	X	X
KOR451	Structure of Korean	Park M	F	3	13	1	X	X
KOR452	Structure of Korean	Park M	S	3	17	1	X	X

Music

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	MUS127B Asian Perform Koto	Miyashiro	F, S	1	14	4	X	X
100%	MUS311C Japanese Ensemble I	Miyashiro	S	1	5	5	X	X
100%	MUS311D Chinese Ensemble I	Kuan	F, S	1	10	8	X	X
100%	MUS311E Korean Ensemble I	Kim	S	1	4	5	X	X
100%	MUS311F Okinawan Ensemble	Kaneshiro	F, S	1	16	1	X	X
100%	MUS311I Gagaku Ensemble I	Shamoto	F, S	1	16	3	X	X
100%	MUS411D Chinese Ensemble I	Lau		3			X	
100%	MUS478E Musical Cultur in Kor	Lee	F	3	6	6		X

Philosophy

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	PHIL102 Asian Traditions	Ishida, Blakeley	F, S	3	29	1	X	X
50%	PHIL306 Philosophy of Art (half of course focuses on EA)	Odin	F	3	21	0	X	
50%	PHIL360 Buddhist Philosophy (course Covers EA)	Mun		3			X	X
100%	PHIL370 Chinese Philosophy	Cheng	F	3	15	1		X
100%	PHIL380 Japanese Philosophy	Ishida	F	3	20	0	X	X
100%	PHIL406 Intro to Zen	Cheng	S	3	5	1		X
100%	PHIL770 Sem in Chn Phil	Cheng	F	3	0	4		
100%	PHIL771 Sem in Yi-Jing	Cheng	F	3	0	2		
100%	PHIL780 Sem in Jpn Phil	Odin	S	3	0	11	X	X
50%	PHIL790 Sem in Comp Phil (Instructors are EA Scholars)	Odin, Ames	S	3	0	7	X	X

Political Science

<u>EA</u> Content %	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	POL305 Global Politics/Comp (Covers EA politics)	Friend, Zhou, Tekin, Brennan	F, S, SU	3	91	3	X	X
100%	POL307H Japan	Flowers		3				X
100%	*POL308 Chinese Political Econ (Cross-listed as ASAN 308)	Zhou	S	3	12	2	X	X
50%	POL315 Global Pols/Intl Rels (Covers EA relations)	Chadwick, Zhou, Grove	F, S	3	170	0	X	X
100%	POL333 Advanced Topics Global Politics: Two Ends of Asia EA Relations w/ Islamic Nations	Flowers	F	3	16	0		X
100%	*POL372 Asian Women Cross-listed as WS462, AMST438	Koikari	F	3	7	0	X	X
100%	POL645C Politics of China	Zhou	F	3	1	4	X	X
50%	POL680 Asian &/or Pac Pols (Covers EA)	Kimura	S	3	0	9	X	X

Religion

<u>EA</u> Content %	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
25%	REL150 World's Major Relgns (Covers Buddhism, Confucianism, Shinto, Taoism)	Frankel, Lamb, Siegel, Baroni, Sakashita	F, S, SU	3	1546	1	X	X
100%	REL203 Understanding Chn Rel	Andersen	F, S	3	23	1	X	X
100%	REL204 Understanding Jpn Rel	Baroni, Sakashita	F	3	47	0	X	X
50%	REL207 Understanding Buddhism (Covers EA)	Mohr	S	3	20	0		
50%	REL394 On Death and Dying	Mohr	F	3	13	1	X	X

	(covers Japanese Buddhism)												
80%	REL308 Zen Buddhist Masters (covers Buddhist masters in China, Japan, Korea and the West)	Baroni	3										X
50%	REL475 Sem on Buddhism	Baroni	3	15	1								
100%	REL476 Daoism: Phil&Rel	Andersen	3	8	2								X
100%	REL495 Sem in Rel.: Muslims in China	Frankel	3										
100%	REL661C Japanese Religions	Baroni	3									X	
100%	REL661D EA Buddhism	Mohr	3									X	

Sociology

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100%	SOC356 Sociology of China	Nakajima	F	3	30	0	X	X
100%	SOC357 Sociology of Japan	Kojima, Wang, O'Day	F, S, SU	3	35	0	X	X
100%	SOC358 Sociology of Korea	Koo	S	3	25	0	X	X
100%	SOC720 Comp Study of EA	Koo	S	3	0	4	X	X
100%	SOC722 Mod Jpn Society	Steinhoff	S	3	0	6		X
100%	SOC723 Mod China Society	Nakajima	F	3	0	4		X
80%	SOC750 Social Movements (focuses on EA)	Steinhoff	F	3	0	5		X
25%	SOC754 Social Stratification (readings include EA examples)	Koo	F	3	0	4	X	X

Theatre

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
60%	THEA325 Asian Acting (Covers	Iezzi	S	3	10	0		X

EA	Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100 %		THEA335 Taiji Round form for Actors	Leong	S	3	4	2	X	X
100 %		THEA420C Inter Voice for Actors: Asia (Beijing Opera)	Wichmann-Walczak		3			X	
100 %		THEA427 Chn Acting Wrkshp	Wichmann-Walczak	S	3	11	5	X	
100 %		THEA428 Jpn Acting Wrkshp	Iezzi		3				X
100 %		THEA465 Drama&Thea in Chn	Wichmann-Walczak	S	3	1	8		X
100 %		THEA466 Drama&Thea in Jpn	Iezzi	F	3	10	7	X	X
60 %		THEA625 Exp Asian Acting (Covers EA acting)	Iezzi	F	3	0	8		
100 %		THEA634 Taiji Wpns for Actrs	Leong	F	3	3	2		
60 %		THEA663C Asian Thea: Theories & systems (Covers EA)	Wichmann-Walczak					X	
60 %		THEA680 Directing Asn Theatr (Covers EA drama)	Pauka, Iezzi	S	3	0	5	X	X
100 %		THEA763C Sem in theatre: Chn	Wichmann-Walczak		3				X
100 %		THEA763D Sem in theatre: Jpn	Iezzi		3			X	

Women's Studies

EA	Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	12-13 UG Enrollment	12-13 G Enrollment	Offered 13-14	Offered 14-15
100 %		*WS346 20th c. lit by Chn Women Cross-listed as EALL364, ASAN364	Yue	S	3	5	0	X	X
25 %		*WS360 Pacific/Asian Women in Hawai'i (Covers EA hist/cult) Cross-listed as ES365	Lasky, Bovard	F, S, SU	3	51	1	X	X
100 %		*WS462 Asian Women (Cross-listed as AMST438, POLS372)	Koikari	F	3	15	3	X	X
25 %		WS463 Gender Issues in Asian Soc (includes EA examples)	Sharma	S	3	12	0		X

**PROFESSIONAL PROGRAMS/SCHOOLS
Architecture**

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
25%	ARCH271 World Arch A (Covers EA urbanization)	Bergum	F	3	44	1	X	X
25%	ARCH272 World Arch B (Covers EA development)	Bergum	S	3	39	1	X	X
25%	ARCH515 Asia-Pacific Arch History & Theory (Covers EA)	Leineweber	F	3	1	30	X	X

College of Business Administration

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
30%	FIN321 Intl Bus Finance (includes EA examples)	Misawa	F, S, SU	3	152	3	X	X
100%	FIN635C Jpn Financial Mgt	Bystrom	F	3	0	6	X	X

Management

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	MGT343 Comp Mgt Sys: US&Jpn	Bhawuk	F, S	3	51	0	X	X
100%	MGT670C Jpn Mgt Systems	Sakuda	F	3	0	8	X	X

Marketing

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	MKT381 Multinatl Mkt (Covers Asia market, esp. Chn)	Nariswari, Garrity	F, S, SU	3	130	0	X	X
100%	MKT652 Japanese Mkt Systems	Kotabe	SU	3	0	8	X	

College of Education

Educational Foundations

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
25%	EDEF360 Intr. MultiCult Edu (Perspectives on Asian Edu)	Reed, Tanabe, Lum, Di	F, S	3	95	4	X	X
25%	EDEF630 Cult Diversity & Educ (examples from EA)	Di, Kahumoku	S, SU	3	0	31	X	X
25%	EDEF669 Intro to Comp & Intl Edu (comparisons w/ EA)	Cheng		3			X	

Center for Interpretation & Translation

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
50%	TI401 Principles of Translation (at least 50% working in EA langs)	Zeng	F	3	12	1	X	X
85%	TI403 Intro to Interpretation (majority working in EA langs)	Zeng	S	3	12	1		X
85%	TI405 Principles of Court Interp (majority working in EA langs)	Zeng	F	3	12	1	X	X
85%	TI406 Community Interpreting (majority working in EA lang)	Zeng	S	3	7	1	X	
85%	TI407 Court Interpreting II (majority working in EA lang)	Zeng		3			X	
100%	TI408 Medical Interpreting	Zeng		3			X	
100%	TI414M Tech Transl (L2): Chn	Lu-Chen	S	3	14	1	X	X

100%	*TI425 Japanese Translation Cross-listed as JPN425	Tateyama	S	3	1	0	X	X
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School of Law

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	LWPA514 Law & Soc in Jpn	Levin		3			X	X
50%	LWPA556 Asian Comp Labor Law (includes EA examples)	Brown		3			X	
100%	LWPA575C International Legal Studies: China (rdgs in Chinese law)	Foster	S	1 to 14	0	2	X	X
100%	LWPA575J International Legal Studies: Japan (arbitration)	Enokawa		1 to 14			X	
100%	LWPA575K International Legal Studies: Korea (Law & Society)	Baik		3			X	
50%	LWPA579 International Bus Transactions (includes EA examples)	Levin	S	3	0	12	X	X
100%	LWPA586 Law & Society in China	Conner	F	3	0	6		X

Travel Industry Management

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
25%	TIM325 Tourism Dev Hawai'i, Asia & Pacific (includes EA)	Gershuni, Clark	F, S	3	39	0	X	X

Urban & Regional Planning

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>12-13 UG Enrollment</u>	<u>12-13 G Enrollment</u>	<u>Offered 13-14</u>	<u>Offered 14-15</u>
100%	*PLAN608 Politics&Dev: China Cross-listed as ASAN608	Kwok	F	3	0	2		X
50%	PLAN630 Urban & Regional Planning in Asia (incl. EA examples)	Das	S	3	0	8	X	X

40%	PLAN633 Globalization & Urban Policy (incl. EA examples)	Das	F	3	0	6	X	X
80%	*PLAN636 Cult&Urb Form in Asia (focus on EA) Cross-listed as ASAN636	Kwok	S	3	0	2	X	
80%	*PLAN638 Asian Develop & Urbanization(focus on EA) Cross-listed as ASAN638	Kwok	F	3	0	4	X	

1. EA Language Instruction									
GOAL 1: Increase the number of graduating students with intermediate and/or advanced EA language proficiency by the end of the grant cycle.									
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets			
						BL	T1	T2	T3
A) Increase by 2 the number of advanced Chinese language courses at UH B) Increase by at least 5% the number of students completing inter/adv. EA language courses at UH	A.1.1 Develop curriculum and materials for two 5th yr Mandarin Chinese language courses	Yrs 1-2	-Number of new 5th-yr Chinese language courses developed and taught by the end of year 4						
	A.1.2 Obtain course approvals	Yr 2							
	A.1.3 Teach new courses	Yrs 3-4							
	A.2 Collaborate with the NFLRC to develop and validate new computer adaptive test for reading Chinese (CATRAC)to improve the placement of Chinese language students for beginning through advanced level university Chinese courses	Yrs 1-4	-Development and validation of the test for placement purposes by the end of year 4						
	B.1 Recruit students for EA languages from across campus by distributing information on EA languages.	Yrs 1-4	-Number of students completing inter. and adv. level East Asian language courses (including the newly developed courses)						
	B.2 Recruit students from high schools and community EA language schools	Yrs 1-4	-Number of students enrolling in EA language courses.						
	B.3.1 Redesign Japanese language courses (JPN 101 to 202) and materials to increase communicative proficiency levels and improve articulation with inter. and adv. level courses	Yrs 1-2	-Number of revised Japanese and Korean language courses being taught by the end of year 4						
	B.3.2 Pilot test materials	Yr 3							
	B.3.3 Teach revised courses	Yr 4							

B) Increase by at least 5% the number of students completing inter/adv. EA language courses at UH	B.3.4 Conduct curriculum redesign workshop for community college Japanese language teachers to promote articulation across campuses	Yr 4																
	B.4.1. Redesign curriculum for advanced level Korean course to improve the oral proficiency of advanced students.	Yrs 1-2																
	B.4.2 Teach curriculum and test students with OPI	Yr 3																
	B.4.3 Analyze efficacy of new curriculum	Yr 4																
	B.5 Offer authentic opportunities for Japanese and Chinese language use by collaborating with the Theater Department on East Asian productions (Kabuki and Jingju / Beijing Opera)	Yrs 3 - 4																
2. Non-language Instruction																		
GOAL 2: Increase the number of students graduating with knowledge of the Asia-Pacific Region.																		
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets												
A) Establish an Asian & Pacific Islands Studies undergraduate certificate program in SPAS at UH	A.1 In collaboration with CPIS and Asian Studies, develop undergraduate certificate curriculum, allocate courses, and work toward UH approval. A.2 Develop and teach "Globalization in Asia and the Pacific" as the foundation course for the certificate	Yrs 1-4 Yrs 1-2 (Develop) Yrs 3-4 (Teach)	- Approval of the new certificate program by the end of year 4 - Number of students who have completed the foundation course by the end of year 4			BL	T1	T2	T3	T4								

<p>A) Establish an Asian & Pacific Islands Studies undergraduate certificate program in SPAS at UH</p>	<p>A.3 Advertise and recruit students for the new certificate program</p> <p>A.4 Organize and host international conference to share instructional resources on Asia-Pacific studies and deepen institutional linkages</p>	<p>Yr 4</p> <p>Yr 4</p>	<p>- Number of students who are working toward the Asia-Pacific certificate by the end of year 4</p> <p>- Number of conference participants</p>						
<p>B) Increase the number of middle and high school educators with knowledge of Asia-Pacific affairs through the establishment of an Asia-Pacific studies course for the College of Education</p>	<p>B. 1 In collaboration with CPIS and CSEAS develop curricula and implement new undergraduate course "Teaching Asia and the Pacific" to be offered for students at the College of Education and taught by faculty from the School of Pacific and Asian Studies.</p>	<p>Yrs 1-2 (Develop) Yrs 3-4 (Teach)</p>	<p>- Approval of the new course by the end of year 2</p> <p>- Number of times the course is offered by the end of year 4</p> <p>- Number of students who complete the course by the end of year 4</p>						

3. Outreach

Goal 3: Enhance the capacity of East Asian area and language studies instructors through teacher training workshops.

Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets				
						BL	T1	T2	T3	T4
<p>A) Increase by 60 the number of MSI and CC educators with knowledge of transnational China in Southeast Asia.</p>	<p>A.1 Collaborate with the Association of Regional Centers for Asian Studies (ARCAS) and the Univ. of Pittsburgh to plan teacher training workshops for MSI/CC faculty members</p> <p>A.2 Send one faculty member per year to present at ARCAS teacher training workshops on the mainland</p>	<p>Yr 1</p> <p>Yrs 1-4</p>	<p>- Number of MSI/CC faculty members who successfully complete the workshops by the end of year 4</p> <p>- Number of MSI/CC faculty members able to use new knowledge and skills from the workshop in course development and teaching</p>							

Appendix 4 UH NRCEA PMF

<p>B) Increase by 60 the number of MSI/CC language educators able to incorporate Project-Based Learning into their language classes by the end of the grant cycle.</p>	<p>B.1 Plan and implement four summer institutes in collaboration with the NFLRC at UH:</p> <ul style="list-style-type: none"> - Introduction to Project-Based Learning (Yr 1) - Cultura Online Language Cafes and Project Based Learning (Yr 2) - Assessment of Project-Based Learning (Yr 3) - Teacher Education Methods and Project-Based Learning (Yr 4) 	<p>Yrs 1-4</p>	<ul style="list-style-type: none"> - Number of MSI/CC language educators who successfully complete the workshops by the end of year 4 - Number of MSI/CC language educators able to apply project based learning to their teaching. 				
<p>C) Increase the capacity of at least 60 faculty members to improve business language instruction</p>	<p>C.1 UH EA language faculty present at CIBER conferences on innovations in business language teaching</p> <p>C.2 Collaborate with CIBER and NFLRC to plan and conduct Chinese business language workshop</p>	<p>Yrs 1-4</p> <p>Yr 3 (Plan) Yr 4 (Conduct)</p>	<ul style="list-style-type: none"> - Number of presentations given at CIBER language conferences by the end of year 4 - Number of language educators who participate in the workshop by the end of year 4 - Number of language educators able to improve business language instruction as a result of the workshop 				
<p>D) Enhance the language teaching skills of at least 60 pre- and in-service K-12 Chinese language teachers</p>	<p>D.1 Collaborate with Confucius Institute (CI) and the Center for Chinese Studies (CCS) to conduct annual teacher training workshop and summer sports camp for Chinese language teaching to middle and high school students</p>	<p>Yrs 1-4</p>	<ul style="list-style-type: none"> - The number of Chinese language teachers who complete the workshop by the end of year 4 				

D) Enhance the language teaching skills of at least 60 pre- and in-service K-12 Chinese language teachers		- The number middle and high school students who complete the summer language and sports camp by the end of year 4							
E) Enhance the language teaching skills of at least 60 K-12 and community Korean language teachers	E.1 Collaborate with the Korean Language Flagship Center to conduct teacher training workshops on teaching techniques, materials development, and instructional technology	Yrs 2-4	- The number of Korean language teachers who complete the workshops by the end of year 4						
4. Library									

Goal 4: Increase the availability of East Asian studies resources for the university, local, and national audiences.

Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets			
						BL	T1	T2	T3
A) Increase the availability of resources to a national audience by digitizing resources, creating metadata, preparing bibliographic information, and making them available to the public online	A.1 Digitize resources from Japanese and Okinawan Library Collections. A.2. Create metadata/ bibliographic information for resources and post on Library website.	Yrs 1-4 Yrs 1-4	- Number of resources digitized annually. - Number of resources posted on Library's site annually.						

Appendix 4 UH NRCEA PMF

<p>B) Increase the number of resources available for research on East Asia through the acquisition of at least 1000 resources on East Asia by the end of year 4</p>	<p>B.1 Travel to Japan, Korea, and China, to participate in professional workshops, seminars, and meetings to learn about new delivery systems and other trends in the field.</p>	<p>Yrs 1-4</p>	<p>- Number of professional workshops, seminars, and meetings attended by the end of grant.</p>						
	<p>B.2. Network with book vendors, publishers, and librarians at universities in EA to acquire resources through gifts, exchanges, resource sharing, discounts, and other agreements.</p>	<p>Yrs 1-4</p>	<p>- Number of resources acquired and made available for use by the end of grant.</p>						
	<p>B.3 Acquire and catalog at least 1000 new resources. Resources to include: newspapers, journals, photographs, and works on history, philosophy, gender, literature, culture (incl. pop culture), minorities, and diaspora.</p>	<p>Yrs 1-4</p>							
	<p>B.4 Subscribe to databases to access additional research materials on China (such as Scripta Sinica, Duxiu, and Dongfang Zazhi databases)</p>	<p>Yrs 1-4</p>							

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

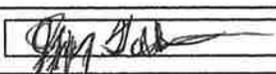
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
University of Hawaii	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Jeffrey Ibara Middle Name: <input type="text"/>
* Last Name: Ibara	Suffix: <input type="text"/>
* Title: Contracts and Grants Specialist	
* SIGNATURE: 	* DATE: 6/27/14

DISCLOSURE OF LOBBYING ACTIVITIES

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Approved by OMB

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

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application b. initial award c. post-award	3. Report Type: <input checked="" type="checkbox"/> a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: University of Hawaii 2440 Campus Rd, Box 368 Honolulu, HI 96822-2234 Congressional District, if known: HI-001	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: US Dept of Education	7. Federal Program Name/Description: National Resource Centers Program CFDA Number, if applicable: 84.015A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> N/A	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> N/A	
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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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: <u>Jeffrey Ibara</u> <small>Digitally signed by Jeffrey Ibara DN: cn=Jeffrey Ibara, o=U-Hawaii and Contracts Specialist, email=jbar@hawaii.edu, c=US Date: 2014.06.27 15:28:05 -1100</small> Print Name: <u>Jeffrey Ibara</u> Title: <u>Contracts and Grants Specialist</u> Telephone No.: <u>808-956-6058</u> Date: <u>6/27/14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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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.

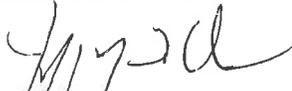
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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.

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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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Contracts and Grants Specialist	
APPLICANT ORGANIZATION University of Hawaii		DATE SUBMITTED 6/27/14



UNIVERSITY
of HAWAII
MĀNOA

June 23, 2014

Dr. Mary McDonald, Chair of EA Council
Dr. Terence Wesley Smith, Director of the Center for Pacific Islands
Dr. Kirsten Pauka, Director of the Center for Southeast Asian Studies
School of Pacific and Asian Studies
University of Hawai'i
Honolulu, HI 96822

Dear Mary, Terence, and Kirsten,

On behalf of the College of Education (COE) at the University of Hawai'i at Mānoa, I wish to express our support for your three applications for Title VI National Resource Center grants (East Asia, Pacific Islands, and Southeast Asia), specifically the collaborative project between SPAS and our College on the development of a new undergraduate course, *Teaching Asia and the Pacific*. This innovative course will partner area-studies faculty with faculty in the College of Education to prepare COE students who plan to teach Social Studies at the middle school or high school level. This project complements existing initiatives in COE that focus on Asia-Pacific including our Master's degree program (EdLeads), Educational Leadership in the Asia-Pacific region, student field study tours in Asia, and joint research and degree programs in Vietnam. In fact, I just returned from a trip to Vietnam where we visited nine universities and signed our fifth Memorandum of Understanding with Vietnam institutions to develop further international academic collaboration.

The College of Education's Institute for Teacher Education is the primary state-approved teacher education program preparing new teachers to be licensed by the Hawai'i Teachers Standards Board. Teachers in preparation must pass Educational Testing Service (ETS) Praxis II Content Knowledge exam in Social Studies, in which knowledge of Asia, the Pacific, and world affairs are vital to qualify for a social studies teaching license in grades 6-12.

Here at UH, we are fortunate to have distinct strengths in Asia and the Pacific. We strive continuously to incorporate those strengths into the classroom. We look forward to our collaboration on this effort.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Donald B. Young', written over a large, stylized flourish.

Donald B. Young
Dean, College of Education

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106



June 5, 2014

Mary McDonald, Ph.D.
Chair, East Asia Council
National Resource Center – East Asia
University of Hawaii
Moore Hall 216, 1890 East West Road
Honolulu, HI 96822

RE: Collaboration with the Association of Regional Centers for Asian Studies (ARCAS), 2014-2018

Dear Dr. McDonald,

For several years, the Association of Regional Centers for Asian Studies (ARCAS) has worked with the Asian Studies Center of the University of Pittsburgh, Center for Southeast Asian Studies and the National Resource Center-East Asia at the University of Hawaii, Manoa, to organize and develop faculty training for member institutions. ARCAS is a consortium of eight community colleges, one HBCU, and 11 regional universities working together to develop East Asian Studies for our 350,000 students.

We wish to continue our collaboration for faculty development. UH and Pitt faculty have participated in nine faculty development seminars across the United States for hundreds of our professors. Additionally, in the past three years over 30 ARCAS faculty have travelled with Pitt and UH faculty to Southeast Asia for faculty development on the topic of Overseas Chinese in Southeast Asia funded by the Luce Foundation and the NRCs. Pitt and Hawaii Center Directors have also organized workshops, presented papers, and given lectures at our national conference. Based on the success of these programs, we plan to continue our fruitful partnership in future years.

In 2014-2018, we will work with the three NRCs on a new “Transnational China in Southeast Asia” initiative. Growing out of the research already conducted on our Overseas Chinese project, this program will analyze the increasing impact of China on the modern development of Southeast Asia. It will be organized around yearly themes (Media and Popular Culture, Migration and Labor, Gender and Sexuality, Health and Ecology) that will involve annual faculty-training workshops hosted by ARCAS members. One of these annual events will be directed specifically at the six schools of education located on ARCAS campuses. We are applying to Luce Foundation for a summer research component to bring faculty from ARCAS institutions to Southeast Asia to work with Pitt and Hawaii faculty on curriculum development projects. The fruits of these collaborations will be made available on to the general public on the web.

ARCAS is dedicated to developing wider student access to international education and foreign languages at participating community colleges and universities. For that reason, as President, I warmly endorse the training proposals of the constituent centers for funding from the National Resource Centers Program of the U.S. Department of Education.

Sincerely,
Jeffrey Dippman
Jeffrey Dippman, Ph.D.
ARCAS President
www.arcas-us.org

*Professor, Philosophy and Religious Studies, and Director, Asia Pacific Studies
Central Washington University, Ellensburg, WA 98926, Jeffrey.Dippman@cwu.edu, 509 963-1830*