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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 San Diego State University Resea...

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	\$ 49,552	\$ 28,963	\$ 0	\$ 0	\$ 0	\$ 78,515
2. Fringe Benefits	\$ 11,812	\$ 8,505	\$ 0	\$ 0	\$ 0	\$ 20,317
3. Travel	\$ 8,000	\$ 33,000	\$ 0	\$ 0	\$ 0	\$ 41,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 5,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 13,500	\$ 7,500	\$ 0	\$ 0	\$ 0	\$ 21,000
9. Total Direct Costs (lines 1-8)	\$ 82,864	\$ 82,968	\$ 0	\$ 0	\$ 0	\$ 165,832
10. Indirect Costs*	\$ 6,629	\$ 6,637	\$ 0	\$ 0	\$ 0	\$ 13,266
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,493	\$ 89,605	\$ 0	\$ 0	\$ 0	\$ 179,098

***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: 7/29/2008 To: 7/29/2012 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS
- (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)?



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

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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 53,119	\$ 56,455	\$ 0	\$ 0	\$ 0	\$ 109,574
2. Fringe Benefits	\$ 19,030	\$ 20,260	\$ 0	\$ 0	\$ 0	\$ 39,290
3. Travel	\$ 6,000	\$ 13,000	\$ 0	\$ 0	\$ 0	\$ 19,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 78,149	\$ 89,715	\$ 0	\$ 0	\$ 0	\$ 167,864
10. Indirect Costs	\$ 6,252	\$ 7,177	\$ 0	\$ 0	\$ 0	\$ 13,429
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 84,401	\$ 96,892	\$ 0	\$ 0	\$ 0	\$ 181,293

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Guang Abstract.pdf**

Integrating and Enhancing Chinese Studies and Language at SDSU

Abstract

San Diego State University (SDSU) is the highest-ranked and second-largest university of the 23-campus California State University system. It has an exceptionally diverse faculty and student body and a firm commitment to international studies. We request UISFL funds to develop undergraduate education in Chinese language and society. Specifically, we request an UISFL grant to develop 5 new courses, 2 in Chinese Language and 3 in Chinese studies more generally. These courses will support the implementation of new Major-equivalent Chinese Studies and Language Emphasis and the creation of a Chinese Studies Minor. We will also expand education at SDSU about China through a boundary-crossing Faculty Development Workshop for SDSU faculty who specialize in regions other than China, institutionalize and strengthen SDSU's study abroad program in the greater China region, and offer two China-focused summer workshops for K-12 teachers in the San Diego area. Together, these activities will help create an *integrated* undergraduate program on Chinese studies, infuse Chinese studies scholarship in SDSU's larger international studies curriculum, and expand study abroad programs for students and expand community education about China, Taiwan and the worldwide diaspora communities.

SDSU already boasts geographical proximity to China, Sinologists from numerous departments, multiple opportunities to study in Chinese-speaking countries, and a large number of Chinese-American students. SDSU lacks, however, an integrated degree program that enables students to focus on multiple aspects of Chinese studies. With the support of the UISFL grant, SDSU will build on existing resources and faculty expertise to turn what is at present a scattered overview of a critically important area of the world into a comprehensive program.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-2009 UISFL Program Narrative.pdf**

Integrating and Enhancing Chinese Studies and Language at SDSU

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Integrating and Enhancing Chinese Studies and Language at SDSU

San Diego State University (SDSU) is the highest-ranked and second-largest university of the 23-campus California State University system. It is the largest university in San Diego, awarding over 6000 bachelor's degrees each year. Based on the Faculty Scholarly Productivity Index, SDSU was ranked the No. 1 most productive research university among schools with 14 or fewer Ph.D. programs in 2007.

SDSU seeks funding from the UISFL Program to integrate and enhance the Chinese Studies and Language (CSL) Program. CSL is housed within the Center for Asian and Pacific Studies in the College of Arts & Letters, the largest college at SDSU with 19 academic departments, 15 centers/institutes, a number of research journals, and an active network of international programs. A federally-funded CSL program fits squarely with SDSU's mission "to provide well-balanced, high quality education" through the "many and diverse departments and interdisciplinary programs," with particular focus on education that "shall extend to diverse cultural legacies."

Specifically, SDSU requests UISFL funds for curriculum development, faculty development, study abroad and outreach activities. Goals include: implementing a new interdisciplinary program in Chinese Studies & Language, designing and teaching new courses for the program, instituting a boundary-crossing faculty development workshop, institutionalizing study abroad programs, and building outreach programs such as K-12 teacher training workshops.

SDSU is dedicated to ensuring equal access and treatment for racial or ethnic minority groups, women, and handicapped persons. According to SDSU's Office of Employee Relations and Compliance, SDSU "shall maintain and promote a policy of nondiscrimination on the basis

of race, religion, color, sex, age, disability, marital status, sexual orientation, national origin, pregnancy, medical condition, and covered veteran status.” SDSU ranks No. 10 in the nation for bachelor’s degrees awarded to minorities (*Diverse Issues in Higher Education*, 6/2008) and No. 6 for bachelor’s degrees awarded to Hispanics (*Hispanic Outlook in Higher Education*, 5/2008). Since the 1998-1999 academic year, 33.2 percent of SDSU’s tenured or tenure-track faculty hires have been people of color. Over the same period, 47.3 percent of SDSU’s tenured or tenure-track faculty hires were women.

I. Plan of Operation:

The overarching purpose of developing SDSU’s Chinese Studies and Language (CSL) Program is two-fold: (1) to integrate China-related resources embedded in various schools and departments at SDSU so that we may offer a coherent major-equivalent emphasis program and a minor for undergraduate students, and (2) to enhance programmatic offerings in terms of newly-designed courses and study-abroad opportunities for students, and training and professional development activities for school teachers and SDSU professors in the area of Chinese studies.

We request an UISFL grant (1) to develop the courses necessary to implement a new Major-equivalent CSL Emphasis and to expand the number of course offerings in the Emphasis, including a collaborative course involving China specialists from different departments at SDSU; (2) to institute a Chinese Studies Minor to serve the needs of SDSU students, especially students in popular international studies programs such as International Business and International Security and Conflict Resolution; (3) to institute a boundary-crossing Faculty Development Workshop for SDSU faculty who specialize in other regions of the world (e.g. Africa, Europe, Latin America, Middle East); (4) to institutionalize and strengthen SDSU’s study abroad program in the greater China region, and finally (5) to institute two China-focused summer

workshops for K-12 teachers in the San Diego area. Together, these activities will help create an *integrated* undergraduate program on Chinese studies, infuse Chinese studies scholarship in SDSU's larger international studies curriculum, and expand study abroad programs for students and expand community education about China, Taiwan and the worldwide diaspora communities.

Paul Wong, Dean of the College of Arts and Letters, will be the Executive Project Director providing overall leadership on the CSL Program. Dr. Lei Guang, Associate Professor of Political Science and incoming Director of the Center for Asian and Pacific Studies, will be the Project Director in charge of the management of the Program. Dr. Guang will devote 25% of his assigned time administering CSL grant projects. He will oversee and maintain the budget for CSL grant projects, implement the new CSL Emphasis and advise students in it, administer the curriculum development outlined below and establish a Chinese Studies Minor during the grant period, direct the faculty development project, and work with core CSL members to implement the new CSL study-abroad and outreach activities. He will attend the annual meeting of Title VI project directors, arrange the internal and external evaluations, and write and submit the annual performance report to Dean Wong and to the US Department of Education.

He will be assisted by the co-Project Director, Dr. Kathryn Edgerton-Tarpley, Associate Professor of History. Drs. Guang and Edgerton-Tarpley will hold regular meetings with key CSL faculty members, the internal evaluator, and other key stakeholders to discuss such matters as budget, progress on activities and inclusion of students and faculty from diverse ethnic and disciplinary backgrounds in various project activities.

1. Curriculum Development, CSL Emphasis and Chinese Studies Minor:

Our first objective is to design and teach five new courses in the next two years to augment a new Emphasis in Chinese Studies and Language under the Asian Studies Major and a Chinese Studies Minor. As we will detail under Criterion VII, the new courses include: an introductory collaborative course on the Chinese world, two courses on Chinese language, including one on teaching Chinese as a second language, one topics course in Chinese history and one in Chinese politics. These courses are critical to the establishment of an attractive CSL Emphasis and a Chinese Studies Minor for SDSU students. Collaborative teaching on an introductory course also helps bring Chinese studies faculty together as an interdisciplinary team. It benefits students by exposing them to multiple CSL faculty members and disciplinary approaches early on in their studies.

We are in a position to start new course designs as soon as in Fall 2009 and to teach two of the five new courses in Spring 2010. In Fall 2010, at the start of the 2nd grant year when all the new courses will have been designed, the Project Director will consult with CSL faculty as well as the directors of popular international studies programs such as International Business (IB, 500 majors) and International Security and Conflict Resolution (ISCOR, 262 majors) to design a Chinese Studies Minor that would appeal to their students. Currently 90% of ISCOR majors have a minor, and about 65 IB majors study Chinese as their foreign language of choice.

2. Boundary-crossing Faculty Development Workshop:

Our second objective aims to provide Chinese studies training to specialists on Africa, Latin America, Europe, North America, and the Middle East and Islamic Studies with the intent of encouraging them to incorporate Chinese studies scholarship into their area-studies courses. As will be discussed under Criterion VII, this project is aimed to remedy the situation of

compartmentalization of Chinese studies and to greatly enhance the integration of Chinese studies into the overall international curriculum at SDSU.

The Faculty Development Workshop will consist of two parts, a two-week summer workshop in 2010, followed by ten days of travel-study in China in the summer of 2011. In Fall 2009, Dean Wong and Dr. Guang will consult with CSL faculty members to develop the criteria for selecting participants in the workshop. We will advertise the workshop widely to all SDSU faculty and by the end of Fall 2009, we will carefully identify eight participants from diverse ethnic and disciplinary backgrounds.

Several faculty members of the College of Arts and Letters have indicated a strong interest in the workshop, including Rebecca Moore (of Religious Studies) who is interested in incorporating Chinese religions in her course on New Religions, James Gerber (of Economics and Latin American Studies) who wants to update his popular International Economics textbook by including Chinese case studies, Huma Ghosh (of Women Studies) who is interested in teaching about Chinese women in her course on Women and International Movement, David Carruthers (of Political Science) who wants to infuse more China content in his Environmental Politics course, and Latha Varadarajan (of Political Science) who wishes to explore Chinese nationalism in depth in her class on Nationalism.

After the selection process, Drs. Wong and Guang will lead a series of planning sessions with the selected participants in order to identify Chinese studies themes or topics (e.g. religion, environment, or nationalism) that they would like to focus on in the workshop. Based on this information, they will invite four Chinese studies experts from within or outside SDSU as speakers in the first-year workshop in summer 2010. Dr. Edgerton-Tarpley will join Dr. Guang

in organizing the first-year workshop. Dr. Guang will provide an interim assessment of the first phase of the Faculty Development Workshop to Dean Wong by the end of summer 2010.

Faculty enrolling in the first-year workshop will be required to commit to participating in the 2nd part of the workshop which will take the form of a travel-study trip to China in summer 2011. In Fall 2010, Drs. Wong and Guang will consult CSL faculty and workshop participants to determine field sites and topics of interest, and proceed to make arrangements for the trip, including contacting local guest speakers. Two CSL members will serve as coordinators of the project and as expert guides on the trip. In making local arrangements, the coordinators will take advantage of SDSU's partnership with numerous Chinese universities and draw on the expertise of CSL members who have done extensive fieldwork in China. Each participant will be asked to revise at least one syllabus in his/her area of teaching to infuse Chinese studies content, and to propose future collaboration activities between them and Chinese studies faculty that will strengthen comparative international studies. The Project Director will assist our internal and external evaluators in assessing the final outcome.

3. Assessment and Coordination of Study Abroad Programs

Study abroad is an integral part of SDSU's effort to enhance its Chinese Studies and Language Program. CSL students are required to fulfill the capstone requirement by studying abroad for one semester in a Chinese-speaking environment. We are especially interested in attracting women students and students of color to participate in the summer programs by providing study-abroad scholarships to them.

The Study Abroad program will be under the leadership of Dr. Lilly Cheng, Professor of Speech, Language and Hearing Science and Managing Director of the Confucius Institute. In Fall 2009, Dr. Cheng will lead a three-person task force that will assess, streamline and

coordinate SDSU exchange programs in China. In the Fall, the task force will survey and assess existing active programs to clearly identify their strengths and weaknesses, consult with other University stakeholders (including Office of International Programs, IB and ISCOR) about their needs, and devise a concrete plan for consolidating and sustaining existing programs. As part of this process, at least one member of the task force will travel to China to visit selected sites and assess their conditions. Based on the assessment, the task force will draft a handbook describing available programs, quality and conditions of study at each site, enrollment procedures and other information that are useful for prospective study-abroad students and their academic advisors.

To better coordinate all SDSU programs in China, Taiwan, Hong Kong and Macau, we will designate Dr. Mei Zhong as a faculty study-abroad coordinator who will maintain contact with our partner institutions, provide on-going oversight and evaluation of each program, and act as a resource for students, faculty and academic units at SDSU on all questions related to student/faculty exchange with universities in the region.

In addition to ensuring the success of long-term student exchange programs, we seek to create short-term summer programs for students and community members, starting with one program at East China Normal University in Shanghai in summer 2010, and expanding to two sites (Shanghai and Capital Normal University in Beijing or Xiamen University) by summer 2011. Dr. Cheng will take a leading role in designing, advertising, recruiting students and faculty, advising and orienting students, and maintaining contact with Chinese host institutions.

4. Community Outreach and K-12 Teacher Training:

As detailed under Criterion VII, there is a recent surge in interest in China, Chinese language and culture in San Diego schools. To meet this demand, CSL faculty will partner with two other SDSU units, the International Studies Education Project (ISTEP) and the Confucius

Institute to offer two summer training programs on Chinese history, culture and society for K-12 school teachers. Drs. Lilly Cheng and Katheryn Edgerton-Tarpley will be in charge of the outreach program, working closely with Dr. Elsie Begler, Director of ISTEP. The goals of the workshop are to: 1) support Chinese language teachers with lessons and materials on Chinese history, geography, economics, arts, and other aspects of culture for use in language teaching; and 2) to provide other teachers with content background, materials and instructional approaches for improving teaching about the Chinese world at the K-12 level. Particular attention will be paid to recruiting K-12 teachers from disadvantaged school communities in the region. Planning for the first summer K-12 workshop will start in Spring 2010, and the first workshop will be held in summer 2010, followed by a second workshop in the summer of 2011.

II. Quality of Key Personnel

Dr. Paul Wong, Dean of the College of Arts and Letters, will be the Executive Director of the Project. Dean Wong is committed to advancing international studies curriculum at SDSU, and he is very active in expanding and strengthening Chinese studies. He received his Ph.D in sociology from University of California-Berkeley, and has held academic appointments at a number of universities, including the UC-Berkeley and San Diego, University of Illinois, Arizona State University, and Washington State University. From 1999 to 2003, he was a faculty associate of the Center for Chinese Studies at University of Michigan, Ann Arbor. While serving as the Dean of the largest college at SDSU, Dean Wong also directs the Presidential Task Force on Asia, which focuses on expanding SDSU programs in China and other Asian countries. He has been instrumental in establishing many exchange programs with Chinese, Taiwanese and Hong Kong universities, and most recently, in setting up the SDSU-Xiamen University partnership for the Confucius Institute. Dean Wong's commitment to international education,

combined with his strong credentials and experience will continue to enhance SDSU's international studies programs, Chinese studies and language in particular.

The Project Director will be Dr. Lei Guang (Ph.D. 1999, University of Minnesota), Associate Professor of Political Science and the incoming Director of the Center for Asian and Pacific Studies. Dr. Guang specializes in comparative politics, development studies, and Chinese politics. He has published extensively on rural migrants, labor politics, and the political discourse in China. For his research, he has traveled widely to conduct fieldwork in China. He has won numerous fellowships and research grants, including an ACLS grant (2007-08), a Research Fellowship at Yale University's Program in Agrarian Studies (2004-05), and a Post-doctoral Fellowship at the Center for East Asian Studies at Stanford University (2002-03). In 2007-2008 he was a Visiting Professor at Tsinghua University in Beijing, China.

At SDSU, Dr. Guang has served as the Undergraduate Advisor, and chaired the Undergraduate Committee and Lecturer Evaluation Committee for the Political Science Department. He has served on the Department's Personnel Committee and on the International Programs Committee of the College of Arts and Letters. He is also a member of the ISCOR Executive Board that oversees its curriculum. As past President of the Overseas Young Chinese Forum (OYCF), a non-profit organization with an annual budget of about \$90,000, he oversaw OYCF's annual conference and teaching programs in China, funded by private donation and Ford Foundation grants. Dr. Guang's expertise in the China field and his experience in organizing conferences and leading community organizations have provided him with the kind of experience and training needed to direct the proposed CSL grant projects.

Dr. Kathryn Edgerton-Tarpley (Ph.D. 2002, Indiana University) is the co-Project Director of the CSL grant program. She and Dr. Sandra Wawrytko (Ph.D. 1976, Washington University)

will be the coordinators for the introductory course *Understanding the Chinese World*, to be team-taught in Spring 2010 and 2011 by six CSL faculty members. Dr. Edgerton-Tarpley's research and teaching areas include late imperial and modern Chinese history, Chinese social and cultural history, famine studies, and gender and sexuality. She was the co-organizer of a public lecture series on Chinese history in 2004-2005 and a Chinese-life-through-film series in 2004. In addition to coordinating the team-taught course, she will develop the new course on Gender and Sexuality in Chinese History, and assist the Project Director in faculty development and community outreach projects.

Dr. Sandra Wawrytko will work with Dr. Edgerton-Tarpley on developing, teaching and coordinating the collaborative course. Her research interests include Buddhist, Daoist, and Confucian philosophy. She teaches courses on Chinese and Buddhist Philosophy as well as courses on contemporary Asian philosophers and cultural traditions. She is the President of the Charles Wei-Hsun Fu Foundation, which supports new interpretations of Asian philosophies and funds scholarships for SDSU students studying Chinese thought and culture.

Our two resident Chinese language experts will each design a new course, and will contribute to the collaborative course, study-abroad programs and teacher-training workshops. Dr. Regina Wu (Ph.D. 2000, UCLA) is Associate Professor in the Department of Linguistics and Asian/Middle Eastern Languages. Her research interests include conversation analysis, pragmatics, functional linguistics, interpersonal communication, language assessment, and teaching Chinese as a second language. She teaches courses in Elementary, Intermediate, and Advanced Chinese. She will design the proposed course on Teaching Chinese as a Second Language.

Dr. Zheng-sheng Zhang (Ph.D. 1988, Ohio State University) is Associate Professor in the Department of Linguistics and Asian/Middle Eastern Languages. His research interests include the linguistic structure of the Chinese language, Chinese language pedagogy, and computer-aided language instruction. Dr. Zhang teaches Elementary, Intermediate, and Advanced Chinese, and has participated in several projects supported by the Title VI Language Acquisition Resource Center at SDSU. In addition to contributing lectures to the collaborative course, he will develop a new advanced readings course in Chinese, *Varieties of Chinese*, which introduces students to a variety of genres of writing in Chinese from different time periods and regions of the Chinese world. Dr. Zhang will also be a member of the CSL task force on study abroad programs.

Dr. Li-Rong Lilly Cheng (Ph.D. 1983, Claremont Graduate School/SDSU) will lead the CSL team in coordinating study abroad programs, developing new summer programs in China and strengthening community outreach in San Diego. Dr. Cheng is Professor in the School of Speech, Language, and Hearing Sciences and the Managing Director of the Confucius Institute at SDSU. She has led many SDSU cultural and study tours to China, and will be leading a pilot summer program in Shanghai in 2009. She has organized many community cultural events including the annual celebration program for Asian Heritage Month in May. Given her leadership experience in the community and her commitment to educational exchange between the US and China, she will play a dynamic role in developing community outreach and study abroad programs in China.

Dr. Mei Zhong (Ph.D. 1996, Kent State University) will be a key member of the task force on study abroad programs. Dr. Zhong is Associate Professor of Journalism and Media Studies. Her research and teaching interests include intercultural communication, China's population policy, intergenerational change in Chinese society, and cross-cultural interactions

between Chinese and Americans. She has received grants from SDSU's Office of International Programs in the past to set up student exchange programs in China and works closely with IB and ISCOR students who study in China. She will contribute to the collaborative course and coordinate study abroad programs in China, Taiwan, Hong Kong and Macau.

Dr. Andrew Abalain, Assistant Professor of History (Ph.D. 2003, Cornell University) will be a contributing faculty in the collaborative course and teacher-training workshops. His research and teaching interests include World History, Southeast Asian History and the Chinese Diaspora in Southeast Asia. Other CSL members who will contribute to the collaborative course and to summer teacher workshops include: ▪ Dr. Hiroko Johnson, Associate Professor of Art History (Ph.D. 1994, University of Southern California). Dr. Johnson's research interests include East Asian Art History, particularly eighteenth-century painting. She teaches courses on Asian, Chinese, and Japanese Art History. ▪ Dr. Ming-Hsiang Tsou, Associate Professor of Geography (Ph.D. 2000, University of Colorado at Boulder). Dr. Tsou's research interests include: Internet-based Geographic Information Systems, Cartography, distributed computing, intelligent agents, and metadata modeling. He coordinates SDSU's faculty and student exchange program with National Taiwan Normal University. ▪ Dr. Li An, Assistant Professor of Geography (Ph.D, 2003, Michigan State University). Dr. An's research interests include landscape ecology and human-environment interactions such as population, development, and their environmental effects in developing countries like China. He has on-going research projects in China that study interaction between local subsistence farmers and protected wildlife species.

Julie Su (Master of Librarianship, UC Berkeley) has been our resident Asian Studies Librarian and Head of Serials Department since 2001. Librarian Su has worked to strengthen the SDSU library's Asian Studies collection and to make Chinese-language sources accessible via

the library's online catalogue. She will be in charge of processing Chinese monographs and journals that come to SDSU and responsible for using grant funds to enhance the library's collection of Chinese-language reference works, books, and journals.

Dr. Elsie Begler (Ph.D.1980 Cultural Anthropology, Columbia University; M.Ed. 1973, Harvard University.) As founding Director of ISTEP, Dr. Begler has extensive experience serving as a "cultural broker" between the university and K-12 schools, and a long history of active collaboration with precollegiate educators and schools in designing and coordinating professional development programs that address the needs of the classroom teacher. She has published in education journals and has authored curriculum on teaching global perspectives at the K-12 level.

III. Budget and Cost Effectiveness:

The proposed budget to integrate and enhance Chinese Studies and Language at SDSU is designed to ensure that we meet program goals in a cost-efficient and sustainable manner. The goals of the UISFL program are strengthening and improving undergraduate instruction in international studies and foreign languages. The proposed Chinese Studies and Language Program seeks to meet these goals by creating an integrated undergraduate curriculum that brings together existing campus resources, augmented by expanded course offerings, the training of non-Chinese studies faculty at SDSU, new study-abroad opportunities and outreach projects.

The bulk of the funds we seek will be used to enhance international education. This will be done in three ways. First, Title VI funds will be used to directly support the creation of a new collaborative course. The course, "Understanding the Chinese World," will be coordinated by one CSL faculty with five other CSL faculty contributing modular units on Chinese geography, history, philosophy, religion and politics. We request \$5,500 for stipends for six faculty

members per year to participate in this team-taught, interdisciplinary class. This course will expose 50 first and second-year students each Spring semester to a wide range of issues and faculty, attracting students to pursue further study in this area. This investment will be met with substantial cost-sharing by SDSU CAL, who will provide \$20,026 in salary for the faculty coordinating the course.

Second, Title VI funds will be used to develop four new Chinese language, history and politics courses that build on the strengths of CSL faculty and strategically enhance the existing curriculum so as to improve the coherence, attractiveness, and viability of the Chinese Studies and Language Emphasis and the Chinese Studies Minor. A total of \$16,000 will be paid to faculty to develop the new courses for the two-year period. This investment will be greatly enhanced through cost sharing: SDSU College of Arts and Letters will provide \$40,371 (plus fringe) for the instruction of the new courses over a two-year period.

Third, the proposed program further enhances international studies at SDSU by training key international studies faculty with regional expertise in areas other than Chinese studies. We seek a total of \$36,200 in UISFL funds to support an innovative two-year Boundary-crossing Faculty Development Workshop. The grant will be used to pay \$3,200 to eight SDSU faculty participants for a two-week seminar and \$8,000 as honorarium to four Chinese studies experts teaching the seminar in summer 2010. In year two, \$25,000 will be used to pay for a) travel cost of the eight participants, b) travel costs for two CSL members as expert guides and coordinators on ten-day field study trip to China, and c) stipends for local Chinese speakers who will be engaged to lecture at the workshop. We budget conservatively for \$2,500 per person in grant funds to pay for the travel and per diem cost, and the College of Arts and Letters will contribute \$10,000 in matching travel funds to support the second-year China Workshop.

SDSU has already made substantial investments in Chinese language instruction and in Chinese studies courses, offering a Minor in Chinese Language, thirteen language courses and seven content courses. As a result, we seek only limited funds in the area of Chinese language curriculum development, focusing on strategic courses that will promote faculty collaboration, fill curriculum gaps in contemporary Chinese politics and in Chinese women in history, and contribute to the preparation of public school in Chinese language instruction. In short, these new courses are carefully targeted for maximum impact and cost efficiency as Title VI funds will be used to develop these courses and SDSU will provide funding for teaching them.

To support curriculum instruction, we also request \$5,000 to pay for Chinese studies reference works and monographs that CSL faculty will need to effectively teach these new courses. Our library has a small Chinese studies collection, whose growth has been negatively impacted by budget crises in recent years. The library augmentation fund will enable CSL faculty to purchase key reference works and texts that meet essential instructional needs.

The proposed project further enhances and expands undergraduate instruction in Chinese language and international studies through targeted support for study abroad. We seek \$9,000 to support annual faculty-led summer programs in China and \$3,000 to support travel of one faculty to China to review existing exchange programs and establish new ones. These funds will be used to support faculty travel costs, thereby reducing summer program costs to students and increasing the participation of low-income and minority students. SDSU Office of International Programs will supplement by allocating \$9,000 for the cost necessary in setting up the summer programs and the evaluation of exchange programs. In addition, it will provide \$20,250 (one course release per year for Dr. Mei Zhong, plus fringe) to create the position of a faculty coordinator for all study abroad programs in the greater China region.

Finally, we seek funds to improve instruction of K-12 teachers in international studies (Invitational Priority 1). \$10,000 (\$5,000 per year) will be used to support the instruction of summer teacher workshops, designed to enhance their knowledge about Chinese culture and history and to introduce them to instructional resources for use in the classroom.

Administration, evaluation, and communication are essential to the overall cost effectiveness and sustainability of the project. To ensure that all program elements are working effectively, we seek \$41,315 in salary (plus fringe) for 25% of the salary of Dr. Lei Guang, Project Director and Associate Professor of Political Science. This federal support for administrative costs will be supplemented with SDSU support for administrative assistance (\$28,927 plus fringe for Maren Casteñeda). Dr. Guang will be responsible for implementing all the grant projects, overseeing the budget, and performing periodic reviews. He will also be attending the annual Title VI UISFL meetings, for which we budget \$4,000 for two years. The ongoing development of the program will be enhanced by internal and external evaluation throughout the grant period. We request \$5,000 each year to cover the cost of internal and external evaluations.

The overall cost effectiveness of the program is enhanced by the prudent decision of the CSL faculty to offer the CSL Emphasis and the Chinese Studies Minor within the existing Asia and Pacific Studies Program, rather than as an independent major. This decision greatly reduces overhead and administrative costs and builds on existing SDSU faculty strengths.

IV. Adequacy of Resources

SDSU has prepared adequate resources to ensure successful implementation of a Chinese Studies and Language Program.

1. Existing curriculum: SDSU offers a range of Chinese language courses, from Elementary Chinese to Advanced Chinese to special-purpose Chinese language courses which students may now take toward a Minor in Chinese. Inclusive of language courses, there are now 20 courses whose content focus is exclusively on Chinese studies or language. In addition, 28 courses offer some content on China, Taiwan and the Chinese diaspora (e.g. Politics of East Asia). Building on existing strength, SDSU is committed to funding the teaching of all new CSL courses.
2. Language learning facilities: The Language Acquisition Resource Center (LARC) at SDSU runs two language labs that support an extensive collection of language learning resources, tools for assessment, and tech support for teaching language through technology. The newly-established Confucius Institute provides multi-media Chinese language learning software such as *Approaching Chinese* published by China Central Radio & TV University Press, and *Basic, Intermediate and Advanced Chinese*, published by China Panoramor. It also has a growing collection of Chinese language textbooks for learners of Chinese as a second language, published by major educational publishers in China.
3. Library: Besides English-language monographs and journals on Chinese studies and language, SDSU library has a small collection of Chinese-language works that consist of 3200 monographs and 4 active journal subscriptions. In addition, SDSU will receive 7000 volumes of Chinese language books from its Chinese partner institution Xiamen University to support SDSU Confucius Institute activities. Librarian Julie Su works closely with students and faculty in the area of Chinese studies and language.

4. Student scholarships for study abroad: SDSU Associated Students has created a Study Abroad Scholarship fund, allocating approximately \$300,000 annually to support student participation in travel study. This University commitment greatly increases our ability to include low-income students in study abroad, which also increases the racial and ethnic diversity of students participating in the program.
5. Office space: Project Director, Dr. Lei Guang, will be allotted office space in the new Arts and Letters building to carry out his responsibilities.

V. Plan of Evaluation:

Program evaluation is given the highest priority to strengthen program implementation and accurately measure impact. To ensure a thorough evaluation of various activities, CSL will hire one internal evaluator and one external evaluator for the project. The evaluation plan will guide broader examination of the CSL content and the extent to which program activities are on-target, meet audience needs and expectations, and result in products that fulfill and promote the outcomes below. The internal evaluator, Dr. Doreen Mattingly, who has extensive experience evaluating Title VI centers on campus, has designed the evaluation plan and will monitor the evaluation process throughout the grant cycle. Dr. Mattingly is the Director of Programs and Initiatives for the College of Arts and Letters and the current evaluator for three current Title VI programs at SDSU. In addition, she is on the program evaluation team for a range of community health and social service programs.

The evaluation will be designed based on the CIPP model¹ developed by the Western Michigan Education Evaluation Center. Corresponding to the letters in the acronym CIPP, this

¹ Stufflebeam, D.L. (2000). The CIPP model for evaluation. In D.L. Stufflebeam, G. F. Madaus, & T. Kellaghan, (Eds.), *Evaluation models* (2nd ed.). (Chapter 16). Boston: Kluwer Academic Publishers.

model's core elements are Context, Input, Process, and Product evaluation. Given the nature of the activities and the short time period, the evaluation of this project will focus primarily on process and product evaluation. The evaluation plan includes quantitative and qualitative measures, and both summative and formative evaluation techniques. Summative evaluation involves the ongoing collection of feedback about programs; formative evaluation provides information about a programs' efficacy.

Process evaluation will be quantitative as well as descriptive. Throughout the funded period, the internal evaluator will work with administrative staff to collect and summarize data to monitor program implementation and progress to targets. Target numbers, identified in Table 1, include the number of students and teachers served. These data are useful from an accountability standpoint, since they provide evidence that the program is on track and responsive, as well as indicating areas where goals are not being met. These data also facilitate cost/benefit analysis of program expenditure and student impact.

Product evaluation seeks to answer the question "Did it succeed?" The five components to be evaluated in such a manner are: 1) China Studies content-courses developed, 2) Boundary-Crossing Faculty Development Workshop, 3) faculty-led summer study abroad programs, 4) K-12 teacher training, and 5) Chinese Language courses.

1) *China Studies content courses*: The new courses developed with the support of this grant will be assessed through standardized pre- and post-class surveys containing 4-6 questions designed to measure the course impact in achieving the following overall goal of CSL: students will develop an international mindset so that they can become true global citizens. Instruments developed for this project will make use of the Thunderbird College "Global Mindset" student

survey as well as recently published findings on cultural quotient indicators. The survey will provide evidence of the ability of the diverse courses funded to achieve common learning goals.

INITIATIVE	PROCESS EVALUATIONS— PROGRESS TO TARGETS YEAR 1 (2009-10)	PROCESS EVALUATIONS— PROGRESS TO TARGETS YEAR 2 (2010-11)	PRODUCT EVALUATION
Curriculum			
“Understanding the Chinese World”	- Develop course - Teach course to 50 students	- Teach course to 50 students	- Pre and Post survey of students in 1 class to measure global mindset
Language Courses	- Develop and propose 2 courses - Teach 1 course to 12 students	- Teach 1 course to 12 students	- Pre and Post test in language comprehension - Demo teaching of TEFL students to measure gains in skill
Chinese Studies content courses	- Develop and propose 2 new courses	- Teach 2 new courses to 80 students	- Pre and Post survey of students in 3 classes to measure global mindset
Develop Chinese study Minor		- Develop and propose minor - Develop learning goals for minor	
Faculty Development Program	- Provide workshop in San Diego for 8 SDSU faculty specializing in regions other than China	- Provide workshop for 8 SDSU faculty who specialize in regions other than China - Incorporate Chinese Studies material in 8 existing courses	- Interviews with workshop participants to evaluate experience and assess impact on syllabi
Study Abroad	- Take 20 students to China in faculty-led program in Shanghai	- Take 40 students to two faculty-led summer programs in China	- Pre and post surveys of student participants to measure knowledge and perceptions of China
Outreach			
Chinese Studies teacher workshops	- Develop curriculum - Provide instruction to 20 K-12 teachers	- Provide instruction to 20 K-12 teachers	- Evaluation surveys of program participants to collect opinions about experience of workshop
Other			
Library Augmentation in Chinese studies	- 7000 Chinese-language books from China - Purchase of CSL faculty-identified reference works & monographs on Chinese studies	- Purchase of CSL faculty-identified reference works and monographs on Chinese studies	
Project coordination	- Hold 5 meetings of key faculty	- Hold 5 meetings of key faculty	

2) *Boundary-Crossing Faculty Development Workshop*. The goal of this workshop is to increase the inclusion of Chinese studies area content in courses that focus on the other regions of the world. The workshop's impact will be measured through qualitative, formative, one-on-one interviews by the evaluator. During the interviews, participants will be asked to provide syllabi, explain how their course content was changed, and assess the overall value of the workshop in providing support for the integration of Chinese studies material in existing courses.

3) *Faculty-led summer programs*: Students participating in the three faculty-led summer programs will complete surveys before and after their trip as part of a summative, quantitative evaluation. The surveys will be designed to assess their knowledge about and perceptions of China. Development of the survey tools will be undertaken as part of an ongoing college-wide initiative to evaluate the impact of study abroad on student learning. Survey results from the first year will be considered in setting up program at the second site.

4) *K-12 Teacher Training*: The workshops will receive quantitative, summative evaluation via surveys in use in existing ISTEP programs that gauge the responses of teachers to presentations and specific learning goals, as well as follow-up surveys assessing the impact of the workshop on classroom teaching. Results will be analyzed and shared with workshop designers, instructors, and key CSL faculty. The sharing of evaluation survey data from year 1 will play a key role in modifying the second year workshop.

5) *Chinese Language Courses*: The instruction of Chinese language will be assessed through pre- and post-test of students taking the "Varieties of Chinese" course. A holistic reading proficiency pre-test will be given by the instructor before the class to establish a baseline in student comprehension of different genres of Chinese writing. A post-test will be given at the end of the course to gauge the progress students have made in reading comprehension. Results

from the test will be used to guide future revision of the course. Evaluation for the course “Teaching Chinese as a Second Language” will be done through demo teaching by students to evaluate their mastery of pedagogical skills and their awareness of the unique challenges facing learners of Chinese as a second language.

Dr. Jeffrey Wasserstrom, Professor of Chinese History at the UC-Irvine and a former director of East Asian Studies Center at Indiana University, will be asked to conduct an outside evaluation at the end of each grant year. He will begin by interviewing the Project Director, relevant faculty members involved in implementing grant projects, and the directors of the Confucius Institute, ISTEP, ISCOR, IB, and LARC to determine in what specific ways CSL courses and projects have enhanced those programs. Dr. Wasserstrom will also interview the CSL Study Abroad Coordinator to evaluate the effort to institutionalize study-in-China options and to establish new summer programs. He will examine enrollment figures for the new courses developed with grant funding, examine the project budget, and make recommendations as to how best to strengthen the CSL program. First-year assessment results will be used to guide the design of activities in the second year.

Finally, it is worth noting that one of the program elements is inherently evaluative in nature. As the first step toward improving and institutionalizing Study Abroad, a task force directed by Lilly Cheng will survey and assess current programs through which SDSU students study in China; in other words they will conduct a formative, qualitative evaluation of existing programs that will inform future decision-making about study abroad.

Evaluation Results: The Project Director will meet regularly with the internal evaluator to discuss evaluation findings and incorporate them into ongoing activities. Feedback loops will be built into decision-making processes to take advantage of the inputs from process and outcomes

evaluations. At the end of each year, CSL faculty will convene to discuss the progress of various projects and the results of the evaluation. Drafts of all evaluation findings will be distributed to stakeholders prior to the meetings to ensure feedback and transparency. At these meetings the findings of both the internal and external evaluators will be incorporated into future planning.

VI. Commitment to International Studies

Located in a border region, SDSU has a long-standing involvement in international education. President Steve Weber and Provost Nancy Marlin have made the internationalization of the curriculum and international education a primary goal of the University. SDSU offers over 190 study abroad programs in 46 different countries. No fewer than 17 majors at SDSU have study-abroad requirements. The number of students studying abroad has increased from 16 in 1997-1998 to 1624 in 2006-2007. Last year, SDSU students voted to raise student fees permanently to create an annual scholarship fund of \$300,000 for study-abroad purposes. The Association of International Educators and the State Department's Bureau of Educational and Cultural Affairs recognize SDSU as one of the top six internationalized campuses in the US.

SDSU's commitment to international studies is manifest in its support for many excellent interdisciplinary international programs. SDSU has a U.S. Department of Education National Resource Center in Latin American Studies that offers multidisciplinary B.A. and M.A. programs. It supports research, community outreach, study abroad, and other activities dedicated to teaching students, professionals, and community members about Latin American economies, history, society, culture, and languages. Other regional studies programs include European Studies, Africana Studies and Asian and Pacific Studies.

SDSU hosts the Language Acquisition Resource Center (LARC), one of fifteen Title VI Language Resource Centers in the US, with the mission of developing the teaching and learning

of foreign languages through research, technology, and publications. LARC has extensive lab resources for language teaching and testing that are open to all students. SDSU is also home to the Center for International Business Education and Research (CIBER), a national center of excellence funded by a grant from the U.S. DOE. The CIBER program aims to help ensure long-term U.S. competitiveness by linking the labor and information needs of U.S. business with the international education and language training capacities of universities across the country.

SDSU's interdisciplinary International Business (IB) program, ranked among the top 15 International Programs in the U.S., enrolls about 1000 majors and pre-majors. The International Security and Conflict Resolution (ISCOR) program, the first of its kind in California, has over 260 majors and draws faculty from three colleges in an innovative curriculum on global affairs. Both programs require students to study or complete an internship abroad. Because the number of IB and ISCOR students who take courses in Chinese studies and language is increasing, both programs strongly support enhancing the Chinese Studies and Language Program, which will also provide more study abroad options for students.

SDSU's Office of International Programs (OIP) funds faculty travel grants, coordinates international exchange programs, serves as an information clearinghouse for international projects and programs, and supports the university's goal of "creating a global campus" by promoting internationalization in curriculum content and cultural campus activities. SDSU's International Student Center provides information about over 190 study abroad programs.

The importance of International Programs at SDSU is particularly highlighted by the administration's enthusiastic support of the proposed CSL program. Since joining SDSU in 2003, Dean Paul Wong has shown his support for Chinese Studies by hiring Sinologists in several academic departments, promoting the establishment of additional study abroad options in

China, Taiwan and Hong Kong, and encouraging the discussion among the Chinese studies and language faculty to establish a CSL Emphasis. SDSU also strongly encourages student exchange and study abroad China, Taiwan, Hong Kong and Macau. At present, SDSU maintains 18 active exchange programs in the region (13 in China, 2 in Taiwan, 2 in Hong Kong and 1 in Macau). Since 1999, SDSU's OIP has spent \$93,157 on faculty grants for setting up study abroad programs in the region. In 2008, SDSU established a Confucius Institute in partnership with China's Xiamen University to promote Chinese language education in the San Diego region.

SDSU's commitment to international studies in general and to Chinese studies and language instruction in particular prompted faculty to begin exploring the possibility of setting up an integrated CSL curriculum in 2007. Core CSL faculty, including Drs. Lei Guang, Katherine Edgerton-Tarpley, Zhengsheng Zhang, Regina Wu, Julius Tsai, Ming-hsiang Tsou and Sandra Wawrytko took the initiative to design the curriculum in 2007. After many conversations, a new Chinese Studies and Language Emphasis within the Asian Studies Major was proposed in 2008. Both Dean Wong and the University Curriculum Committee enthusiastically endorsed the proposal. With UISFL funding support, we will now be able to start implementing the new Emphasis as early as Fall 2009 and expanding course offerings in the next two years.

The new CSL Emphasis is a result of collective deliberation among CSL faculty. Its implementation will further enhance collaboration among CSL faculty members. The proposed core course, *Understanding the Chinese World*, will be team taught by six CSL faculty members each year. CSL faculty will also collaborate in summer workshops, and on faculty development and study-abroad programs.

The College of Arts and Letters and its constituent departments fully support the CSL program and are committed to funding the teaching of new CSL courses after they have been

designed. SDSU's international studies community has expressed keen interest in and support for the boundary-crossing faculty development workshop. The Office of International Programs has committed funds in the form of faculty travel support and student scholarships to assist CSL's study abroad initiatives. Campus centers such as ISTEP are committed to working with CSL faculty members to extend the knowledge about Chinese language, history, culture and politics to the local community (See "letters of support" from all units mentioned above). Finally, as the incoming Director of the Center for Asian and Pacific Studies, Dr. Lei Guang will be well positioned to provide leadership on developing the CSL program and ensuring its long-term growth under the Center.

SDSU will commit substantial institutional funds in support of CSL program activities. As is made clear in the budget narrative, SDSU will provide funding of \$81,415 in two years toward teaching the new CSL courses. For faculty development, CAL will set aside \$10,000 for faculty travel during the second year. On the administrative side, CAL will provide office space for the Project Director, and pay for one half of an administrative assistant for the CSL program. To boost study-abroad programs in the greater China region, SDSU's Office of International Programs will provide release time for a study-abroad coordinator who will become the go-to person for all SDSU study-abroad programs in China, Taiwan, Hong Kong and Macau. In addition, it will support setting up summer programs by providing \$9000 as faculty travel support, and make study abroad scholarships available to students going on such programs.

VII. Elements of the Proposed International Studies Program:

SDSU's Chinese Studies and Language program will serve students' needs *directly* by expanding opportunities available to them, and *indirectly* by improving the knowledge of K-12 teachers and SDSU professors about China, the Chinese world and the Chinese language. Thus

our proposed program can be viewed as a multi-tiered endeavor targeting three main constituent or target groups: SDSU students, international studies faculty, and San Diego area K-12 teachers.

1. Creating the New CSL Emphasis and Expanding Course Offerings

One major goal of our curricular initiatives is to construct a Chinese Studies and Language Emphasis as a way of integrating and coordinating curriculum development in the area. CSL adopts a broad definition of Chinese studies that includes not only China and Taiwan, but also worldwide Chinese diaspora communities. With UISFL funding, we will strengthen our efforts at building a well-coordinated, pragmatic and intellectually exciting program that provides students with more opportunities to learn about the Chinese world, master the Chinese language, and study abroad in the greater China region. The new Emphasis will also help students from other international studies programs to develop a focus on the greater China region.

Apart from a minor in Chinese language established in 1991, SDSU has lacked both an overarching structure and an integrated degree program that enables students to pursue an interdisciplinary Chinese studies program. This absence of a coordinated structure has also limited the University's ability to educate the wider San Diego community about China and the wider Chinese world. To remedy this situation, over the last two years faculty members with expertise on China have held regular meetings to explore the possibility of integrating resources and creating an interdisciplinary program in Chinese Studies and Language. In 2008, we designed and proposed just such a new program: a new Emphasis in Chinese Studies and Language within the Asian Studies Major. The Chinese Studies faculty opted for the emphasis rather than a free-standing major because it is cost effective and builds on existing strengths. Funds from the UISFL grant will be used to support several curricular initiatives to augment the new Emphasis, enumerated as follows:

1.1 New Chinese Studies & Language Emphasis:

The new Emphasis within the Asian Studies Major integrates China-related courses from over ten different departments or centers into an interdisciplinary program on the languages, histories, politics, religions, philosophies, arts, literatures, and geographies of China and the Chinese world. Further, students who select the Chinese Studies and Language Emphasis will be given the choice of two distinct but related tracks of study. One is the “Chinese language track” that requires students to take the core introduction course (“Understanding the Chinese World”) and six additional Chinese studies content (e.g. HIST 567, PHIL 351) and language courses beyond the Minor program. The other is the “Chinese studies track” that requires students to take 24 units of upper division content courses in Chinese studies in addition to two-year Chinese language competency. Students in both tracks will fulfill the capstone requirement by studying abroad for one semester in China, Taiwan, Hong Kong or Macau.

In addition to the new major-equivalent Emphasis, we intend to develop a Chinese Studies Minor to cater to students who major in traditional disciplinary programs but who wish to have an area focus on China as a minor. The Minor program will include courses on Chinese history, politics, art and philosophy which equip students with an all-around understanding of Chinese society. In conjunction with the Minor, we will work with the IB Program to develop a Chinese studies regional focus for students whose foreign language of choice is Chinese. Currently the IB program has a general Asia Pacific regional focus, but not a Chinese studies focus.

1.2 Developing New Chinese Studies & Language Courses

To support these new curricular initiatives, we seek UISFL funding to design the following new courses to augment existing Chinese studies courses:

1). *Understanding the Chinese World*. An innovative part of the new CSL Emphasis is this introductory course, to be coordinated by one CSL member and team-taught to 50 freshmen and sophomore students each year. This course will provide students with a foundation for understanding and engaging Chinese civilization through introductory modules on the geography, language, religions, philosophies, arts, history, and politics of the Chinese world, and will expose students to different disciplinary approaches to Chinese studies.

The course, which satisfies General Education requirement, will effectively serve as a recruitment tool for the new Chinese Studies & Language Emphasis. In addition, collaborative teaching will help create more interaction and cohesion among the Chinese Studies faculty. Dr. Kathryn Edgerton-Tarpley of History and Sandra Wawrytko of Philosophy will be the coordinators for the course. Other CSL members contributing to the teaching of this course include Andrew Abalahin and Chiou-ling Yeh of History, Lei Guang of Political Science, Hiroko Johnson of Art History, Ming-hsiang Tsou and An Li of Geography, Zhengsheng Zhang of Linguistics and Mei Zhong of Journalism and Media Studies.

2). *Varieties of Chinese*. This will be an advanced readings course that introduces different genres of writings in Chinese. In addition to helping students read Chinese at a more advanced level, this course will give students the opportunity to appreciate a wide range of writings produced in different time periods and regions of the Chinese world. Reading materials will include short passages written in China's classical literary language and short selections from important works of Chinese literature. Another part of the course will teach students about the differences in writing styles used in contemporary China, Taiwan, and Hong Kong, and will introduce students to recent innovative uses of language by internet bloggers and/or in chat rooms. As a sampler of different genres of Chinese writing, this will be an important addition to

the “Chinese language track” for the new CSL emphasis. Dr. Zhengsheng Zhang will be in charge of designing and teaching this new course.

3). *Teaching Chinese as a Second Language*. In recent years, there has been a notable increase in the demand for Chinese language instruction at community colleges, local K-12 schools, and after-school Chinese programs in the San Diego region. This course will help meet that demand by training current and future teachers of Chinese, thus ameliorating the shortage of qualified teachers. Dr. Regina Wu will be in charge of designing and teaching this course. It focuses on the theory and practice of teaching Chinese as a second language. In addition to helping students develop the ability to teach and assess four skills in Chinese (listening, speaking, reading, and writing), it aims to increase awareness of the particular challenges facing learners of Chinese as a second language, and to design materials suited to these learners.

4). *Contemporary Chinese Politics*. This will be a new upper-division course focusing on the politics of mainland China and Taiwan after 1949. It will provide a comprehensive introduction to the political history and institutions, and new political dynamics in mainland China and Taiwan. Possible topics covered in this course will include Chinese politics under Mao and Taiwanese politics under KMT rule, the reform-era politics on the mainland and democratization in Taiwan, political discourse, governmental institutions, and political change on both sides of the Strait, environmental politics, ethnic or identity politics and protests, and cross-Strait relations. The course will fill a hole in the CSL curriculum that so far lacks a content course on Chinese politics. Dr. Lei Guang will be responsible for designing and teaching this course to an estimated 40 students in 2010-2011.

5). *Gender and Sexuality in Chinese History*. The new CSL Emphasis presently offers no courses that focus on gender, sexuality, or women’s experiences in China. This course will fulfill

a need by analyzing how Chinese gender norms and ideas about sexuality have changed over time in ancient, imperial, and modern China. Dr. Edgerton-Tarpley of History will be responsible for designing and teaching this course. After a historical overview, the course will be organized into thematic units that critically examine topics such as women warriors, gendered understandings of filial behavior, sexuality in the visual arts, widow chastity, foot-binding, concubinage, eunuchs, and homosexuality in imperial China, gendered perspectives on the Chinese Communist Revolution, the impact of the One-Child policy, and Western depictions of Chinese women.

1.3 Augmenting the Chinese Studies Library Collection:

To support the new CSL curriculum and outreach activities, we request funds to augment the library's collection of works in Chinese language, and English language reference works and monographs on greater China. We request \$5000 toward purchasing Chinese Studies monographs and reference materials that will meet the expanded CSL curriculum needs (See Appendix on library requests).

2. Starting a Boundary-Crossing Faculty Development Workshop

Another objective of the CSL program is to improve general knowledge about China among SDSU's international studies faculty and to find ways to incorporate China content into international studies curricula that otherwise do not cover China. We propose to accomplish this objective through the creation of an innovative Faculty Development Workshop.

Traditionally international studies suffer from the compartmentalization of knowledge as the world is divided into various "areas" of study that are often disconnected from one another. China is usually treated as a domain of special interest for sinologists, or at most for East Asian experts. But with the rise of China as a global power, its impact is strongly felt in every region of

the world, from Europe and North America where China is popularly viewed as a geopolitical and economic rival, to Africa and Latin America where China is often seen as an appealing alternative to Western trade partners. Thus, the rise of China has kindled a strong interest in the country among non-specialists teaching in a variety of disciplines and programs such as Business Administration, International Relations, Latin American and African Studies. Chinese studies in the twenty-first century will cease to be the monopoly of country specialists, but Chinese studies specialists can – and should - contribute to an educated global understanding of China’s rise.

We thus propose to enhance Chinese studies at SDSU through the creation of a Faculty Development Workshop that will target SDSU faculty specializing in Africa, Asia, Latin America, Europe, Middle East and Islamic Studies, and North America. The idea for such a project has emerged from past conversations between Chinese studies faculty and other regional specialists who lamented the lack of in-depth knowledge about China. With this program, we identify and invite non-Chinese studies specialists to cross geographic and disciplinary boundaries to learn about China, and then to incorporate Chinese studies scholarship into future courses they teach.

Dr. Paul Wong, Dean of the College of Arts and Letters, will be in overall charge of the project. Dr. Lei Guang, the Project Director, will coordinate workshop activities with other CSL members, including pre-workshop consultation with the participants selected in order to customize the workshop to their interests. At the first-year workshop, invited experts on China will hold a two-week seminar with the participants on pre-selected topics. Special emphasis will be placed on exploring Chinese studies scholarship in these topical areas and identifying areas of knowledge where incorporation of Chinese studies content is both relevant and desirable from an intellectual and instructional point of view. Throughout the workshop participants will be

encouraged to think of innovative ways of incorporating Chinese studies materials into their area-studies courses.

The first-year workshop will be followed by a field study trip to China in 2011. Two CSL members will serve as the expert guides and arrange guest lectures by Chinese experts, field visits to various sites of interest (e.g. rural enterprises for faculty studying development) and meetings with their Chinese counterparts teaching international studies. By adding experiential knowledge to academic study of China, this unique Faculty Development workshop will motivate SDSU's international studies community to engage with Chinese studies scholarship and to incorporate it in a wider curriculum. The workshop will also encourage comparative perspectives on global affairs by connecting CSL members with other regional studies scholars.

3. Strengthening Study Abroad in the Chinese World for SDSU Students

SDSU is committed to international education. Many departments and programs strongly encourage students to seek out study-abroad opportunities; several have study-abroad as a mandatory requirement. We view the strengthening of study-abroad programs in China, Taiwan and Hong Kong as critical to enhancing Chinese studies and language instruction at SDSU.

To strengthen SDSU's study abroad mission, CSL faculty will work closely with the University's Office of International Programs (OIP), International Student Center (ISC), and relevant academic units to ensure long-term sustainability of student exchange and semester-abroad programs in the above destinations. In the past few years, exchange and study-abroad programs in China and Taiwan have proliferated on the strength of individual faculty initiatives. An integrated CSL Program will be able to provide assessment and coordination of such programs, and act as an institutional partner to the OIP and ISC in sustaining and broadening study abroad opportunities for SDSU students.

The CSL program will create a study abroad task force made up of three faculty members who have worked on education exchange with Chinese universities in the past: Dr. Lilly Cheng, Mei Zhong and Zhengsheng Zhang. The task force will be charged with consulting with SDSU programs about their needs, assessing the adequacy of existing venues, identifying successful practices and devising a plan for consolidating and institutionalizing study abroad programs in China. One concrete outcome of the consultation and assessment is to draft an “SDSU Guide to Study Abroad in the Greater China Region” that will describe programs available or under planning, conditions of study at each site, enrollment procedures and other information that will be useful for prospective students and their academic advisors. Dr. Mei Zhong will also serve as the faculty coordinator of all study abroad programs in China, Taiwan, Hong Kong and Macau.

A second study abroad initiative for the CSL program is to partner with Extended Studies and the Confucius Institute to create summer programs in China. In summer 2009, Dr. Lilly Cheng will be leading a pilot summer study program at East China Normal University in Shanghai. We will look to regularize the summer program in Shanghai and create a second summer program site at Capital Normal University in Beijing or at Xiamen University in Fujian Province. We view short-term summer programs as valuable international education in and of themselves, but more importantly we view them as an excellent way to introduce students to Chinese Studies. CSL members will provide some of the instruction in the summer programs, and special emphasis will be placed on recruiting minority students from the SDSU community to increase the diversity of students going on study abroad programs in China.

4. Community Outreach and K-12 Teacher Training

San Diego boasts a large and vibrant Chinese community. Community Chinese schools have thrived in the last few years, and there are now dozens of them in the region. Many public

and private schools in San Diego, such as Barnard Elementary and High Tech High International, now offer daily Chinese language instruction. A 2006 survey conducted by San Diego Unified School District showed that Chinese was the third-most-sought-after foreign language, following Spanish and French. In response to this trend, SDSU has recently entered into a partnership with Xiamen University of China to start a Confucius Institute, whose primary mission will be to conduct teacher training in the area of Chinese language instruction.

To complement Chinese language instruction and to foster high-quality education about China in public schools, CSL faculty will work with the International Studies Education Project (ISTEP) to organize workshops designed to enhance teachers' knowledge about Chinese culture and history, and provide them with instructional approaches and materials for use in their classrooms. At the elementary level, the aim is to stimulate early interest in learning about China. Additionally, workshops will provide much needed background and instructional approaches for educators who teach about China in their 6th, 7th and 10th grade World History classes. California's Academic Content Standards in History/Social Science for grades 6 and 7 require the study of "the geographic, political, economic, religious, and social structures of ancient and imperial China (standard 6.6 and 7.3), while in the 10th grade students focus on modern China (standards 10.8-10.10).

CSL faculty will organize workshops at which they will deliver lectures on Chinese history, geography, philosophy, religion, art, language, and politics, and discuss instructional resources on China. Drs. Lilly Cheng and Katheryn Edgerton-Tarpley will work with Dr. Elsie Begler, an anthropologist and Director of ISTEP on the summer workshops. The Project Director will consult with CSL faculty members and Dr. Begler in meeting the objective of enhancing Chinese studies in the local community. Planning for the first summer K-12 workshop will start

in Spring 2010, and the first workshop will be held in summer 2010, followed by a second workshop in the summer of 2011.

VIII. Need for and Prospective Results of the Proposed Program

In the last ten years, SDSU has hired a number of faculty whose primary expertise is in the China area, including hires in the departments of History (Dr. Kathryn Edgerton-Tarpley), Political Science (Lei Guang), Religious Studies (Julius Tsai), Philosophy (Sandra Wawrytko), Linguistics (Regina Wu) and Art History (Hiroko Johnson). In the same period, SDSU has added other faculty members who have a secondary active research interest in China, Taiwan or overseas Chinese communities, such as Andrew Abalahin and Chiou-ling Yeh (History), Li An and Ming-hsiang Tsou (Geography), Wilburn Hansen (Religious Studies), Erin Riley (Anthropology), Sheldon Zhang (Sociology) and Mei Zhong (Journalism and Media Studies). When one adds existing faculty who teach Chinese language and Chinese studies courses (e.g. Zhengsheng Zhang of Linguistics), it is clear that a critical mass of Chinese studies faculty has started to emerge in recent years. Yet, except for a minor program in Chinese language, there exists no instructional program that brings together the Chinese studies faculty from diverse departments. The lack of such a program is at the core of a set of inter-related problems facing Chinese language instruction and Chinese studies at SDSU.

- Lack of an integrated major-equivalent curriculum in Chinese studies and language for students. In spite of growing student interest and enrollment increase in Chinese studies and language courses in recent years, students do not have the opportunity to pursue a coherent major degree in Chinese studies. Nor do they receive adequate advising on

China-related courses except for the Chinese language minor housed in the department of Linguistics & Middle Eastern/Asian Languages.

- Related is the lack of a rigorous Chinese Studies Minor program to meet the needs of many international studies majors interested in such a program. For example, the popular IB Program alone has about 65 students who study Chinese, but they can only choose Asia-Pacific studies as their region of focus, not Chinese studies because such a program is not available.
- Lack of faculty cohesion and identity. The same problems students face are often experienced by faculty whose disciplinary home remains in their departments. Courses on China and the Chinese world are scattered in various departments, and Chinese studies and language faculty have little opportunity to interact with each other in an instructional or curriculum setting. A larger problem is the lack of institutionalized interaction between Chinese studies faculty and faculty specializing in other regions of the world.
- Lack of coordination among the expanding SDSU study abroad programs with universities in China, Taiwan and Hong Kong. Many student exchange programs have been set up at the initiative of individual faculty members and SDSU departments or programs, but there is not a campus go-to person or institution that can provide on-going assessment and coordination for all such programs and act as a resource for students, faculty and departments interested in them.
- The need for sustainable summer programs in China. Short-term and intensive study-abroad programs have proven to be an effective way of exposing students to international education, especially for working students who cannot go on semester-long programs, yet we do not have such opportunities for SDSU students interested in Chinese studies.

- The absence of an integrated curriculum structure has also limited our ability to educate the San Diego community, especially K-12 school teachers, about China and the wider Chinese world.

To address the problems identified above, we seek grant funding to help us accomplish the following objectives.

1. Create an integrated Chinese Studies and Language curriculum by implementing a coherent major-equivalent emphasis in Chinese Studies and Language (CSL) under the Asian Studies major, establishing a minor in Chinese studies, and creating a collaborative core course to introduce the Chinese World.
2. Enhance Chinese Studies and Language curriculum by designing and teaching five new courses, including an introduction course to Chinese studies, two language courses and two Chinese studies content courses in two years.
3. Create a faculty development workshop that enables non-China specialists in international studies to cross borders and to incorporate Chinese studies content in future courses.
4. Assess SDSU's exchange programs in China, Taiwan, Hong Kong and Macau, and produce a comprehensive guide specific to the region's study-abroad programs. Designate a faculty study abroad coordinator who will become the go-to person for students, faculty and departments interested in study abroad in the region.
5. Establish two sustainable summer programs at two sites in China for SDSU students.
6. Hold two community outreach workshops on Chinese culture and history for K-12 teachers in the San Diego region, in partnership with the Confucius Institute and the International Studies Education Project.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Guang Other Attachment.pdf**

Appendix 1: Current Courses in Chinese Studies and Language at San Diego State University

Table 1: Current Chinese Studies and Language Courses:

Chinese 101: Elementary Chinese I (5 units)	Chinese 434: Business Chinese
Chinese 102: Elementary Chinese II (5)	Chinese 450: Readings in Chinese Civilization
Chinese 202: Intermediate Chinese I (5)	Chinese 451: Readings in Modern Chinese Lit.
Chinese 202: Intermediate Chinese II (5)	Art 564: Art of China
Chinese 301: Advanced Chinese I	Asian 473: Economic Reforms in China
Chinese 302: Advanced Chinese II	History 566: Chinese Civilization: The Great Traditions
Chinese 352: Aspects of Chinese Language	History 567: China in Revolution
Chinese 353: Interpersonal Communication in Chinese	Philosophy 351: Chinese Philosophy
Chinese 431: Advanced Conversational Chinese	Philosophy 575: Lao Tzu
Chinese 433: Newspaper Chinese	Religious Studies 340: Daoism & Chinese Religions

Table 2: Courses that focus on China as well as on other parts of Asia.

Asian 100: State and Society in the Asia Pacific	Comparative Literature 430: Women in Modern Chinese and Japanese Literature
Asian 101: Asian Thought and Cultures	Comparative Literature 455: Classical Asian Literature
Asian 300: Asia's Global Future	Comparative Literature 460: Modern Asian Literature
Asian 303: Imperialism and Nationalism in the Asia Pacific	Economics 465: Economic Problems of South and East Asia
Asian 310: Contemporary Issues in Asian-American Communities	History 420: Asia's Dynamic Traditions
Asian 450: Socio-Cultural and Health Issues Among Asia Pacific Americans	History 421: Asia's Emerging Nations
Asian 458: Asian Traditions	History 422: Asian American Experiences
Asian 459: Modern Asian Cultures	History 580: Trauma and Memory in Modern East Asian History
Asian 471: Business Environment in the Asia Pacific	Journalism and Media Studies 450: Using Media to Understand Culture
Asian 506: War and Memory in the Asia Pacific	Political Science 362: Governments and Politics of East Asia
Asian 530: Media and Popular Culture in the Asia Pacific	Political Science 575: International Relations of the Pacific Rim
Asian 531: Spiritual and Intellectual Traditions in the Contemporary Asia Pacific	Religious Studies 338: Buddhism
Asian 533: Minorities and Human Rights in the Asia Pacific	Religious Studies 345: Religions of East Asia
Asian 570: Economic Dynamics of the Asia Pacific	Women's Studies 331: Women in Asian Societies

UISFL Grant Library Augmentation Requests
at San Diego State University Library

March 2009

(Prepared by Julie Su, Librarian, San Diego State University)

SDSU has a small Chinese collection that consists of 3200 monographs and 34 journals, of which only 4 are active subscriptions. The collection began in the 1980s with a number of large monograph series on Chinese modern history. However, the growth of the collection discontinued during the budget crisis of 1992, and many serial subscriptions were cancelled.

In order to support the proposed Chinese Studies and Language curriculum at San Diego State University, we must strengthen the library resources in areas of reference works and selected statistical yearbooks. With this, we are requesting \$ 5,000 to enhance the collection that it may better support the curriculum and teaching, learning, and research activities of the Chinese studies and language program.

In priority order as below:

1) Basic Dictionaries and Reference works:

四库大辞典/吉林大学	\$79.00
中国历代人名大辞典 / 张为之/上海古籍/1999	\$60.00
中国历史地名大辞典 (上下卷) /中国社科/史为乐/2005	\$60.00
中国历史地图集 1 - 8/中国地图	\$96.00
古今人物别名索引/陳德芸/藝文/1989	\$35.00
明人室名别称字号索引 1 - 2/上海古籍/2003	\$60.00
清人室名别称字号索引 1 - 2/上海古/2004	\$60.00
中國古代著名畫家落款印譜/齐藤谦/2003	\$15.00
Twentieth Century China: An Annotated Reference Works in Chinese, Japanese, and Western Languages/ Sharp /2004	\$260.00
中国统计年鉴 China statistical yearbook (2008-2012)	\$290.00
中国经济年鉴 China Economic Yearbook (2007-2011)	\$340.00
中国农村统计年鉴 China Rural Statistical Yearbook (2007-2011)	\$150.00
中国城市统计年鉴 China Urban Statistical Yearbook (2007-2011)	\$240.00
安徽统计年鉴 Anhui Provincial Statistical Yearbook (2008-2012)	\$330.00
Subtotal	\$2064.00

2) Journals & E-database

南方周末 (Southern Weekly)	\$520.00
社会学研究 (She hui xue yan jiu)	\$120.00
中央研究院現代漢語標記語料庫 Academia Sinica Balanced Corpus of Modern Chinese (Chinese & English versions)	\$1100.00
Renmin Ribao (People's Daily, Domestic Edition), CD-ROM, 1998-2008	\$800.00
Subtotal	\$2540.00

3) Chinese Art, History, and other topics:

Selected back issues of: Zhong yang yan jiu yuan jin dai shi yan jiu suo ji kan 中央研究院近代史研究所集刊 (Bulletin of the Institute of Modern History, Academia Sinica) back issues: 1998-2007	\$300.00
丝绸之路与石窟艺术 (The silk road and the grotto art) /阮荣春/辽宁美術/ 2004	\$100.00
Subtotal	\$385.00

PAUL WONG
Dean of the College of Arts and Letters
San Diego State University

EDUCATION

Ph.D. in Sociology, University of California, Berkeley

M.A., University of California, Berkeley

B.A., University of California, Berkeley

PROFESSIONAL EXPERIENCE

Dean of the College of Arts and Letters and Professor of Sociology at **San Diego State University**, 2003-present

- Provides academic and administrative leadership for the College, which includes nineteen academic departments, fifteen centers/institutes, a number of research journals, and the SDSU Press
- Directs Presidential Task Force on Asia, which focuses on expanding SDSU programs in Asia
- Serves as part of the leadership for overall University fund-raising
- Heads the Urban Education fund-raising group

Dean of the College of Arts, Sciences, and Letters at the **University of Michigan, Dearborn**, 1999-2003,

- Established and directed the Center for Arab American Studies

Faculty member at the **University of Michigan, Ann Arbor**, Asian Pacific Studies, 1999-2003

- Faculty associate of the Center for Chinese Studies at Ann Arbor

Associate Dean at **Washington State University**

Associate Provost at **Colorado State University**

Dean of Social Sciences at **Hong Kong Baptist University**

Academic appointments at the University of California, Berkeley, the University of California, San Diego, the University of Illinois, Arizona State University, and Washington State University

Fellow at the Center for Advanced Studies in the Behavioral Sciences, Stanford, 1982

Visiting post-doctoral fellow in Economics, University of California, Berkeley, 1979

SELECTED PUBLICATIONS

Books:

Race, Ethnicity, and Nationality in the United States: Toward the Twenty-First Century (Westview Press).

Navajos At Risk (1988).

Community Mental Health Training: An Analysis of an Educational Experiment (1982)

China's Higher Leadership in the Socialist Transition (1976)

Content Analysis of Documentary and Biographic Materials (1967)

Articles published in:

Sociological Perspectives , Sociological Inquiry , Sociological Forum , International Migration , Asian Survey , Journal of Education for Social Work , Social Casework , Social Policy and Administration , Amerasia , Administration and Policy in Mental Health , Contemporary Sociology , and the Journal of Community Practice .

Current Research:

- Book on Organ Donation
- Book on the Development of Private Universities in China
- Current research on Arab/Chaldean Americans, Asian Pacific Americans, African Americans, Hispanic Americans, and Native Americans is supported by grants from the Division on Organ Donation of the Health Services and Resources Administration in the U.S. Department of Health and Human Services.

RESEARCH AWARDS

- Research has been supported by funding sources including the National Science Foundation, National Institute of Mental Health, Rockefeller Foundation, U.S. Sentencing Commission, Spencer Foundation, Ford Foundation, Department of Defense, Department of Education, Department of Housing and Urban Development, Rosenberg Foundation, Department of Health Resources and Services Administration, and Administration on Aging.

Lei Guang
Department of Political Science
San Diego State University
San Diego, CA 92182-4427
Phone (619) 594-4942
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EDUCATION:

Ph.D. University of Minnesota-Twin Cities, Political Science, 1999
M.A. Johns Hopkins University, Political Science, 1991
Certificate Nanjing University-Johns Hopkins University Center for Chinese and American Studies,
Nanjing University, China, 1988
B.A. Luoyang Foreign Languages University, P. R. China, English Language and Literature,
1985

TEACHING/RESEARCH APPOINTMENTS:

2005- Associate Professor, Political Science, San Diego State University
1999-2005 Assistant Professor, Political Science, San Diego State University
2004-2005 Fellow, Agrarian Studies Program, Yale University
2002-2003 Post-doctoral Fellow, Center for East Asian Studies, Stanford University

AREA OF SPECIALIZATION:

Comparative Politics (China, East Asia and India); Peasant Politics; Development Studies; International Political Economy; Globalization

TEACHING AND RESEARCH AWARDS:

2002, Outstanding Faculty Member chosen by the Best Student in Asia Pacific Studies
2000-2001, Outstanding Faculty Scholarship, Political Science Graduate Student Association

RESEARCH AND PUBLICATIONS:

Edited books:

2006 *Agriculture and Rural Connections in the Pacific: 1500-1900*, Ashgate Press, 2006 (co-edited with James Gerber).
2006 *The State of Rural China: Peasants, Agriculture and Rural Society in the Reform Era*, Hong Kong: TideTime Publishing (in Chinese), co-edited with Dongtao Qi, Wei Shan and Hao Zou.

Articles in academic journals and edited books:

2009 "Broadening the Debate on *Xiagan*: Policy Origins and Parallels in History" in *Xiagan: laid-off workers in a workers' state: unemployment with Chinese characteristics*, edited by Thomas Gold, New York, NY: Palgrave.
2009 "Rural Prejudice and Gender Discrimination in China's Urban Job Market" in *Rethinking the Rural-Urban Cleavage in Contemporary China*, edited by Martin Whyte, Cambridge, MA: Harvard University Press.
2009 "Bringing the city back in: The Chinese debate on rural problems" in *Rethinking the Rural-Urban Cleavage in Contemporary China*, edited by Martin Whyte, Cambridge, MA: Harvard University Press.
2006 "Rural Guerrilla Workers and Home Renovation in Urban China," in Ching Kwan Lee, ed., *Working In China: Ethnographies of Labor and Workplace Transformation*, London: RoutledgeCurzon, pp.56-76.
2006 "Tales of a Migrant Renovator in Beijing" in Dorothy Solinger, ed., *Narratives of Reform in China*, Mellon Press, pp.23-48.
2006 "China vs. India: Comparing China's Divergent Responses to the Indian Challenge in 1962 and 1998" (In Chinese) in *International Review* (Shanghai), No. 43, 132-51.
2005 "Guerrilla Workfare: Migrant Renovators, State Power and Informal Work in Urban China." *Politics & Society* 33(3): 481-506.

- 2005 "The Market as Social Convention: Rural Migrants and the Making of China's Home Renovation Market." *Critical Asian Studies* **37**(3).
- 2005 "Realpolitik nationalism: international sources of Chinese nationalism." *Modern China* **31**(4): 487-514.
- 2005 "The State Connection in China's Rural-Urban Migration." *International Migration Review* **39**(2): 354-80.
- 2005 "Migration as the second-best option: local power and off-farm employment." (with Lu Zheng) *The China Quarterly* (181): 22-45.
- 2005 "Pathways of rural-urban migration and China's urban transformation" in *Harvard China Review*, Spring, pp.33-38.
- 2005 "Re-Orient: Andre Gunder Frank and a Globalist Perspective on the World Economy" in Nagendra Rao, ed., *Globalization : Pre Modern India*, New Delhi, Regency Publisher.
- 2004 "Rural China in Transformation: A Review Essay" *China Review International*, 11(1):126-32.
- 2004 "From national identity to national security: China's changing responses toward India in 1962 and 1998." *Pacific Review* **17**(3): 399-422.
- 2003 "Rural Taste, Urban Fashions: The Cultural Politics of Rural/Urban Difference in Contemporary China." *Positions: East Asian Cultures Critique* **11**(3): 613-646.
- 2001 "Re-Orient" in *Dushu* (in Chinese) (February 2001):151-158.
- 2001 "Reconstituting the Rural-Urban Divide: Peasant Migration and the Rise of "Orderly Migration" in Contemporary China." *Journal of Contemporary China* **10**(28): 471-94.
- 1997 "Competing Asian Giants: Development and State Formation in India and China." in C. Steve LaRue, ed., (1997). *Regional Handbook of Economic Development: India*. Fitzroy Dearborn. (co-authored with Himadeep Muppidi). pp.253-65.
- 1996 "Elusive democracy: Conceptual change and the Chinese democracy movement, 1978-79 to 1989." *Modern China* **22**(4): 417-447.

RESEARCH GRANTS, FELLOWSHIPS AND AWARDS SINCE 2000:

- American Council of Learned Societies research fellowship, 2007-2008
- Ford Foundation Grant on behalf of OYCF for the editing of OYCF conference volume on Social Classes in China, 2006-2007
- Research Fellowship, Program in Agrarian Studies, Yale University, 2004-2005
- Fred Hansen Institute of World Peace Mini-grant, San Diego State University, 2003-2004.
- Faculty Development Program and RSCA Mini-grants, San Diego State University, 2003-2004
- Post-doctoral Fellowship, Center for East Asian Studies, Stanford University, 2002-2003
- An Wang Post-doctoral Fellowship, Fairbank Center, Harvard University, 2002-2003 (declined)
- Faculty Development Program and RSCA Mini-grants, San Diego State University, 2000-2001.
- Fred Hansen Institute of World Peace Mini-grant, San Diego State University, 2000-2001.
- RSCA summer fellowship, San Diego State University, 2000

KATHRYN EDGERTON-TARPLEY

Department of History
San Diego State University

EDUCATION

Indiana University, Bloomington, Indiana
Ph.D. in History, 2002; M.A. in History, 1997
Dissertation: *The Semiotics of Starvation in Late-Qing China: Cultural Responses to the "Incredible Famine" of 1876-1879*
Major Field: East Asian History, Modern China Concentration
Outside Minor: East Asian Languages and Cultures

Wesleyan University, Middletown, Connecticut
B.A. in History, 1992. Phi Beta Kappa

PROFESSIONAL EXPERIENCE

History Department, San Diego State University

Associate Professor, Fall 2007-present

Assistant Professor, 2002-2006

Courses taught: Hotspots of Modern Chinese History (graduate seminar);
Seminar in Historical Methods (graduate Seminar); Trauma and Memory in Modern East Asian History; Chinese Civilization to 1600; China in Revolution; Japan in the Modern World; Asia's Dynamic Traditions; Asia's Emerging Nations; World History; Modern World History for Teachers

SELECTED PUBLICATIONS

Book: *Tears from Iron: Cultural Responses to Famine in Nineteenth-Century China* (Berkeley: University of California Press, 2008).

Articles:

"The 'Feminization of Famine,' The Feminization of Nationalism: Famine and Social Activism in Treaty-port Shanghai, 1876-1879," *Social History*, (Vol. 30, No. 4, November 2005), pp. 421-443.

"Family and Gender in Famine: Cultural Responses to Disaster in North China, 1876-1879," *Journal of Women's History* (Vol. 16, No. 4, 2004), pp. 119-147.

"Famine and Ideology in Late-Qing China: Contending Interpretations of Famine Causation and Prevention during the 'Incredible Famine' of 1876-1879," in Li Wenhui and Xia Mingfang, eds., *Tianyou Xiongnian: Qingdai zaihuang yu Zhongguo shehui [Unexpected Famine Years: Qing Dynasty Disasters and Chinese Society]*, pp. 509-537. Beijing: Sanlian Publishing House, 2006.

"'Governance with Government': Non-State Responses to the North China Famine of 1876-1879," in Mechthild Leutner and Jens Damm, eds., *China Networks (Chinese History and Society/Berliner China-Hefte, Vol. 35)*, Münster: LIT, forthcoming 2009.

Other Publications:

"Chinese Responses to Disaster: A View from the Qing," originally appeared on the China Beat blog (5/19/2008), reprinted in Kate Merkel-Hess, Kenneth L. Pomeranz, and Jeffrey N. Wasserstrom, eds., *China in 2008: A Year of Great Significance*, pp. 101-104. Lanham, MD: Rowman and Littlefield Press, 2009.

Review of John M. Hobson's *The Eastern Origins of Western Civilisation* (Cambridge: Cambridge University Press, 2004), in *East Asia: An International Quarterly* (August, 2006).

SELECTED CONFERENCE PRESENTATIONS

“The Disappearance of Images of Human Suffering in Chinese Calamities, 1877-1961” – Association for Asian Studies Annual Conference, Chicago, March 2009

“Making Sense of Famine: Late-Qing and Late-Victorian Visions” -- Southern California China Colloquium Workshop on “Rethinking China and Europe: Connections and Comparisons,” UCLA, Nov. 2007

“Famine and Ideology in Late-Qing China: Contending Interpretations during the ‘Incredible Famine’ of 1876-1879” - International Research Conference “Qing Disasters and Chinese Society,” Beijing, PRC, August 2005

“Narratives of Blame: Contested Heroes and Villains of the North China Famine, 1876-2001” -- Association for Asian Studies Annual Conference, San Diego, March 2004

“Shanghai Speaks: Famine and Social Change in China’s Treaty-Port Press, 1876-1879” -- Association for Asian Studies Annual Conference, New York City, March 2003

“Family and Gender in Famine: Cultural Responses to Disaster in North China and Ireland, 1845-1879” – Southern California China Colloquium Workshop on Late Imperial China in World History, UCLA, Nov. 2002

SELECTED AWARDS, GRANTS, AND FELLOWSHIPS

University Grants Program Award – San Diego State University	2008
National Endowment for the Humanities Fellowship	2006
SDSU Research, Scholarship and Creative Activity Program Award	2004
National Endowment for the Humanities Summer Stipend	2004
SDSU Research, Scholarship and Creative Activity Program Award	2002
American Association of University Women American Fellowship	2001-02
Fulbright Dissertation Research Grant	2000-01
Social Science Research Council Dissertation Research Grant	2000-01

SELECTED SERVICE FOR THE UNIVERSITY AND THE COMMUNITY

- Member of College Curriculum Committee, 2007
- Chair of History Department’s Curriculum Committee, 2008-present
- Coordinator of History Department’s “History Through Film” Series, 2005-2007
- Faculty Sponsor of Phi Alpha Theta, the History Department Honor Society, 2005-2006
- Editor of History Department Newsletter, 2004-2005 academic year
- Secretary of the Chinese Studies Institute at SDSU, 2003-2005
- Coordinated the Chinese Studies Institute’s “Chinese Studies Through Lectures” series, fall 2004-spring 2005
- Co-coordinated Chinese Studies Institute’s “Contemporary Chinese Life Through Film” Film Series, 2004
- Lecture, “The Feminization of Famine in Nineteenth-Century China,” Bread and Roses Center of the Department of Women’s Studies Feminist Research Colloquium, March 2006
- Public Lecture, “Debunking the China Threat,” OASIS Institute of San Diego, November 2005
- Public Lecture, “Human Rights with Chinese Characteristics,” Forum on human rights, March 2005

ANDREW JIMENEZ ABALAHIN

Department of History
San Diego State University

EDUCATION

- August 1994-
August 2003
- Cornell University** Ithaca, NY
Ph.D. in History
Dissertation: "Prostitution Policy and the Project of Modernity: A Comparative Study of Colonial Indonesia and the Philippines, 1850-1940," Recipient, Lauriston Sharp Prize 2003
- Major concentration: *Modern Southeast Asian History*
 - Minors: *Modern Chinese History*
Comparative Politics
- August 1993-
July 1994
- Cornell University** Ithaca, NY
.A. Program in Asian Studies
(transferred to History Department)
- August 1987-
May 1991
- Georgetown University** Washington, DC
B.S., *magna cum laude*, in Languages
- Major in *Chinese*, minor in *Russian*
 - Certificate in *Asian Studies*

PROFESSIONAL EXPERIENCE

- August 2005 -
- History Department, San Diego State University**
Assistant Professor
Courses Taught:
- World History (1500 to the Present)
 - Asia's Dynamic Traditions
 - Muslim and Christian Asia
 - Colonialism and Decolonization
 - Southeast Asia to 1800
 - Southeast Asia in the Modern World
 - History of the Philippines
- September 2004-
August 2005
- History and Politics Department, Drexel University**
Instructor
Courses Taught:
- Themes in World Civilizations, 1200-1800
 - Themes in World Civilizations, 1800-Present
 - The World and China
 - East Asia in Modern Times
- September 2003-
June 2004
- Weatherhead East Asian Institute**
School of International and Public Affairs
Columbia University
Weatherhead Post-Doctoral Fellow in Southeast Asian Studies
(combined research and teaching fellowship)
Courses Taught:
- Modern Southeast Asia
 - Islam, Christianity, and Political Change in Pacific Asia

SELECTED PUBLICATIONS

“A Far Freer Terrain”: Prostitution Policy and Fantasies of Bureaucratic Control in Late Colonial Philippines and Indonesia (manuscript in progress)

“A Sixth Religion?: Confucianism and the Negotiation of Indonesian-Chinese Identity Under the Pancasila State,” in Andrew Wilford and Ken George, eds., Spirited Politics: Religion and Public Life In Contemporary Southeast Asia (Cornell Southeast Asia Program Publications, 2005).

“Ileto, Reynaldo Clemeña, 1946- [Philippine historian]” in Kelly Boyd, ed. Encyclopedia of Historians and Historical Writing (Fitzroy Dearborn, 1999).

“Filipinos,” “Indonesians,” and other articles on Philippine and Indonesian ethnic groups (31 articles totaling 105 pages) in Timothy Gall, ed., Worldmark Encyclopedia of Cultures and Daily Life (Gale Research, 1998).

SELECTED CONFERENCES AND TALKS (last five years)

“From ‘Sangley’ to ‘Chinees’: The Evolution of Colonial Racial Categories in the Spanish Philippines and Dutch Indonesia, 16th-19th cs.,” presented to the World History Association Conference, 29 June 2007.

“The Indian Moment in Sino-Pacific and Asian History,” presented to the UC Multi-Campus Research Unit in World History Conference, 2 June 2007.

“‘Sino-Pacifica’: Conceptualizing Greater Southeast Asia as a Sub-Arena of World History,” presented to the UC Multi-Campus Research Unit in World History Conference, 20 May 2006.

“‘Work Proper to Her Sex’: ‘Public Women’ and the Colonial State in the Late 19th c. Philippines and Indonesia,” a talk presented to the UC Riverside Southeast Asian Studies Program, 19 May 2006.

“Contraband Less Dear: Nationalist Mobilization and the Struggle Against the Traffic in Women in Colonial Indonesia, 1910-1940,” a talk presented at the Weatherhead East Asian Institute, Columbia University, 4 March 2004.

“A ‘Debt of Honor’ to ‘Dishonorable Women’: Reforming Prostitution Policy in the Netherlands East Indies, 1890-1915,” presented for the panel, “Refashioning Leviathan: Trying to See Like a State” at the Association of Asian Studies Conference, New York, 29 March 2003.

SELECTED AWARDS, GRANTS, FELLOWSHIPS

May 1999	Andrew Mellon Foundation Completion Year Fellowship
April 1997	United States Department of Education Fulbright-Hays Doctoral Dissertation Research Abroad Training Grant
June 1996	Social Science Research Council Dissertation Fellowship for Area Research
May 1996	Andrew Mellon Foundation Semester Fellowship

Li An
Assistant Professor of Geography
Geography Department
San Diego State University

Education

Beijing (Peking) University	B.S.	1989	Economic Geography
Chinese Academy of Sciences	M.S.	1992	Systems Ecology
Michigan State University	M.S.	2002	Probability & Statistics
Michigan State University	Ph.D.	2003	Systems Modeling

Positions and Employment

1998-2003	Ph.D. candidate, Dept. of Fisheries and Wildlife, Michigan State University
2003-2005	Postdoctoral Research Fellow, School of Natural Resources and Environment, University of Michigan
2005-Present	Assistant Professor, Dept. of Geography, San Diego State University

Other Experience and Professional Memberships

2002-2008	Member, Association of American Geographers
2001-2008	Member, International Association for Landscape Ecology, US chapter (IALE-US)
2001-2008	Member, Population Association of America

Honors

2006	Outstanding Paper in Landscape Ecology (2006) for the paper “Exploring Complexity in a Human-Environment System: An Agent-based Spatial Model for Multidisciplinary and Multiscale Integration” (by An et al. in <i>Annals of the Assoc. of Am. Geog.</i> 95(1): 54-79), Awards Committee of the US Chapter of the International Association of Landscape Ecologists (award presented at US IALE 2006 annual conference)
2005	Research, Scholarship, and Creative Activity Fellowship, San Diego State University
2004	Gill-Chin Lim Award for Outstanding Doctoral Dissertation in Global Studies, Michigan State University
2002	Dissertation Completion Fellowship, Michigan State University
2001	Research Enhancement Fellowship, Michigan State University
1998	NASA-MSU Scholarship in Landscape Ecology, National Aeronautics and Space Administration and Michigan State University

B. Selected peer-reviewed publications (in chronological order).

1. Liu, J., M. Linderman, Z. Ouyang, L. An, J. Yang, and H. Zhang. 2000. Ecological degradation in protected areas: the case of Wolong Nature Reserve for giant pandas. *Science* 292: 98-101.
2. Liu, J., M. Linderman, Z. Ouyang, and L. An. 2001. The pandas' habitat at Wolong Nature Reserve --response. *Science* 293: 603-605.
3. An, L., J. Liu, Z. Ouyang, M. Linderman, S. Zhou, and H. Zhang. 2001. Simulating demographic and socioeconomic processes on household level and implications for giant panda habitats. *Ecological Modelling* 140: 31-49.
4. An, L., F. Lupi, J. Liu, M. Linderman, and J. Huang. 2002. Modeling the choice to switch from fuelwood to electricity: implications for giant panda habitat conservation. *Ecological Economics* 42(3): 445-457.
5. Liu, J., L. An, S. Batie, R. Groop, Z. Liang, M. Linderman, A. Mertig, Z. Ouyang, and J. Qi. 2002. Human impacts on land cover and panda habitat in Wolong Nature Reserve: linking ecological, socioeconomic, demographic, and behavioral data. In *People and the Environment: Approaches for Linking Household and Community Surveys to Remote Sensing and GIS* (Jeff Fox, Vinod Mishra, Ron Rindfuss, and Steve Walsh, eds., Kluwer Academic Publishers).

6. An, L., A. Mertig, and J. Liu. 2003. Adolescents' leaving parental home in Wolong Nature Reserve (China): psychosocial correlates and implications for panda conservation. *Population and Environment: A Journal of Interdisciplinary Studies* 24 (5): 415-444.
7. Liu, J., Z. Ouyang, M. Linderman, L. An, S. Bearer, and G. He. 2003. A new paradigm for panda research and conservation: integrating ecology with human demography, behavior, and socioeconomics. In *Giant Panda: Conservation Priorities for the 21st Century* (Donald G. Lindburg and Karen Baragona, eds., University of California Press, Berkeley).
8. Linderman, M., J. Liu, J. Qi, Z. Ouyang, L. An, J. Yang, and Y. Tan. 2004. Using artificial neural networks to map the spatial distribution of understory bamboo from remote sensing data. *International Journal of Remote Sensing* 25 (9): 1685-1700.
9. Linderman, M., S. Bearer, L. An, Y. Tan, Z. Ouyang, and J. Liu. 2005. The effects of understory bamboo on broad-scale estimates of giant panda habitat. *Biological Conservation* 121 (2005) 383-390.
10. Linderman, M., L. An, S. Bearer, G. He, Z. Ouyang, and J. Liu. 2005. Modeling the spatio-temporal dynamics and interactions of households, landscapes, and giant panda habitat. *Ecological Modelling* 183(1): 47-65.
11. An, L., M. Linderman, J. Qi, A. Shortridge, and J. Liu. 2005. Exploring complexity in a human-environment system: an agent-based spatial model for multidisciplinary and multi-scale integration. *Annals of Association of American Geographers* 95 (1): 54-79.
12. Linderman, M., L. An, S. Bearer, G. He, Z. Ouyang, and J. Liu. 2006. Interactive effects of natural and human disturbances on bamboo and forests in a giant panda reserve. *Ecological Applications* 16(2): 452-463.
13. An, L., M. Linderman, Z. Ouyang, W. Chen, and J. Liu. 2006. Long-term ecological effects of demographic and socioeconomic factors in Wolong Nature Reserve (China). In *The Demography and Geography of Homo Sapiens and Its Implications for Biological Diversity* (Richard P. Cincotta, and Deirdre Mageean, eds., Springer-Verlag).
14. An, L., G. He, Z. Liang, and J. Liu. 2006. Impacts of demographic and socioeconomic factors on spatio-temporal dynamics of panda habitats. *Biodiversity and Conservation* 15: 2343-2363.
15. Viña, A., S. Bearer, X. Chen, G. He, M. Linderman, L. An, H. Zhang, Z. Ouyang, and J. Liu. 2007. Temporal changes in connectivity of giant panda habitat across the boundaries of Wolong Nature Reserve (China)". *Ecological Applications*.
16. An, L., and D. G. Brown. 2008. Survival analysis in land-change science: integrating with GIScience to address temporal complexities. *Annals of Association of American Geographers* 98(2): 323-344.
17. Bearer, S. L., M. Linderman, J. Huang, L. An, G. He, and J. Liu. 2008. Effects of fuelwood collection and timber harvesting on giant panda habitat use. *Biological Conservation* 141(2): 385-393.
18. Brown, D. G., D.T. Robinson, J.I. Nassauer, and L. An, S.E. Page, B. Low, W. Rand, M. Zellner, R. Riolo, and J.J. Taylor. 2008. Exurbia from the bottom-up: confronting empirical challenges to characterizing a complex system. *GeoForum* 39(2): 805-818.
19. He, G., M. Colunga, S. Bearer, L. An, M. Linderman, S. Zhou, J. Huang, S. Gage, Z. Ouyang, J. Liu (accepted). Spatial and temporal patterns of fuelwood collection in a nature reserve: implications for panda conservation. *Landscape and Urban Planning*.

LI-RONG LILLY CHENG

School of Speech, Languages and Hearing Sciences
San Diego State University

EDUCATION

- 1983 Ph.D. Claremont Graduate University, San Diego State University, Speech Pathology and Multicultural Education
1973 M.A. Michigan State University, Speech Pathology
1973 Ph.D. Courses completed Michigan State University, Linguistics
1969 M.A. Southern Illinois University, Linguistics
1968 B.A. National Taiwan University, (summa cum laude) English and Spanish

PROFESSIONAL EXPERIENCE

- 2008- Managing Director, SDSU Confucious Institute
1991 -present Professor, School of Speech, Language and Hearing Sciences, SDSU
1988-1991 Associate Professor, Department of Communicative Disorders, SDSU
1984-1988 Assistant Professor, Department of Communicative Disorders, SDSU
Director, Speech, Language and Hearing Clinic, SDSU
Legislation Council Member, American Speech Language Hearing Association.
2001- Chair, Education Committees, International Association of Logopedics and Phoniatrics.
1998-2001 ASHA, Vice President of Academic Affairs Advisory Committee
1995-1997 President, Int'l Affairs Association, American Speech-Language-Hearing Association
1997- 2000 Communication Sciences and Disorders Research Group (CSDRG), American Speech, Language and Hearing Association
1994-present Founding member, Asian/Pacific Islander Caucus, American Speech-Language-Hearing Association
1993-2001 Member, California State Speech Pathology and Audiology Examining Committee
1992-1994 Steering Committee, Special Interest Division 1, American Speech-Language-Hearing Association

SELECTED PUBLICATIONS

Cultural Intelligence: Implications for Speech Language Pathologists and Audiologists, issue editor. Communication Disorders Quarterly. (In Progress)

Introduction: International Perspectives of Speech Acquisition. S. McLeod (Ed). International Perspective On Speech Acquisition, Clifton Park, New York :Thomson Delmar Learning. (2007).

Codes and Contexts. ASHA Leader, May 29, 2007.

Lessons from the Da Vinci Code: Working with Bilingual/Multicultural Children and Families. ASHA. Reader, September, 2006, pp. 14-15.

Granthan, R. B., Riquelme, L. and Cheng, L. (2006). Culturally and Linguistically Diverse Students. In E.H. Gravani, and J. Meyer, (Eds). Speech, Language, and hearing Programs in Schools- A Guide for Students and Practitioners. 2nd Edition. Austin, Tx: Pro-Ed. (pp. 409-470).

Planting Seeds for the Future. (issue editor), Global Perspective of Speech Pathology Education. Folia Phoniatrica Logopaedica. Vol.56, 1.

Yoon, J.S. and Cheng, L. (2005). Cultural Variations within East Asian American Families. In C. Frisby and C.R. Reynold (Eds). Handbook of Multicultural Psychology. New York: Wiley and Sons. (pp. 265-302).

Hyphenated Identity. Topics in Language Disorders. Shadden, B. and Hagestrom, F. (Issue editors). NY: Wiley & Sons, Inc.

Cheng, L. and K. G. Butler (2002). Child Language Update. Epilogue. Folia Phoniatrica et Logopaedica. Vol.54. Langdon, H. & Cheng, L. (2002) Collaborating with Interpreters and Translators: A Guide for Communication

Disorders Professionals. Eau Claire, WI , Thinking Publications.

Cheng, L. (2001) Transcription of English Influenced by Selected Asian Languages. Communication Disorders Quarterly.

MOST RECENT PRESENTATIONS TO THE ACADEMY AND COMMUNITY

- August 25,2007, Key Lecture: Codes and Contexts: Implications of glocalization for assessment and intervention for speech-language pathologists-.Intensive Program on Speech-Language Pathology, Fonty's Eindhoven, The Netherlands, The Socrates Program
- August, 2007 Clinical Education of Speech-Language Pathologists –A Global Perspective, International Association of Logopedics and Phoniatrics, Copenhagen, Denmark.
- August, 2007 Leadership Conference, Monterey, California
- July 21, 2007 Keynote Address: Developing Cultural Competence in Working with Culturally and Linguistically Diverse Populations.Bilingual Symposium,Cancun , Mexico
- July 14, 2007 Keynote address: ASHA School Conference, The Tipping Point: Implications for speech-language pathology. Pittsburgh, PA.
- June 18, 2007 Key lecture: Culturally Appropriate Assessment and Intervention in Clinical settings. University of Galway, Galway, Ireland
- August 30, 2006 European Parliament. IALP Around the World. Education of Speech-Language Pathologists Around the World. Strasbourg, France.
- August 28, 2006 Decoding Da Vinci: Implications for Assessment. Strasbourg, France.
- August 28-29, 2006 Bilingual Assessment - SWOT and RIOT. Strasbourg, France.
- July 17, 2006 ASHA School Conference (2006) Invited Session: Decoding Da Vinci. Marriot Ridge Resort, Phoenix, Az.
- July 15, 2006 ASHA School Conference (2006) Working with Bilingual/Multicultural Children and Families:Lessons from The Da Vinci Code. Phoenix, Az.

SELECTED AWARDS AND HONORS

- Jan 2006 Honor, Speech, Language and Hearing Association of the Republic of China
- July 2002 Honor, Commitment to the children of the San Diego Unified School District.
- March, 2001 California Speech Language & Hearing Association, Diversity Award
- April, 2000 Award of Outstanding Alumni of Michigan State University
- Nov 1997 Award for Special Contributions in Multicultural Affairs, American Speech-Language Hearing Association, Boston, MA

SELECTED SERVICE FOR THE UNIVERSITY AND THE COMMUNITY

- Editorial Board Multicultural Perspectives: An Official Publication of the National Association for Multicultural Education
- Editorial Board Immigration Review
- Editorial Board Asia Pacific Journal of Speech Language and Hearing
- Editorial Board Global Education
- 2005-present President, Chinese Studies Institute, SDSU
- 1994-present Coordinator, Asian-Pacific Islander Caucus, ASHA
- 1997-2000 Member, NCBI Team (National Coalition Building Institute), SDSU
- 1997-2000 Senator, SDSU Senate
- 1998-present Member, San Diego Community Housing Corporation
- 1997 Chair, Diversity Committee, CSHA

Articles on *Gigaku* (Ancient music and dance), Art of *Haniwa* (funeral art) and *Kofun* period (300 – 600 CE).

“Dutch Influence on Japanese Art: *Kaitai shinsho* (*New Book of Anatomy*) and Akita Ranga” *Andon* 64 (January 2000): 12-25.

“Ito Jakuchu and His Innovative Approach in Painting” *Oriental Art* (Winter 2000): 28-34

SELECTED CONFERENCES AND TALKS

- 2007 “Art and Science,” Western Association for Asian Studies (WAAS), University of Utah, Salt Lake City, Utah
- 2006 “Shen Nanpin and the Birth of New Art,” Early Modern Japan Forum, Association for Asian Studies, San Francisco, California
- 2005 “Charles Wirgman and Felix Beato: Importance of Visual Materials,” International Ukiyo-e Society, Tokyo, Japan
- “Charles Wirgman and Manga: Reading History through Visual Materials,” International Convention of Asia Scholar, Shanghai Academy of Social Sciences, Shanghai, China
- “Reading History through Visual Materials: Charles Wirgman and Japan Punch,” Western Conference of the Association of Asian Studies, Denver, Colorado
- 2003 Organized panel titled “Westernization and Modernization in Meiji Art and Industry: Aesthetics and Progress” for the Annual Association for Asian Studies (AAS) conference, March 27-30, 2003 New York City;
Paper presentation at AAS conference: “Aesthetic Differences in the Practice of Journalism between the Westerners in Japan and the Japanese during the 19th Century”
- “Satake Shozan’s Sketchbooks and Schouwtoneel der Natuur” at the 2003 Hawaii International Conference on Arts and Humanities.

SELECTED AWARDS, GRANTS, AND FELLOWSHIPS

- 2005 Award for Outstanding Service to the Japan Society of San Diego and Tijuana for active role in Japan Society programming and Education Council service and leadership, **Japan Society of San Diego and Tijuana**
- July 2004 Publication Grant from the **Kajima Art Foundation**
- May 2004 Grant from **Japan Foundation** Center for Global Partnership for the Exhibition catalogue for the *Commodore Perry and the Westernization of Japan: the 150th Anniversary*
- May 2003 **International Programs Fund** for Faculty, SDSU
- May-July 2002 Visiting Scholar at the **University of Tokyo**

Tsou, Ming-Hsiang, Ph.D.

Associate Professor, Department of Geography

San Diego State University, 5500 Campanile University,
San Diego, CA 92182-4493 Telephone: (619)594-0205, Fax: (619)594-4938
E-mail: mtsou@mail.sdsu.edu, Web site: <http://geography.sdsu.edu/People/Pages/tsou/index.html>

PROFESSIONAL PREPARATION

National Taiwan University	Geography	B.S.	1991
State University of New York at Buffalo	Geography	M.A.	1996
University of Colorado at Boulder	Geography	Ph.D.	2001

APPOINTMENTS

2005- present Associate Professor, Department of Geography at San Diego State University.
2000- 2005 Assistant Professor, Department of Geography at San Diego State University.
1999-2000 Teaching Assistant for Introduction to GIScience, University of Colorado at Boulder.

Tsou is a member of Chinese Study Institute at San Diego State University since 2000. His research is related to K-12 education in geospatial technology (GIS, GPS, remote sensing). He has developed a Web-based GIS learning modules for high school teachers and students (http://geoinfo.sdsu.edu/hightech/GISCareerLearningModules_top.htm) and organized a few workshops for high school teacher training in the past few years. He is also the coordinator for the student and faculty exchange program between National Taiwan Normal University and San Diego State University.

SELECTED PUBLICATIONS

- Zhang, T. and Tsou, M.H. (accepted, 2009). Developing a grid-enabled spatial Web portal for Internet GIServices and geospatial cyberinfrastructure. In the Special Issue on Distributed Geospatial Information Processing, *International Journal of Geographical Information Science*.
- Tsou, M.H. and Sun, C.H. (2007). Mobile GIServices Applications in Disaster Management, Book chapter in *Dynamic and Mobile GIS: Investigating Change in Space and Time*. (edited by Drummond, J, Billen, R., Forrest, D. and Joao, Ed. 2006. published by Taylor & Francis. (Innovations in GIS book series), pp. 213-236.
- Tsou, M.H. (2006). Bridging the Gap: Connecting Internet-based Spatial Decision Support Systems to the Field-based Personnel with Real time Wireless Mobile GIS applications. Book chapter in *Collaborative Geographic Information Systems* (Edited by Shivanand Balram and Suzana Dragicevic). Idea Group, Inc., pp. 316-339.
- Zhang, T. and Tsou, M.H. (2005) The Integration of Grid-enabled Internet GIServices and Geographic Semantic Web Technologies. In Special Issue on Distributed GIS, *Geographic Information Science*, 11 (1), pp. 15-23.
- **Peng, Z.R. and Tsou, M.H. (2003). *Internet GIS: distributed geographic information services for the Internet and wireless networks*. New York: John Wiley and Sons, Inc.**
- Tsou, M.H., Guo, L., and Howser, T. (2005). A Web-based Java Framework for Cross-Platform Mobile GIS and Remote Sensing Applications. *GIScience & Remote Sensing*. 42(4).pp. 333-357.
- Tsou, M.H. (2004). Integrated Mobile GIS and Wireless Internet Map Servers for Environmental Monitoring and Management, (the Special Issue on Mobile Mapping and Geographic Information Systems) in *Cartography and Geographic Information Science*. 31(3), pp. 153-165.
- Tsou, M.H. (2004). Integrating Web-based GIS and On-line Remote Sensing Facilities for Environmental Monitoring and Management. In special issue on the potential of web-based GIS, *the Journal of Geographical Systems*. 6(2), pp. 155-174
- Tsou, M.H. (2003). Chapter 14: An Intelligent Software Agent Architecture for Distributed Cartographic Knowledge Bases and Internet Mapping Services. In *Maps and the Internet*, M. Peterson (ed), Elsevier Press, pp. 229-243.

SYNERGISTIC ACTIVITIES

1. Appointed by the National Academy of Science in 2006 to serve on the committee on “*Research Priorities for the USGS Center of Excellence for Geospatial Information Science*” and completed the NAS report (http://books.nap.edu/openbook.php?record_id=12004) in 2007.
2. The coordinator for the student and faculty exchange program between National Taiwan Normal University and San Diego State University.
3. Board of Directors (2002 - 2004), *San Diego Chinese American Science and Engineering Association (SDCASEA)*: elected in February 2002. The San Diego Chinese-American Science and Engineering Association is one of the major Chinese-American associations in San Diego area (354 members). The goal of this association is to facilitate the understanding of Chinese/Taiwanese culture and to provide student scholarships and community services to San Diego local communities.
4. Webmaster of the *San Diego Chinese American Science and Engineering Association (SDCASEA)*, 2002-2006. Design and maintain the web site of San Diego Chinese American Science and Engineering Association. (<http://www.sdcasea.com>).
5. Elected as the Chair of the Cartographic Specialty Group in the Association of American Geographers (2007-2008).
6. CO-PI: National Science Foundation, Advanced Technology Education Program (NSF-ATE): “*A Scalable Skills Certification Program in Geographic Information Systems (GIS)*” PI: Dr. Kendra Jeffcoat at San Diego Mesa College. Total Funding Amount: \$749, 847. (2004-2007).
7. Lead a volunteer team to established interactive Web-based mapping services for San Diego Wildfire 2007 to provide Web mapping services for helping local San Diego community (<http://map.sdsu.edu>). Based on the Web server transaction logs, **236,693 unique visitors** visited the Web site during the first week of wildfires. The City of San Diego, the Southern California Burned Area Emergency Response (BAER) team, and the County’s emergency fire information center created a Web link from their wildfire home pages to the PI’s Web site.

COLLABORATORS AND OTHER AFFILIATIONS

(Collaborators and co-editors)

Pior Jankowski Department of Geography, San Diego State University.
 Zhong-Ren Peng Department of Urban and Regional Planning, University of Florida.
 Douglas Stow Department of Geography, San Diego State University.

(Graduate advisors)

Barbara P. Battenfield Department of Geography, University of Colorado at Boulder.

(Thesis advisor / post-graduate scholar sponsor) – total 14 graduate students advised.

1. Tong Zhang, Ph.D. 2007 Wuhan University of Technology, China.
2. Ick Hoi Kim (Ph.D. student, 2007-present), Department of Geography, San Diego State University.
3. Ting-Hwan Lee (MS graduated 2008, Taiwan GIS company)
4. Kimberly Dodson (MS graduated 2008, California State Department of Transportation),
5. Charlie Adler (MS graduated 2008).
6. Jing-Yi Chen (MS graduated 2007, Chia-Yi High School, Taiwan),
7. Andy Gordon (MS graduate 2007, SANDAG),
8. Jessie Hong (MS graduated 2007, Seoul National University).
9. Susmita Panchal (MS graduated 2006, SDG&E),
10. Palomino, David (MS graduated 2006, ESRI),
11. Judd Curran (MS graduate 2005, Grossmont Community College),
12. Rasmus Larsen (MS graduated 2003, Sweden ESRI),
13. Liang Gou (MA graduated 2003, California Land use department),
14. Yuying Li (MA graduated 2003, EDAW).

SANDRA A. WAWRYTKO
Department of Philosophy
San Diego State University

EDUCATION

Knox College, 1969-72, B.A., Magna cum Laude, Philosophy, minor in German
University of Illinois, Chicago Circle, 1970, Philosophy
University of Chicago, 1971, Philosophy
Washington University, St. Louis, 1972-76, M.A., Ph.D., Philosophy
Ph.D. Dissertation: *The Philosophical Systematization of a 'Feminine' Philosophy
in Terms of Taoism's Tao Te Ching and the Works of Spinoza*

PROFESSIONAL EXPERIENCE

San Diego State University, Associate Professor, Philosophy, 2007-
San Diego State University, Assistant Professor, Philosophy, 2005-
San Diego State University, Assistant Professor, Asian Studies, 2003-2005
San Diego State University, Lecturer, 1980-2003, Philosophy/Asian Studies

Undergraduate courses taught at SDSU: Buddhism and Post-Modern Philosophy; A Major Philosopher: Lao Zi; Chinese Philosophy in Cultural Context; Asia's Global Future; Reading, Researching, and Writing About Asia; Asian Philosophies: Logic, Language, and Aesthetics; Spiritual and Intellectual Traditions: The Contemporary Continuum of Asian Thought and Cultures; Buddhism (Awaken-ism); Our Global Future

Graduate courses: Buddhist Philosophy in the *Lotus Sūtra*; Seminar in Interdisciplinary Research Methods: Tackling Asian Texts in Translation; Women in China, an intensive 3 unit class taught in China; The *Lotus Sūtra* and Asian Cultures

Fo Guang Shan Tsung Lin University, Taiwan, Visiting Professor, summer 1990, 1991, 1995, 1998-2007
Fo Guang Shan Tienyen Buddhist College (videotapes and audiotapes on Buddhist sutras), summer 2006, 2007
Chinese Culture University, Graduate Institute of Philosophy, Yangmingshan, Taiwan, Visiting Professor, 1984,
Chapman College, San Diego, Instructor, Philosophy, 1984
University of San Diego, Visiting Professor, Philosophy, 1978-81
Washington University, St. Louis, Teaching Assistant, Instructor, 1973-77, Philosophy
Meramec College, St. Louis, Instructor, 1976-77, Philosophy

SELECTED RECENT PUBLICATIONS

Articles in Refereed Journals:

"Deconstructing Deconstruction: Zhuang Zi as Butterfly, Nietzsche as Gadfly," *Philosophy East and West*, (Fall 2008) (12,039 words)

"Winning Ways: The Viability (Dao) and Virtuosity (De) of Sun Zi's *Methods of Warfare* (Bing Fa)," *Journal of Chinese Philosophy* (December, 2007) (6,991 words)

"Holding Up the Mirror to Buddha-Nature: Discerning the Ghee in the *Lotus Sutra*," *Dao: A Journal of Comparative Philosophy*, vol. VI, number 1 (Spring, 2007) (10,127 words)

"The Viability (Dao) and Virtuosity (De) of Daoist Ecology: Reversion (Fu) as Renewal," *Journal of Chinese Philosophy*, Vol 32, Issue 1 (Spring 2005), 89-103 (5,992 words)

“Aesthetics in Asia: Bridging Logic and Language” in *Education About Asia: Teaching Asia Through the Arts*, Winter, 2004, 40-47 (3,774 words)

“Kong Zi as Feminist: Confucian Self-cultivation in a Contemporary Context,” *Journal of Chinese Philosophy*, Vol. 27, Issue 2 (2000), 171-86 ; reprinted in *Classical & Medieval Literature Criticism*, vol 63, ed. Jelena Krstovic (Blackwell Publishing, 2004)

“Language and Logic in the *Lotus Sūtra*: A Hermeneutical Exploration of Philosophical Underpinnings,” *Chung-Hwa Buddhist Journal*, No. 13 (2000), 63-95

Books:

Author: *The Undercurrent of 'Feminine' Philosophy in Eastern and Western Thought* (University Press of America, 1981) 357 pages

Co-author:

CRYSTAL: Spectrums of Chinese Culture Through Poetry, co-authored with Catherine Yi-yu Cho Woo (Peter Lang, 1995) under a grant from the U.S. Department of Education (1991-92) as part of SDSU LARC (Language Acquisition Resource Center), 225 pages

The Buddhist Religion, contributing author in *East Asia and Buddhism in the West*, rev. 4th edition (Wadsworth Publishing, 1996), 342 pages

Editor and contributor:

The Problem of Evil: An Intercultural Exploration, Value Inquiry Book Series (RODOPI, 2000), 201 pages

ANALECTA FRANKLIANA: Proceedings of the First World Congress of Logotherapy, editor and contributor (Institute of Logotherapy Press, 1982), 357 pages

RECENT SELECTED SERVICE FOR THE PROFESSION AND THE COMMUNITY

Campus representative/speaker, delegation from the People’s Republic of China Publishing in the U.S., February 13, 2005; September 25, 2005

Speaker on Chinese New Year Traditions, Living and Learning Center, SDSU, February 9, 2005

CAL Research Committee, 2004-2005

Member, Chinese Studies Institute of SDSU

Faculty advisor, Chinese Students & Scholars Association (CSSA), Fall 2003-Spring 2004

Board of Directors, San Diego Chinese Historical Society and Museum, 2002-

Founder and President, The Charles Wei-hsun Fu Foundation, a non-profit, tax-exempt educational organization supporting Asian Thought and Culture, 1997-

National Endowment for the Humanities, review panelist

Assessor, Social Sciences and Humanities Research Council of Canada, 2005

Senior Editor, Editorial Board for *Comprehensive Harmony* (Thomé H. Fang Institute)

Evaluator for Professional Journals

Philosophy East and West; *Dao: International Journal of Comparative Philosophy*
Journal of Chinese Philosophy; *Education About Asia*

RUEY-JIUAN REGINA WU
Department of Linguistics & Asian/Middle Eastern Languages
San Diego State University

EDUCATION

University of California, Los Angeles, Ph.D. in Applied Linguistics, 2000

University of Washington, Seattle, M.A. (TESL), 1992

National Taiwan Normal University, B.A. in English, 1988

PROFESSIONAL EXPERIENCE

Associate Professor, Department of Linguistics & Asian/Middle Eastern Languages, San Diego State University, 2006-

Teaches courses in Elementary Chinese, Intermediate Chinese, Advanced Conversational Chinese, Conversational Analysis, Foundations of Language Assessment, Interpersonal Communication in Chinese, and Teaching Chinese as a Foreign Language

Assistant Professor, Department of Linguistics & Asian/Middle Eastern Languages, San Diego State University, 1999-2006

Full-time Lecturer, Department of Asian Languages and Literature, University of Washington, 1998-1999

Co-developed a nation-wide preparation test for *The SAT-II Chinese Language Test with Listening*, National Council Associations of Chinese Language Schools, 1998

SELECTED PUBLICATIONS

Book:

Stance in Talk: A Conversation Analysis of Mandarin Final Particles. Amsterdam/Philadelphia, John Benjamins (Pragmatics and Beyond New Series 117), 2004.

Refereed Journal Articles:

“Initiating repair and beyond: The use of two repeat-formatted practices in Mandarin conversation,” *Discourse Processes* 41.1 (2006), 67-109.

“There is more here than meets the eye!”: The use of final *ou* in two sequential positions in Mandarin Chinese conversation.” *Journal of Pragmatics* 37.7 (2005), 967-995.

“Discourse-pragmatic principles for temporal reference in Mandarin Chinese conversation,” *Studies in Language* 26.3 (2002), 513-541.

“Transforming participation frameworks in multi-party Mandarin conversation: The use of discourse particles and body behavior,” *Issues in Applied Linguistics* 8.2 (1997), 97-117.

Book chapters in Refereed Edited Volumes:

“Repetition in the initiation of repair.” In Sidnell, J. (ed.), *Conversation Analysis: Comparative Perspectives*. Cambridge: Cambridge University Press (Studies in Interactional Sociolinguistics Series), forthcoming.

Heritage, J. and Wu, R. “Particles and Epistemics: Convergences and Divergences between English and Mandarin.” In Lerner, G., Heritage, J., and Raymond, G. (eds), *Finding the Universal in the Particular*. Amsterdam/Philadelphia, John Benjamins, forthcoming.

SELECTED CONFERENCES AND TALKS

“Responses to compliments and to compliment responses: The interaction of self-denigration and self-enhancement in Mandarin compliment sequences.” National Communication Association Annual Convention, Chicago, Illinois, November 15-17, 2007.

“Wu, R. and Heritage, J. “Particles and Epistemics: Convergences and Divergences between English and Mandarin,” International Pragmatics Conference, Goteborg, Sweden, July 8-13, 2007.

“Facework in contemporary Chinese societies: A discourse-based study of self-denigration and self-enhancement in Mandarin conversation.” Multi-development and Application of Language and Linguistics Conference, Tainan, Taiwan, May 31-June 1, 2007.

“Facework in contemporary Chinese societies: A discourse-based study of self-denigration and self-enhancement in Mandarin conversation.” American Association for Applied Linguistics Annual Conference, Costa Mesa, California, April 21-24, 2007.

“Initiating repair and beyond: A conversation analysis of two repeat-formatted repair initiations in Mandarin conversation,” International Association of Chinese Linguistics, Academia Sinica, Taipei, Taiwan, May 25-29, 2006.

SELECTED AWARDS, GRANTS, AND FELLOWSHIPS

Top Four Papers Award, the Language and Social Interaction Division, National Communication Association Annual Convention, Chicago, Illinois, November 14-18, 2007.

University Grants Program, San Diego State University, January 2007-December 2007

Travel Grant, Chiang Ching-Kuo Foundation for International Scholarly Exchange, spring 2006

External reviewer for 2005 Chinese Summer Institute on Pragmatics in the Chinese as a Foreign Language Classroom, Jointly sponsored by the University of Hawaii-Manoa East Asian National Research Center and the National Foreign Language Research Center of the University of Hawaii-Manoa, August 8-12, 2005

Research, Scholarship, and Creative Activity Grant, San Diego State University, 2004-2005

Faculty Development Program Grant, San Diego State University, 2004-2005

Microgrant, College of Arts and Letters, San Diego State University, spring 2001, 2002, 2003, 2004

Finalist, Young Scholar Award, International Conference on Chinese Linguistics, International Symposium on Chinese Language Teaching, 2000

Chiou-ling Yeh
Department of History
San Diego State University
San Diego, CA 92182-6050
(619) 594-6994
cyeh@mail.sdsu.edu

Current Employment

Associate Professor, Department of History, San Diego State University, Fall 2008-

Education

Ph.D. 2001, History, University of California, Irvine

M.A. 1993, History, Michigan State University, East Lansing, Michigan

B.A. 1990, History, National Chengchi University, Taipei, Taiwan

Publications

Book

Making an American Festival: Chinese New Year in San Francisco's Chinatown (Berkeley: University of California Press, 2008).

Refereed Article and Book Chapters

"Politicizing Chinese New Year Festivals: Cold War Politics, Transnational Conflicts, and Chinese America," in *Culture and Belonging in Divided Societies: Contestation and Symbolic Landscapes*, edited by Marc Howard Ross (Philadelphia: University of Pennsylvania Press, 2009).

"In the Traditions of China and in the Freedom of America': the Making of San Francisco's Chinese New Year Festivals," *American Quarterly* (Spring 2004): 395-420.

"Contesting Identities: Youth Rebellion in San Francisco's Chinese New Year Festivals, 1953-1969" in *The Chinese in America: A History from Gold Mountain to the New Millennium*, edited by Susie Lan Cassel, (California: Alta Mira Press, 2002), 329-350.

Review Essay

"Celebrating Freedom and Ethnicity," Mitch Kachun, *Festivals of Freedom: Memory and Meaning in African American Emancipation Celebrations, 1808-1915* and Lon Kurashige, *Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival, 1934-1990*, *American Quarterly* (March 2005), 279-288.

Reviews

Rebecca Chiyoko King-O'Riain, *Pure Beauty: Judging Race in Japanese American Beauty Pageants*, *Journal of Asian American Studies* 11:3 (October 2008):380-382.

Linda Trinh Võ, *Mobilizing an Asian American Community*, *Pacific Historical Review* 75: 1 (February 2006): 166-167.

Fran Martin, *Situating Sexualities: Queer Representation in Taiwanese Fiction, Film and Public Culture*, *Journal of the History of Sexuality* 15:1 (January 2006): 146-148.

Weili Ye, *Seeking Modernity in China's Name*, *Journal of American Ethnic History* 21:3 (Spring 2002): 91-92.

Recent Fellowships, Awards, and Grants

University Grants Program Funding, SDSU, 2009.

Outstanding Faculty Member (Teaching Award), Asian Pacific Studies, SDSU, 2008.

CAL Microgrants, SDSU, Spring 2007.

University Grants Program Funding, SDSU, 2007.

Rockefeller Postdoctoral Fellowship, Center for Ethnicities, Communities, and Social Policy, Bryn Mawr College, 2004-2005.

Research, Scholarship and Creative Activity Summer Fellowship and Mini Grant, SDSU, 2003.

Marshall Fishwick Travel to Popular Culture Collections Grant, Popular Culture Association and American Culture Association, 2003.

CAL Microgrants, SDSU, 2002.

The Albert J. Beveridge Grant for Research in the History of the Western Hemisphere, American Historical Association, 2002.

Kevin Starr Fellowship in California Studies, University of California Humanities Research Institute, September 2001-August 2002.

Recent Presentations

“‘A Good Model for All American Mothers’: Toy Len Goon, American Mother of the Year, and Cold War America,” *Organization of American Historians*, New York, New York, March 28-31, 2008.

“‘They Wanted to Show that I wasn’t just American Propaganda’: Jade Snow Wong, the Model Minority and the American Empire,” *Western Association of Women Historians Annual Conference*, San Diego, California, May 3-6, 2007.

“‘Making Multicultural America: Cold War Politics, Ethnic Celebrations, and Chinese America,” *American Studies Association Annual Conference*, Oakland, California, October, 2006.

“‘Coming Home’: Queerness, Identity Formation, and Transnationalism,” *Rockefeller Fellows Symposium*, Bryn Mawr College, October, 2005 (invited).

“‘Making Multicultural America: Cold War Politics, Ethnic Celebrations, and Chinese America,” *Chinese American Studies Conference*, San Francisco, California, October, 2005.

“‘Coming Home’: Queerness, Identity Formation, and Transnationalism,” *Berkshire Conference of Women Historians*, Scripps College, Claremont, California, June, 2005.

“‘Politicizing Chinese New Year Festivals: Cold War Politics, Transnational Conflicts, and Chinese America,” Conference of *Contesting Culture: Narratives, Dramas, and Representing Identity*, Bryn Mawr College, February 2005 (invited).

“‘Model Minorities’ vs. ‘Militant Activists’: Manhood and Chinese American Identity Formation, 1950s-1970s,” *American Studies Association Annual Conference*, Atlanta, Georgia, November 2004.

“‘Selling and Buying Chineseness: Commercialism and Identity Politics in San Francisco’s Chinese New Year Festivals, 1980s-1990s,” *American Studies Association Annual Conference*, Hartford, Connecticut, October 2003.

Panel Chair and Discussant, “‘Representing Race in 20th Century U.S. Culture,” *Pacific Coast Branch of the American Historical Association Annual Conference*, Honolulu, Hawaii, July 2003.

“‘We are One Family’: Queerness, Citizenship, and Chinese American Identity Politics,” *Association for Asian American Studies Annual Conference*, San Francisco, California, May 2003.

“‘Asian and Asian American Intercultural Performances,” *Asian American Studies Department*, University of California, Irvine, May 29, 2002 (invited).

“‘Red Scare and Beauty Queens: the Creation of Ethnic and Cultural Space in Cold War America, 1953-1970,” *Association for Asian American Studies Annual Conference*, Salt Lake City, Utah, April 2002.

Zheng-sheng Zhang

Associate Professor of Chinese
Department of Linguistics and Asian/Middle Eastern Languages
San Diego State University

Office phone: 619-594-1912
Department fax: 619-594-4877
Email: zzhang@mail.sdsu.edu

EDUCATION

Ohio State University	12/88	Ph.D.	Linguistics
Ohio State University	3/85	M.A.	Linguistics
Beijing Teachers' College	3/82	B.A.	English

DISSERTATION

'Tone and Tone Sandhi in Chinese'. Ohio State University, 1988.

TEACHING EXPERIENCE

San Diego State University	Associate Professor	8/98-present	Chinese
San Diego State University	Assistant Professor	8/94-present	Chinese
San Diego State University	Full-time Lecturer	8/90-8/94	Chinese
University of California, San Diego	Full-time Lecturer	9/88-6/90	Chinese

PUBLICATIONS SINCE 2000

Introduction to Chinese Natural Language Processing (Forthcoming) co-authored with Kam-fai Wong, Wenjie Li, Ruifeng Xu, San Rafael, CA: Morgan & Claypool Publishers.

电脑辅助语言研究一例：成语的统计分析 (Computer-aided Linguistic Research: a Case Study; Statistical Analysis of Idioms) (Forthcoming). *Technology-based Chinese Language Teaching in the 21st Century*, Beijing University Press.

Myth, Reality and Chinese Character Instruction in the 21st Century. (2009) *Journal of Chinese Language Teachers' Association*.

Review of *Classical Chinese: a Basic Reader*, by Yuan et al. (2007) *Journal of Chinese Language Teachers' Association*.

A Corpus Approach to the Study of Chinese Written Registers. (2005). *Proceedings of The Fourth International Conference on using Technology for Teaching Chinese, University of Southern California, 5/5/06-5/7/06*.

书面语定义及教学问题初探 (Preliminary Research on the Teaching of Written Chinese). (2005).

冯胜利、胡文泽主编：

对外汉语书面语教学与研究的最新发展。北京语言大学出版社。（哈佛大学高年级对外汉语教学研讨会论文集）

Repurposing and Recombining Resources for Automatic Annotation. (2004). *Proceedings of the*

Third International Conference on Technology in the Teaching of Chinese. Columbia University.

“Writing” Characters Using the Computer. (2002). *Proceedings of the Third International Conference on Chinese Pedagogy.* Nanjing, China

The Acquisition Sequence of Mandarin le. (2002) *Proceedings of the 13th North American Conference on Chinese Linguistics* (NACCL-13). Los Angeles: GSIL Publications, University of Southern California.

Proceedings of the 12th North American Conference on Chinese Linguistics (NACCL-12). (2001). Edited by Zheng-sheng Zhang, Los Angeles, CA: GSIL Publications, University of Southern California.

HONOR: Most Influential faculty for International Business Major Christy Rust (2008)

ONLINE TEACHING MATERIALS DEVELOPED

The Chinese Files. An Introduction to the Chinese Language for Students of Chinese.

Interactive Online Exercises Created with the Authoring Software *Hot Potatoes*
Pinyin/Character Crossword Puzzles
Fill-in blanks, Sentence descrambling,
Character analysis/differentiation

Sound-Enriched Text Files for *Integrated Chinese* and *Chinese Link*

Character Animation Power Point Files Created with *E-stroke*

SERVICE TO THE PROFESSION (CHINESE AND CHINESE LINGUISTICS) SINCE 2000

Editor, *Journal of Chinese Language Teachers' Association.* (2008-)
Secretary, *Chinese Teachers Association of Southern California* (2008-)
Board Member, *Chinese Teachers Association of Southern California*, (2008-)
Editor of *Integrated Chinese*, textbook and workbook for Cheng & Tsui (2008)
Reviewer of *Jiayou!* for Heinle | Cengage Learning: (2008)
Reviewer of *Integrated Chinese*, textbook and workbook for Cheng & Tsui (2008)
Reviewer for Routledge: *A Frequency Dictionary of Chinese* (2007)
Invited lecture at Huaxia Chinese School “Typing Chinese”, (2006)
Reviewer for Yale University Press: *Practice Makes Perfect*, (2005)
Invited lecture at Cal State Los Angeles “The Myth of Chinese Characters”, (2005)
Reviewer for Prentice Hall: *Chinese Link and Keeping Our Heritage* (2004)
Editorial Board of Chinese Language Teachers’ Association (2004-)
Public lecture “The Myth of Chinese Characters”, San Diego State University (2004)
Lecture on “A Critical Examination of Computer Aided Language Instruction for Chinese”, University of Southern California (2004)
External reviewer for tenure/promotion at Carnegie Mellon University, (2004)
Reviewer for Online Journal Language Learning (2004-)
Naccl-14 (North American Conference on Chinese Linguistics) abstract reviewer, (2003)
Board member for *Chinese Language Teachers’ Association (CLTA)* (2000-2003)
External reviewer for tenure/promotion at National University of Singapore, (2002)
Member of Steering committee, Chinese Language Teachers’ Association, (2002)
Chair of award committee, Chinese Language Teachers’ Association, (2001)
Program chair Annual Meeting, Chinese Language Teachers’ Association (2001)
Member of Chinese Language Teachers’ Association Web Team, (2000-)
Organizer for *12th North American Conference on Chinese Linguistics*, (2000), SDSU.

MEI ZHONG

School of Journalism and Media Studies
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4561
Phone: (619)594-8099 (o)

Fax: (619)594-6246

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EDUCATION

- **Kent State University, 1992-1996, Ph.D., Communication Studies.**
Dissertation: *Analysis of Cultural and Social Factors and Their Influences on Communication of the Urban Only-Child Generation of the People's Republic of China* (Advisor: Dr. D. Ray Heisey)
- **Southern Illinois University, Edwardsville, 1990-1992, M.A., Speech Communication**
Thesis: *Intercultural Communication: A Course Design* (Advisor: Dr. Kevin McClearey)
- **University of Guam, 1986-1990, B. A. Communications**

TEACHING POSITIONS AND RANKS HELD

- **San Diego State University, San Diego, CA**, Assistant Professor, August 1999-present, intercultural communication
- **Iowa State University, Ames, IA**, Assistant Professor, July 1997-May 1999, intercultural communication, interpersonal communication
- **Doane College, Crete, NE**, Assistant Professor, July 1996-May 1997, intercultural communication, small group communication
- **Kent State University, Kent, OH**, Part-time Instructor, July 1995-May 1996, intercultural communication, interpersonal communication
- **Kent State University, Kent, OH**, Graduate Teaching Assistant, August 1992-May 1995, interpersonal communication, public speaking
- **St. Louis Community College, Florissant Valley, St. Louis, MO**, Part-time Instructor, June 1992-July 1992, intercultural communication
- **Southern Illinois University, Edwardsville, IL**, Graduate Teaching Assistant August 1990-May 1992, public speaking, interpersonal communication

SAMPLE OF MOST RECENT WORKS

Chai, S., and Zhong, M. (2009). Chinese American ethnic and cultural identity, In L.A. Samovar, R.E. Porter, and E.R. McDaniel (eds.), *Intercultural Communication: A Reader, (12th ed., pp. 93-104)*. Boston, MA: Wadsworth Cengage Learning.

Gibson, D., & Zhong, M. (2006). Intercultural communication competence in the health care setting. *International Journal of Intercultural Relations*, 29, 621-634.

Liu, W. L., & Zhong, M. (2007, November). Online Game Patterns of the Young Generation in Urban China. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Myers, S., & Zhong, M. (2004). Perceived Chinese instructor use of affinity-seeking strategies and Chinese college student motivation. *Journal of Intercultural Communication Research*, 33(3), 119-130.

Schaper-Chiu, P., & Zhong, M. (2007, November). The Facelessness of Equality: A Visual Analysis of the Image of Women during the Cultural Revolution Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Zhang, H., & Zhong, M. (2006). Dynamics between good reputation and halo effect in crisis management. In M. Hinner (Ed.) *Freiberger Beitrage: A Forum for General and Intercultural Business Communication*. Peter Lang (www.peterlang.de).

Zhong, M. (2005). The only-child declaration: A content analysis of published stories by China's only-children. *Intercultural Communication Studies*, 14, 9-27.

Zhong, M. & Gong, L. (2008, November). Contemporary Chinese Cultural Identification Scale. Paper presented at the annual meeting of the National Communication Association, San Diego, CA.

Zhong, M., Myers, S., & Buerkel, R. (2004). Communication and intergenerational differences between Chinese fathers and sons. *Journal of Intercultural Communication Research*, 33(1), 15-27.

JULIE C. SU (TAO)
Library and Information Access
San Diego State University

EDUCATION

Indiana University. School of Library and Information Science
Specialist Degree (Library and Information Science)

University of California, Berkeley School of Librarianship
M.L.S. (Librarianship)

National Taiwan University, Department of Library Science, B.A.

PROFESSIONAL EXPERIENCE

Librarian, 2001-present, San Diego State University Library
- Asian Studies Librarian, Digital Resources / Serials Librarian, and Head of the Serials Unit

Certified by the Library of Congress Serials Cataloging Cooperative Training Program (SCCTP) as a trainer for five different workshops on information organization. Teaches between 2 and 4 workshops every year

San Jose State University School of Library and Information Science, Southern California Program,
Adjunct faculty for Beginning Cataloging and Classification course, 2002

University of San Diego Library

University of Indianapolis Library

Indiana University-Purdue University at Indianapolis University Libraries

Indianapolis Museum of Art Reference Library

University of Wisconsin School of Pharmacy Library

University of California Berkeley, East Asiatic Library

SELECTED PUBLICATIONS

“Anglo-American Cataloging Rules 2002 revised edition, Chapter 12: Continuing Resources: Chinese, Japanese, Korean examples”, Julie Su, editor, work in progress.

“Serials management “ issued as Chapter 8 *in*: Erh shi yi shi ji Meiguo ta xue tu shu guan yun zuo de li lun yu shi jian (Theory and Practice in 21th century American Academic Libraries), Beijing Library Press, 2007.

Co-translated the *SCCTP Electronic Serials Cataloging Workshop Trainee Manual*, into Chinese and published in Xian, China by the Chinese Society of Library Science, 2002.
Indiana Chinese American Resources Directory, Indianapolis, IN: Infonet, 1992.

"Library services in an Asian American context," In *Diversity and Multiculturalism in Libraries*, edited by Katherine Hoover Hill. Greenwich, CT.: JAI Press, 1994, p. 121-143.

Guide to Country Information in International Intergovernmental Organizations, ed. by Marian Shaaban. Washington D.C.: Congressional Information Service (CIS), 1996. Section on publications issued by Asian Productivity Organization, United Nations Economic and Social Commission for Asia and the Pacific, and World Health Organization, International Agency for Research on Cancer.

Guide to Official Publications of Foreign Countries, 2nd. Rev. ed. by Gloria Westfall, Washington D.C.: Congressional Information Services (CIS), 1997. Sections of official publications issued by: Lesotho, Nigeria and China.

"Keeping Serials Records Up-To-Date in Local Catalogs" *Serials Librarian*, v.35, no.4, 1999, p.17-28.

"Accessing electronic journal on the Internet" *CALA E-Journal*, no. 10, 1997
url:www.whiteclouds.com/cala/calapubs.htm

"The culture of technical services" *Serials Librarian*, v.31, no. 1/2, 1997, p. 307-313.

SELECTED SERVICE FOR THE PROFESSION

Active member of American Library Association

Served on Association for Library Collection and Technical Services (ALCTS)'s Committee to Study Serials Standards, Continuing Resource Cataloging Committee, Cataloging Policy and Planning Committee, Cooperative Online Serials Publication Pattern Initiative, Workflow Task Force

President of Southern California Technical Processing Group

Active member of Association for Asian Studies

Active member of Chinese American Librarians Association

CURRICULUM VITAE

ELSIE BEGLER

work: (619) 594-2412

EDUCATION: Columbia University: Ph.D.(Anthropology), 1980
Harvard University, Graduate School of Education: M.Ed., 1973
University of California, Los Angeles: M.A., 1970; B.A., 1968
University of Madrid, Spain: 1966 - 1967

CURRENT POSITIONS

Director, International Studies Education Project of San Diego, San Diego State University, 1983 - current
Coordinator, Special Programs, Office of the Dean, College of Arts and Letters, San Diego State University,
2005 - current

Lecturer (Associate level), College of Arts and Letters, San Diego State University, 1990 – present

PRIOR ACADEMIC POSITIONS

Lecturer, Joint appointment, College of Arts & Letters and College of Education, San Diego State University,
1990 - 2004

Lecturer, College of Arts and Letters, San Diego State University, 1986 - 1990

Adjunct Professor, Center for Latin American Studies, San Diego State University, 1983 - 1986

Instructor, Summer Sessions, Department of Anthropology, Columbia University, 1979, 1981

Visiting Lecturer, National Endowment for the Humanities Seminar in Anthropology, Columbia
University, 1975-76

Instructor, Department of Anthropology, Montclair State College, New Jersey, 1973-74

OTHER PROFESSIONAL POSITIONS

Consultant and Program Director, San Diego-Tijuana Las Californias Youth Leadership Program,
International Community Foundation (funded through the Ford Foundation), Youth Seminar Series,
2003 – 2004.

Program Consultant, VISTAS – Perspectives on Latin American and Latino History and Culture, (funded
through the National Endowment of the Humanities), San Dieguito Union High School District, 2003
– 2004.

Consultant, and Chair, External Review Committee, Stanford Program in International and Cross-Cultural
Studies, Institute of International Studies, Stanford University, 1997 – 1999.

Project Director, Fulbright-Hayes Group Projects Abroad, Summer Study Program for K-12 teachers,
1998.

Program Evaluator, DiverseCity Leadership Training Program, National Conference of Christians and
Jews, San Diego (an Irvine Foundation-funded program), 1996-98.

Consultant, World Geography and Cultures Magnet Program, Martin Luther King Elementary School, San
Diego Unified School District, 1992 - 93, 1996-97.

Consultant, Program in Foreign Language and Global Studies (FLAGS), Hilltop High School, Sweetwater
Union High School District, 1990 – 1992.

COURSES TAUGHT

Introduction to Cultural Anthropology
Theories of Cultural Evolution
International Education

Anthropology of Religion
Literacy and Language

BOARD AND COMMITTEE MEMBERSHIPS

Greater San Diego Council for the Social Studies, Board Member, 2004- present.

Region 9B Coordinating Council, California Subject Matter Projects, Member, 2005 – present.

Bilateral Projects in Human Rights Education, Chile-San Diego, Steering Committee Chair, 2001- 2004.
 Center for Community Service Learning, SDSU, Advisory Board Member, 1999-2004.
 San Diego County Office of Education, History/Social Science Advisory Committee, 1991 – 2000.
 San Diego Unified School District History/Social Science K-12 Advisory Committee, 1992 – 1998.
 National Task Group on Balance and Quality in Global Education, Alliance for Education in Global and International Studies (AEGIS) (funded by the United States Institute of Peace), 1990 – 1993.
 San Diego State University Ad Hoc Committee on International Education Mission of the University, Chair, 1989 – 1990.
 Task Force on Mexico in the K-12 Curriculum, an outgrowth of the Bilateral Commission on the Future of U.S.- Mexican Relations, (funded by the Ford Foundation), Chair, 1989 – 1992.

PUBLICATIONS

Understanding Culture: The First Step in the Study of Cultures, *Social Education*, Volume 62, No. 10, September, 1998.
Global Education: A special issue of Social Studies Review, co-edited with Jane Boston and Carol Marquis, Volume 37, No. 2, Spring/Summer, 1998.
 Conceptual Organizers: Tools for Visualizing Complex Ideas, Interactions and Systems, *Social Studies Review*, Volume 37, No. 2, Spring/Summer, 1998.
 Immigration and Global Education: Impact, Opportunities and Challenges, *Issues in Global Education*, No. 133, March, 1996.
 Changing Global Realities: An Educational Response, *New Teacher Advocate*, Winter, 1993.
 Spinning Wheels and Straw: Balancing Content, Process and Context in Global Teacher Education Programs, *Theory Into Practice*, Vol. 32, No. 1, pp. 14-20, Winter, 1993.
 Changing Global Realities: Implications for the Classroom (with Marlowe Berg), *Social Studies Review*, "Asian Pacific Rim," Vol 31, No. 3, pp. 9-13, Spring, 1992
Nationalism: The Issue That Won't Go Away - Activities for Integrating an Understanding of Nationalism in the Modern World History Course for High School Students, with David Johns, Nancy Lindsay and Simone Arias, San Diego: International Studies Education Project, 1992.
Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria, with Barbara Miller, Lynn Parisi, Roland Case, Folu Ogundimu, Ken Rodrigues, Akabarali Thobhani and Ruth Yates, Boulder: Social Science Education Consortium, 1992.
Key Understandings and Instructional Guidelines for Teaching and Learning About Mexico, Editor, Task Force on Mexico in the K-12 Curriculum, San Diego: Center for Latin American Studies, 1991.
 Evaluating the Use of International Students as Intercultural Resources in the Public Schools: ISTEP's "The World in the Classroom" Program. In: *Improving Education Through Evaluation: Assessing Global Education Projects and Outcomes*, a report to the Danforth Foundation, Judith Torney-Purta, ed., St. Louis, MO, 1987.
 Theoretical Goals and Methodological Realities: Problems in the Reconstruction of Prehistorical Subsistence Economies (with Richard W. Keatinge). *World Archaeology*, 11, pp. 208-226, 1979.
 Sex, Status and Authority in Egalitarian Society. *American Anthropologist*, Vol. 80, pp. 571-588, September, 1978.
 Latin American Peasant Corporate Communities: Potentials for Mobilization and Political Integration. *Journal of Anthropological Research*, Vol. 29, pp. 37-58, Spring, 1973.

Dr. Doreen Mattingly

EDUCATION

Clark University Geography	1991-1996	Ph.D.
University of California, Los Angeles Geography	1987-1991	M.A.
University of California, Berkeley Geography	1979-1983	B.A.

CURRENT POSITIONS

Associate Professor, Department of Women's Studies, SDSU
Director of College-Wide Grants and Initiatives, SDSU
Director, Master of Arts in Liberal Arts and Sciences (MALAS), SDSU
Program Evaluation Consultant

PROGRAM EVALUATION EXPERIENCE

State of California, First 5 Commission, San Diego, South Bay Region, Health and Developmental Services (with Thomas Herman, co-PI, 2006-2009). Responsibilities include coordinating the collection and reporting of process and outcomes data from nine agencies, integrating data into regular reports, designing and modifying evaluation materials.

San Ysidro Health Center, SALSA Community Health Program, (with Thomas Herman, co-PI, 2007-2009). Responsibilities include building and managing SPSS database, analyzing the impact of education on health outcomes, and training data collection and data entry team.

SDSU Language Acquisition Resource Center (LARC), Department of Education Title VI grant (2006-2010). Responsibilities include developing and analyzing evaluation materials for diverse programs in a multi-million dollar language center.

SDSU Center for Latin American Center/UCSD Center for Iberian and Latin American Studies (CLAS/CILAS), Department of Education Title VI grant (2006-2010). Responsibilities include developing, analyzing, and reporting on multiple evaluation efforts for research and education consortium.

SDSU Center for International Business Education and Research (CIBER) Department of Education Title VI grant. (2006-2010). Responsibilities include conducting surveys, analyzing data, and supporting process evaluation efforts for education, research, and community outreach programs.

City of San Diego, San Diego Healthy Homes, US Housing and Urban Development grant, (with Thomas Herman, co-PI, 2007-2009). Responsibilities include assisting in the development of survey instruments and database, quarterly SPSS analysis of all data, and ongoing quality control for city-wide home-improvement grant.

SELECTED PUBLICATIONS

"Indian women working in call centers: Sites of resistance?" *Journal of International Women's Studies* (Under review)

Women and Change at the U.S. Mexico Border: Mobility, Labor and Activism. University of Arizona Press. (edited with Ellen Hansen, 2006).

"Evaluating evaluations: The case of parent involvement programs." *Review of Educational Research*, 72(4), 549-576. (2002)

The home and the world: Domestic service and international networks of caring labor. *The Annals of the Association of American Geographers* 91(2): 370-386. (2001)
“Community, justice, and the ethics of research: Negotiating reciprocal research relations.” *Geography and Ethics: Journeys in a Moral Terrain*, eds. James D. Proctor and David M. Smith. New York: Routledge. (with Thomas Herman, 1999).

“Making maids: U.S. immigration policy and immigrant domestic workers.” *Gender, Migration, and Domestic Service*, ed. Janet Momson. New York: Routledge. (1990)

SELECTED FELLOWSHIPS, GRANTS AND AWARDS

SDSU Faculty Development Program, “Call Centers, Gender, and Globalization: A Comparative Study” (2004)

Most Influential Faculty Member, Women’s Studies Outstanding Graduating Senior (2003)

National Science Foundation, Geography and Regional Science Program, Research Workshop Grant for “The Geographies of Young People and Young People’s Geographies,” (Stuart Aitken and Doreen Mattingly, co-P.I.s). (1998)

National Science Foundation, Geography and Regional Science Program, Doctoral Dissertation Improvement Award for “Domestic Service, Migration, and Local Labor Market Transformations” (Susan Hanson, P.I./Advisor). (1993)

SELECTED TEACHING EXPERIENCE

Courses taught include: The Geography of Inequality; Sex, Power, and Politics; Women’s Work, Women’s Movements in International Perspective; Women, Development, and the Global Economy; Methods of Inquiry in Women’s Studies; Transnational Economies and Gender

Travel Study: Co-directed Women in China (2000, 2001, 2004), Women in India (2004, 2006), Women Saints of Europe (2006); Development in Guatemala (2009)

SELECTED UNIVERSITY SERVICE

Member, University Research Council (2002 to 2006)

Member and Chair, College of Arts and Letters Curriculum Committee (2001 to present)

Women’s Studies Department, Curriculum Committee (2002 to 2007), Scholarship Committee (2002 to 2007), Faculty Search Committee (2007), Assessment Coordinator (2003 to 2005)

LANGUAGES

Spanish (Intermediate level)

ORGANIZATIONAL MEMBERSHIPS

American Evaluation Association

Association of American Geographers

JEFFREY N. WASSERSTROM

Department of History
University of California, Irvine

EDUCATION

University of California, Berkeley, Ph.D. History, May 1989 (orals passed with distinction).
Harvard University, Cambridge, Massachusetts, M.A. East Asia Studies, June 1984.
University of California at Santa Cruz, B.A. History (honors), June 1982.
University of London, September 1980-June 1981 (no degree).

PROFESSIONAL EXPERIENCE

Graduate Director and Vice-Chair, History Department, UC Irvine
Professor of History, UC Irvine, 2005-
Editor of the *Journal of Asian Studies*, 2008-
Director, East Asian Studies Center, Indiana University, 2002-6
Associate Editor, *American Historical Review* 1997-2000/Acting Editor, 6/2000-7/2001
Professor, Departments of History and of East Asian Languages and Cultures, IU, 2002-6

SELECTED PUBLICATIONS

Books

Global Shanghai, 1850-2010: A History in Fragments, London and New York: Routledge, 2009.

China in 2008: A Year of Great Significance (co-edited with Kate Merkel-Hess and Kenneth L. Pomeranz).
Rowman & Littlefield, 2009.

China's Brave New World – And Other Tales for Global Times, Bloomington: Indiana University Press,
2007.

Twentieth Century China: New Approaches (editor), London: Routledge, 2003.

The 20th Century: A Retrospective (co-authored with Choi Chatterjee, Jeffrey Gould, Phyllis Martin, and
James Riley), Boulder, Colorado: Westview Press, 2002.

Chinese Femininities/Chinese Masculinities: A Reader (co-editor with Susan Brownell), Berkeley:
University of California Press, 2002.

Human Rights and Revolutions (co-editor with Lynn Hunt and Marilyn Young), Lanham, Maryland:
Rowman and Littlefield, 2000; revised and updated edition, with Greg Grandin as added editor, 2007.

Popular Protest and Political Culture in Modern China (co-editor with Elizabeth J. Perry), Boulder,
Colorado: Westview Press, 1992; expanded second edition, 1994.

Student Protests in Twentieth-Century China: The View from Shanghai
Stanford: Stanford University Press, 1991, paperback 1997.

Selected Recent Journal Articles, Book Chapters, and Commentaries

“Olympic Dreams and Nightmares,” *International Herald Tribune*, July 27, 2007.

“Is Global Shanghai ‘Good to Think’?” *Journal of World History*, June 2007.

“True Global Cities Make You Dream About the Future,” *Los Angeles Times*, February 11, 2007.

“The Chinese Evolution,” review essay discussing three new books, *The Nation* (online edition only), September 18, 2006.

“Shanghai and the Other China,” *Australian Financial Review*, July 28, 2006.

“Misreading China: It’s Time to Move Beyond Old Stereotypes,” *Christian Science Monitor*, April 14, 2006.

“A Big Ben with Chinese Characteristics: The Customs House as Urban Icon in Old and New Shanghai,” *Urban History*, May 2006.

“China’s City with a Film Past – And Future,” *Newsweek International*, January 9, 2006.

“Expanding on the I-Word,” *Chronicle of Higher Education*, January 20, 2006.

“Mao as Monster” (a book review), *Chicago Tribune*, November 7, 2005.

“Chinese Students and Anti-Japanese Protests, Past and Present,” *World Policy Journal* (Summer 2005), pp. 59-65.

“Beijing’s New Legitimacy Crisis,” *Far Eastern Economic Review* (December 2004), 25-30.

Selected Fellowships, Grants and Honors

Distinguished Scholar Program Visitor, National Chengchi University, Taiwan, 2004.

Luce Foundation Symposium and Exhibition Grant (Project Co-Director), 1998-2000.

National Endowment for the Humanities, Collaborative Award (Director), 1992-1995.

National Academy of Education Post-Doctoral Fellowship, 1990-1991.

Charlotte Newcombe/Woodrow Wilson Foundation Dissertation Fellowship, 1988/89.

American Council of Learned Societies: Dissertation Fellowship, 1987.

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1986/87.

Selected Speaking Engagements

Invited talks given at the École des Hautes Études in Sciences Sociale (Paris), National Chengchi University (Taipei), National Chungyang University (Taipei), Duke University, the University of Minnesota, Lewis University, Central European University (Budapest), Indiana University Law School, Erfurt University, the University of Heidelberg, University of Stockholm, University of Lund, University of Chicago, Butler University (Indianapolis), Hong Kong University, City University of Hong Kong, the Free University (Berlin), the Nordic Institute for Asian Studies, Shanghai Foreign Correspondents Club, Turku University, Helsinki University, the University of Sydney, and six campuses of the University of California.

Other Academic Activities

Co-founder, Indiana University and University of Illinois East Asian Studies Consortium, which in 2005 was awarded National Resource Center status from the Dept. of Education.

“Understanding the Two-Thirds World at Home and Abroad,” Indiana University Commitment to Excellence Proposal (lead writer), received \$3.5 million in funding to hire more than 20 new faculty.

Project Co-Director (with Harriet Evans): “Picturing Power in the PRC: Chinese Cultural Revolution Posters,” multi-media exhibit and international workshop, 1999.



**SAN DIEGO STATE
UNIVERSITY**

Center for International Business
Education & Research (CIBER)
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-8230
Phone: (619) 594-3947
Fax: (619) 594-1573
Email: gsingh@mail.sdsu.edu

April 27, 2009

Dr. Lei Guang, Project Director
Chinese Studies and Language Program
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4427

Dear Dr. Lei Guang:

I am delighted to learn of your intention to submit a proposal under the U.S. International Studies and Foreign Language Program (USIFL) to create an integrated Chinese Studies and Language (CSL) program at San Diego State University. I wish to offer our Center's complete support of your proposal.

Global economic changes have made the global competence of Americans an essential ingredient for ensuring the United State's security, economic competitiveness, foreign policy leadership, and ability to understand and meet global challenges in the new era. Many components of what we call "global competence" range from basic understanding of the world and the U.S.'s role in it to deep expertise worldwide languages and cultures. It also involves having cross-cultural skills, foreign language proficiency and the ability to function effectively in other cultural environments and value systems.

As you know, SDSU CIBER focuses on several initiatives which promote international education throughout SDSU, our College of Business Administration, and our region. Our activities also serve to strengthen the business language mission at SDSU and we look forward to working with you to introduce Chinese studies in our international business curriculum so that students can learn more about the Chinese world and master the Chinese language for business purposes. In particular, we look forward to working with you to offer our international business students a short-term summer China program. SDSU's Chinese Studies and Language program can be the overall resource to coordinate all kinds of exchange programs in China and offer faculty development programs designed for our non-China specialists.

Our Center fully supports your proposal. We look forward to working with you and the Chinese Studies and Language program to introduce an integrated Chinese language program for students, improve teaching and assessment measures, and build faculty development programs which facilitate teaching Chinese languages for our students and our regional business community.

Yours sincerely,

Gangaram Singh, Ph.D.
Professor and Director

From: Joanne Ferraro [ferraro@mail.sdsu.edu]
Sent: Thursday, April 23, 2009 11:28 AM
To: Kathryn Edgerton-Tarpley
Cc: lguang@mail.sdsu.edu
Subject: Re: letter of Approval for coordinating Asian 150 and offering History 583 as a China course

Dear Kate,

I am writing to express the Dept of History's support for the proposed course "Understanding the Chinese World." It is our understanding that this is a core course for the new Chinese Studies and Language emphasis, and that coordination of the course will be rotated among Chinese Studies faculty. In the semester you organize the course, the History Department will receive the FTES. The History Department values interdisciplinary education, and your colleagues have voiced their support for this course and your participation in it. Moreover, by introducing more students to Chinese Studies, this course may strengthen enrollment in the China-related upper-level courses offered by our department. Separately, we would also like to offer support to your idea of developing a new course on Gender and Sexuality in Chinese History for the Department.

Joanne M. Ferraro, Professor and Chair
Department of History
San Diego State University



SAN DIEGO STATE
UNIVERSITY

International Business Program
(Bachelor of Arts)
San Diego State University
5500 Campanile Drive, AL 208
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April 28, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
U.S. Department of Education
1990 K Street N.W.
Washington, D.C., 20006

To Whom It May Concern:

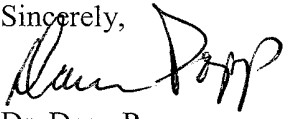
I am writing this letter in support of the proposal on “Integrating and Enhancing Chinese Studies and Language at SDSU” submitted by the Chinese studies and language faculty at San Diego State University.

I am the Director of the International Business Program at SDSU which is an interdisciplinary degree program offered jointly by the College of Arts and Letters and the College of Business Administration. The program combines an integrated program of study in business, language and culture. The emphasis on language and culture is what differentiates the International Business Program at SDSU from other similar programs. Students in this major must choose from one of nine foreign languages offered at SDSU and successfully complete at least seven courses in that language. For most of the languages this will provide language proficiency sufficient to complete courses taught in that language at a foreign university. Our students must study abroad for at least one semester in a country where their language is spoken. As Chinese is a difficult language to learn our students do not generally enroll in business courses taught in Chinese but rather focus on language classes while studying abroad.

A strong and vibrant Chinese Studies and Language program at SDSU is of critical importance to the International Business Program. Chinese is a language of increasing importance in the world and clearly is an economic powerhouse. Our students are increasingly choosing Chinese as their language of emphasis and thus are interested in studying abroad in China and seeking out internships with companies engaged in commerce with China. It is my opinion that receipt of this grant will substantially improve the offerings of Chinese language and China Studies while strengthening and broadening the opportunities for students to work and study in China. This will be of great benefit to the International Business Program.

For the above reasons I strongly support this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Dean Popp". The signature is written in a cursive style with a large, prominent "D" and "P".

Dr. Dean Popp

Director, International Business Program



SAN DIEGO STATE
UNIVERSITY

Department of Political Science
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 - 4427
Tel: 619 594-6244
Fax: 619 594-7302

April 28, 2009

Undergraduate Inter national Studies and
Foreign Language Program
Office of Postsecondary Education
U. S. Department of Education
1990 K Street N. W.
Washington D. C. 20006

To Whom It May Concern

I am pleased to write this letter in support of San Diego State University's proposal on "Integrating and Enhancing Chinese Studies and Language at SDSU."

I am the Director of International Security and Conflict Resolution (ISCOR). It is a multidisciplinary undergraduate program, which, during the past decade has seen one of the fastest rates of growth in student enrolment in this university. This multidisciplinary program is unique in at least three different ways. First, it is located in three different colleges, the College of Arts and Letters (CAL), Professional Studies and Fine Arts (PSFA) and Sciences (CS). Second, it has a stricter foreign language requirement than most other programs on campus. And third, it is mandatory for the students, both majors and minors, to have study abroad experience. If the proposed project is funded, ISCOR will be one of its primary beneficiaries.

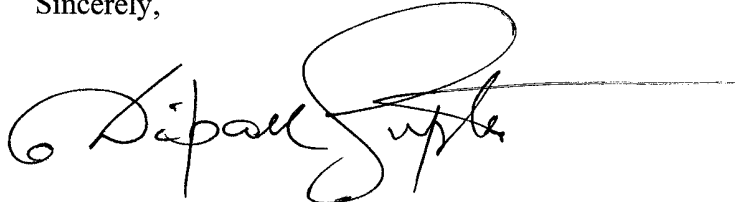
ISCOR offers emphasis in three different areas for its majors: a) conflict and conflict resolution, b) global systems, and c) environment and security. As it is obvious from the titles, understanding China is absolutely vital to all three emphases of our program.

Each year, we conduct a survey of our graduating seniors. These surveys reveal that a vast majority of our graduates join various branches of the federal, state, and local governments dealing with law enforcement, intelligence, and other international issues. In our effort to serve this growing national need, the necessity of a program, such as being proposed here, is absolutely vital to the

ISCOR and its growing number of students. In fact, in the era of globalization and the rapidly rising importance of China requires that ISCOR places a great deal of importance on learning Chinese language and culture. This is exactly what is being proposed here.

Therefore, on behalf of the ISCOR program, I would like to lend support this worthy project in the strongest possible terms. If I can be of any further assistance in this matter, please don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink, reading "Dipak K. Gupta". The signature is written in a cursive style with a large, looping initial "D". A horizontal line extends from the end of the signature to the right.

Dipak K. Gupta, Ph. D.
Fred J. Hansen Professor of Peace Studies
Distinguished Professor in Political Science
Director, International Security & Conflict Resolution



SAN DIEGO STATE
UNIVERSITY

Center for Latin American Studies
College of Arts and Letters
San Diego State University
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<http://latinamericanstudies.sdsu.edu>

April 28, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
U.S. Department of Education
1990 K Street N.W.
Washington, D.C., 20006

Re: SDSU Chinese Studies at SDSU

Dear Review Committee,

I enthusiastically write in support of the grant proposal "Integrating and Enhancing Chinese Studies and Language at SDSU" submitted by the Chinese studies and language faculty at San Diego State University. As Interim Director of the Center for Latin American Studies at San Diego State University, a Title VI National Resource Center for more than three decades, I can attest to the value and importance of this program for our university and in particular, for the Center for Latin American Studies (CLAS).

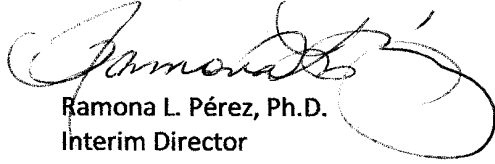
China's emergence as a leading economic force globally has had significant impacts in Latin America. As a result, our need to expand our knowledge of Chinese history, culture, economic policies, and political traditions has become imperative. This is especially true for the CLAS, as we currently have four active graduate programs that prepare students for direct employment: (1) a Master of Arts in Latin American Studies; (2) a joint MA/MPH with three tracks to include epidemiology, environmental health, and health promotion; (3) a joint MA/MBA; and (4) a new MA/MPA with tracks in City Planning, Criminal Justice Administration, Public Personnel and Labor Relations, and General Public Administration. At the graduate level, student interest in the collaborative relationship between Latin America and China is inevitable. Our ability to prepare students at the undergraduate level is likewise evident. The development of a Chinese Studies Program at SDSU is quite simply a necessity for the continued growth and development of our programming in Latin American Studies. Our faculty are committed, community support is high, and student interest is certain.

One particularly innovative and noteworthy element of this proposal is the cross training of Latin American Studies faculty in Chinese studies. This program will result in a more integrated and robust educational program for faculty and students alike. The format reduces faculty workload by providing a stimulating and scholarly environment for the acquisition of current and interdisciplinary information on China, which faculty participants will then be able to debate and discuss in a variety of manners that will mirror the various frames of classroom instruction. This will allow information that already exists on the campus to be more readily disbursed and for new information to be accessed. Coupled with the

Confucius Institute, as well as existing and newly developing study abroad programs, it becomes evident that the programmatic elements of the Chinese Studies Program are in place. The support garnered from the UISFLP would allow the Director and his faculty to move forward more rapidly with their plans and to do so in a more integrative manner.

In sum, the Center for Latin American Studies looks forward to working with the Chinese Studies Program in the integration of information on the history, culture, economy, and politics of China and their direct and indirect relationships to Latin America.

Sincerely,



Ramona L. Pérez, Ph.D.
Interim Director
Center for Latin American Studies



SAN DIEGO STATE
UNIVERSITY

Department of Linguistics
and Asian/Middle Eastern
Languages
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 7727
Tel: 619 · 594 · 5268
Fax: 619 · 594 · 4877
[www-rohan.sdsu.edu/dept/
linguist](http://www-rohan.sdsu.edu/dept/linguist)

April 27, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
U.S. Department of Education
1990 K Street N.W.
Washington, D.C., 20006

To Whom It May Concern:

I am writing this letter in support of the proposal on "Integrating and Enhancing Chinese Studies and Language at SDSU" submitted by the Chinese studies and language faculty at San Diego State University.

As chair of the Department of Linguistics & Asian/Middle Eastern Languages, I can attest to the importance of enhancing the offerings in the area of Chinese studies at San Diego State University, in particular their interdisciplinary nature.

The growing importance of China is beyond question. Increasingly, American students will benefit from greater opportunities to learn about China, and, in turn, their having learned about China will enable them to contribute in a wide range of ways in international commerce, politics, and education.

The prospect of interdisciplinary development of Chinese studies at SDSU is exciting.

Sincerely,

Jeffrey P. Kaplan
Chair

Department of Linguistics & Asian/Middle Eastern Languages
San Diego State University



SAN DIEGO STATE
UNIVERSITY

Office of International Programs
Division of Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 5102
Tel: 619 · 594 · 1354
Fax: 619 · 594 · 0897
Web: oip.sds.edu

April 20, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
US Department of Education
1990 K Street N.W.
Washington, D.C., 20006

To whom it may concern:

I write in strong support of the proposal "Integrating and Enhancing Chinese Studies and Language at SDSU," submitted by the Chinese studies and language faculty in the College of Arts and Letters at San Diego State University. The proposal exemplifies SDSU's commitment to international education and supports the university-wide goal to "create a global campus" by promoting foreign language instruction, internationalization of curriculum, and student study abroad opportunities. We are particularly excited by the proposal's focus on developing the Chinese studies and language program and by the Chinese studies faculty's effort to cross boundaries to enrich the entire international studies curriculum at SDSU.

The Office of International Program at SDSU works with the International Student Center and programs across the campus in an ongoing effort to expand faculty involvement in international research and education projects. With eighteen active exchange programs in China, Taiwan, Hong Kong and Macau, the region is now a priority area for SDSU in developing student and faculty exchange programs and expanding study-abroad opportunities. We fully endorse the idea of institutionalizing long-term student exchange programs in China, and welcome the setup of short-term summer programs in Shanghai and Beijing or Xiamen.

To support these efforts, the OIP will provide one-course release time per year for a CSL faculty who will act as the coordinator of all China study-abroad programs. In addition, the OIP is committed to providing \$9000 in two years (\$3000 in the first year; \$6000 in the second year) toward supporting faculty travel in setting up the summer programs in China, and secure additional funding as study-abroad scholarship for SDSU students.

We are very excited by the prospect of a strengthened Chinese Studies and Language Program at SDSU and look forward to working with the CSL faculty in expanding study-abroad opportunities for SDSU students.

With kind regards,

Professor Alan Sweedler
Assistant Vice President for International Programs



Department of Political Science
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 - 4427
Tel: 619 594-6244
Fax: 619 594-7302

April 24, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
U.S. Department of Education
1990 K Street N.W.
Washington, D.C., 20006

To Whom It May Concern:

I write in strong support of the proposal, "Integrating and Enhancing Chinese Studies and Language at SDSU," submitted by the Chinese studies and language faculty at San Diego State University.

San Diego State University takes very seriously its position 'on the border' of the broadly defined Asian-Pacific region. We focus much of our teaching and research efforts on the changes occurring in a globalized world and intentionally wish to prepare our students to understand and adapt to the new requirements of that world. This includes language preparation, but also social science and culture. As chair of the Political Science Department, I am proud to say that this department is among the leaders in the effort. Over the past few years, we have hired smart young faculty with an international focus and have introduced curriculum reforms to highlight world challenges relating to Democratization, Globalization, Terrorism, Human Rights, International Law, and Politics-and-Religion. We also have maintained our commitment to areas studies, emphasizing Latin America and increasingly Asia.

I enthusiastically endorse the idea that Professor Lei Guang become project director of the proposed Chinese Studies and Language program. He is a talented scholar and caring colleague, who has become one of the true leaders among the faculty. He would do a spectacular job in helping the new program to flourish. I also enthusiastically endorse the idea for a new course in Contemporary Chinese Politics. There is high student demand for courses on Asian politics. It has been the Department's intent to separate the study of China for more detailed treatment, apart from our more general, survey course addressing politics in the region. Professor Guang is, quite obviously, the ideal person to teach such a course, but our commitment to the new course is such that we would recruit a qualified replacement if ever his administrative duties limit his teaching availability.

If you have any questions or wish further information, please do not hesitate to contact me.

Ronald King
Chair, Political Science Department
San Diego State University



SAN DIEGO STATE
UNIVERSITY

Department of Religious Studies
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6062
Tel: 619 · 594 · 5185
Fax: 619 · 594 · 1004

April 24, 2009

Undergraduate International Studies and
Foreign Language Program
Office of Postsecondary Education
U.S. Department of Education
1990 K Street N.W.
Washington, D.C., 20006

To Whom It May Concern:

I write in strong support of the proposal, "Integrating and Enhancing Chinese Studies and Language at SDSU," submitted by the Chinese studies and language faculty at San Diego State University. We are particularly excited by the proposed boundary-crossing faculty development project, which would appeal greatly to me and my colleagues in the department.

Faculty in the Department of Religious Studies would be very interested in participating in the program. For example, I would like to incorporate more information about Chinese beliefs and ritual practices in my course on Death, Dying, and the Afterlife (REL S 358). I also would be able to learn the latest scholarship on Chinese religions and expand upon the Chinese religions included in the course on New Religions (REL S 395). I participated in the International Symposium on Cultic Studies in 2007 in Shenzhen, China sponsored by the Institute of World Religions, Chinese Academy of Social Sciences.

Other faculty in the department would also have an interest in enlarging coverage of Chinese religions in their courses on World Religions (REL S 101), Islam (REL S 328), and some of the cultural courses the department offers, such as Religious Violence and Nonviolence (REL S 379), and Comparative Mysticism (REL S 335).

For these reasons I whole-heartedly endorse the proposal for "Integrating and Enhancing Chinese Studies and Language at SDSU."

Sincerely yours,

Rebecca Moore,
Chair and Professor

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Guang Budget Narrative.pdf**

Integrating and Enhancing Chinese Studies and Language Program at SDSU

Budget Narrative

Personnel:

Grant Administration: To ensure effective administration, we request \$41,315 to allow Dr. Lei Guang, the Project Director, to devote 25% effort to administer grant activities for the CSL program. Dr. Guang will be responsible for overseeing and maintaining the budget for the CSL projects, implement the new CSL Emphasis and establishing Chinese Studies Minor, advising students in these programs, administering the curriculum development, directing the faculty development program, and overseeing study abroad and outreach activities. He will also arrange for internal and external evaluations, and write annual performance reports to the Dean of College of Arts and Letters, and to Department of Education.

To assist the Project Director in carrying out his responsibilities, SDSU College of Arts and Letters will provide an administrative assistant at 50% of effort. SDSU Office of International Programs will provide one course release per year (12.5% effort) for one faculty coordinator of all study abroad programs in the greater China region.

Collaborative Course: We request \$11,000 in two years for teaching a collaborative introduction course (“*Understanding the Chinese World*”) two times, in Spring 2010 and Spring 2011. This course will be taught by six CSL faculty at a time, coordinated respectively by Kathryn Edgerton-Tarpley in 2010 and by Sandra Wawrytko in 2011. UISFL funds will be used to pay \$500 to each coordinator for organizing the course, managing enrollment, administer assignments and grade exams besides contributing her modular unit. \$1000 will be paid to each of the five faculty (Year 1: Abalahin, Guang, Tsou, Wawrytko and Zhang; Year 2: Edgerton-

Tarpley, An, Johnson, Yeh and Zhang) who contribute different disciplinary and thematic modules that will be integrated into the course.

Developing New Courses: For developing four new Chinese language and Chinese studies courses, we request \$16,000 (\$4000 for each course) to be paid to the faculty developing such courses in the summer or over their normal workload during the school year (Wu, Zhang, Guang and Edgerton-Tarpley). SDSU will fund the teaching of these new courses during the grant period.

First-year Faculty Development Seminar: For the boundary-crossing faculty development workshop, we request \$11,200 for the two-week seminar in summer 2010. Of the \$11,200, \$3200 (\$400 each) is paid as stipends to the eight SDSU faculty members from non-Chinese studies areas who participate in the workshop. \$2000 will be paid to SDSU Chinese studies faculty to give lectures and guide the first-year workshop.

Internal Evaluators: \$5,000 (\$2,500 per year) is requested as compensation for internal evaluator and professional assessor Dr. Doreen Mattingly, who will create and apply assessment tools for the curriculum and outreach building activities described in the grant, and monitor the evaluation process throughout the grant cycle.

Fringe Benefits: Fringe Benefits are calculated according to California State University guidelines and can include FICA, SUI, Workers Compensation, State Disability, Sick Leave, Vacation Leave, Voluntary Retirement, Dental Insurance, Health Insurance, and Life Insurance dependent upon employee classification.

Travel:

Attend Title VI Annual Meeting: Critical to the successful administration of the grant is the attendance of the Project Director at annual Title VI meetings in Washington. \$4,000

(\$2,000 per year) is requested to allow the Project Director to attend the annual Title VI meeting. This includes travel between San Diego and Washington, lodging and per diem and ground transportation.

Second-year Faculty Workshop in China: In phase II of the Boundary-crossing Faculty Development Workshop, two CSL faculty members will take eight non-Chinese studies faculty on a travel study trip to China. The total cost of the workshop will be \$35,000 for the 10 participants: \$2,000 will be paid for local lectures and seminars. For each participant, \$1,500 for round trip air-fare (San Diego-Shanghai-San Diego) and travel within China, \$1800 for room, board, trips to factories, government agencies, museums and cultural events (this includes a shared hotel room for \$650; \$65 per night for 10 nights), per diem (\$650; \$65 per day for 10 days), visa fees, ground transportation, cultural events and incidentals (\$500). \$10,000 of the total costs (\$1,000 per person) will be paid by SDSU College of Arts and Letters; we seek an additional \$25,000 from UISFL.

Improving Study Exchange Programs: To maximize the value of student study abroad experiences, CSL faculty will review existing student exchange programs and develop new ones as needed. During year 1, two faculty will travel to China to visit the thirteen existing exchange programs in China, conducting a comprehensive assessment and producing a handbook for China study abroad programs for SDSU students and academic advisors. The cost of this travel is \$6,000. Costs include airfare (about \$1500 roundtrip airfare from San Diego to China and travel within China), lodging (\$65 per day for 10 days), per diem (\$65 per day for 10 days), and visa fees and incidental (\$200). We request UISFL funding of \$3,000, with SDSU Office of International Programs providing another \$3,000.

Summer Programs in Shanghai and Beijing or Xiamen: Providing affordable faculty-led travel study opportunities is a meaningful strategy for enhancing undergraduate international education. We seek \$9,000 (\$3,000 for one program site in Y1 and \$6,000 for two program sites in Y2) to pay travel costs for up to three CSL professors leading each summer travel-study program. The SDSU Office of International Programs will provide an additional \$6,000 (\$3,000 per year) in support for the travel costs of instructors.

Equipment: None requested

Supplies:

Library augmentation: We request \$5,000 to purchase key Chinese-language reference works and monographs, required by core CSL faculty, that meet essential instructional needs for the expanded Chinese Studies and Language curriculum.

Contractual: Not applicable

Construction: Not applicable

Other:

External speakers for First-year Faculty Development Workshop: \$6000 will be budgeted to hire Chinese studies experts from *outside* of SDSU to give lectures and guide the first-year workshop.

K-12 Teacher Training: We seek \$10,000 over two years to support two teacher-training workshops in summer 2010 and summer 2011. Each summer the program will cost \$5,000, distributed as follows: \$1,000 in honoraria for CSL faculty (\$200 for each of the five faculty who will speak at the workshop). \$4000 will be used as payments for K-12 teachers participating in the program. This will support the purchase of materials for use in their classrooms to implement the information and teaching strategies learned in the summer program.

External Evaluator: We also request \$5,000 (\$2,500 per year) for hiring Dr. Jeffrey Wasserstrom, Professor of History at UC-Irvine and former Director of the East Asian Studies Center at Indiana University, to conduct an external evaluation of the CSL program at the end of each grant year. Dr. Wasserstrom will interview key CSL personnel and administrators about the establishment and institutionalization of various parts of the project, including curriculum and faculty development, study abroad and community outreach.

Federal Total Direct Costs: Year 1: \$82864; Year 2: \$82968

Federal Indirect Costs (8%): Year 1: \$6629; Year 2: 6637

Federal Total Costs: \$179,098 (Yr 1: \$89493; Yr 2: \$89605)

Non-Federal Total Direct Costs: Year 1: \$78149; Year 2: \$89715

Non-Federal Indirect Costs (8%): Year 1: \$6252; Year 2: \$7177

Non-Federal Total Costs: \$181293 (Yr 1: \$84401; Yr 2: \$96892)

Total Budget \$360391

Line-item Budget Table (\$)

Personnel		Year 1 Grant	SDSU	Year 2 Grant	SDSU
	1 Project Administration (25% of effort)	20352	13613	20963	15314
	2 Team course	5500	9311	5500	10715
	3 New courses				
	Regina Wu	4000	9894		
	Lei Guang	4000	10176		0
	Kathryn Edgerton-Tarpley	4000			9311
	Zhengsheng Zhang	4000			10990
	4 Yr 1 Faculty workshop- Internal lecturers	5200			
	Study abroad coordinator (12.5% effort)		10125		10125
	6 Internal evaluation	2500		2500	
	Subtotal	49552	53119	28963	56455
Fringe					
	1	7082	5282	7295	5942
	2	1210	3240	1210	3729
	3	3520	6984		7065
	5		3524		3524
	Subtotal	11812	19030	8505	20260
Travel					
	1 Attend Title VI meeting	2000		2000	
	2 Faculty workshop Study abroad: exchange and			25000	10000
	3 summer programs	6000	6000	6000	3000
	Subtotal	8000	6000	33000	13000
Equipment	N/A				
Supplies	Library books	0		5000	
Contractual	N/A				
Construction	N/A				
Other					
	1 Yr 1 Faculty workshop- external lecture	6000			
	2 Outreach	5000		5000	
	3 External evaluation	2500		2500	
	Subtotal	13500		7500	
Total Direct Costs		82864	78149	82968	89715
Indirect Costs 8%		6629	6252	6637	7177
Training Stipend	N/A				
Total Costs		89493	84401	89605	96892