

NATIONAL RESOURCE CENTERS (NRC) PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP PROGRAM

CFDA 84.015A & 84.015B



ABSTRACTS

**ASIA
EAST ASIA
PACIFIC ISLANDS
SOUTH ASIA &
SOUTHEAST ASIA**

FY 03-05

INTERNATIONAL EDUCATION PROGRAMS SERVICE
US DEPARTMENT OF EDUCATION
WASHINGTON DC 20006-8521

The following abstracts reflect a variety of area and international studies projects, language training, and outreach activities to be conducted by NRC and/or FLAS grantee institutions during the FY 03-05 project period. The abstracts were included in the grant applications submitted in November 2002 and subsequently recommended for FLAS grant awards announced in March 2003 and NRC grant awards announced in May 2003.

To learn more about grantees' activities, please contact the grantees directly.

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National Resource Centers and
Foreign Language and Area Studies Fellowships

ASIA

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Abstracts

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MICHIGAN STATE UNIVERSITY ASIAN STUDIES CENTER

Michigan State University's (MSU) Asian Studies Center (ASN) is the nation's only Undergraduate National Resource Center dedicated to *comprehensive* Asia-wide educational programming. The decision to create an all-Asia center followed multiple external and internal reviews during the 1990s. These clarified how a strong East Asian studies program could be recreated to provide education appropriate for an increasingly borderless world. Before and since 9/11, Center faculty have recognized that emerging cultural and religious movements require new frameworks for understanding Asia and imparting that understanding to students, K-16 teachers, and the wider community.

ASN began as Michigan State University's academic center for developing and coordinating Asia-related programs in 1962. From the 1960s to the 1980s, ASN's accomplishments for East Asian programs received recognition and funding from the SSRC, Fulbright program, and numerous foundations. ASN became an all-Asia Center by expanding its successful East Asian program and through new programs mandated by the University's ongoing internationalization. Today, a large majority of MSU's international students and scholars come from Asia and more than 2,000 undergraduates are Asia-Pacific Americans. Changing demographics (e.g., a 70% increase in Michigan's Asian-origin population since 1990) have created demands for curriculum relevant to the university's genuinely multicultural quality.

Since 1999, the Center has recruited faculty and secured resources to support an Asia-wide agenda that is diverse and broad. The effort's results can be seen throughout the university. ASN's faculty has created a multifaceted Asia-wide curriculum taught as required courses in undergraduate colleges. The emphasis on diversity is matched by programs stressing interconnectedness in recognition of Asia's shared natural resources, religious traditions, and political problems. New approaches assuming diversity and interconnectedness have fostered new research priorities that have enriched classroom teaching and outreach activities. The Center's less Commonly Taught Language (LCTL) initiative has played a central role in ASN's Asia-wide programs. By providing instruction in languages ranging from Tagalog to Hindi, the program enables students to develop the language skills essential for understanding a complex world region. Among ASN's distinctive programmatic strengths are:

- < 120 faculty members in colleges and professional schools;
- < an Asian Studies Undergraduate Specialization that provides a rigorous and rich curriculum in disciplinary and language courses;
- < full undergraduate majors in Chinese and Japanese languages and many LCTL courses;
- < one of the three largest study abroad program at any U.S. university;
- < a vibrant Asian studies outreach program and curricular enrichment through symposia, conferences, film series, concerts, and art exhibits open to all;
- < an Asia Library collection that includes more than 230,000 titles and access through the Michigan Research Libraries Triangle to other rich Asia collections;
- < strong university support from the President and Provost, who have made internationalizing the curriculum through cross-disciplinary, cross-regional, and new language programs a priority.

This proposal requests resources to build on existing strengths to better fulfill ASN's mission as a leading national resource center. To this end, we seek support for faculty recruitment (particularly for Asian Islamic initiatives), expansion of the LCTL program, and new projects in teacher education and outreach.

National Resource Centers and
Foreign Language and Area Studies Fellowships

EAST ASIA

FY 03-05

Abstracts
International Education Programs Service
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Abstract--Columbia University East Asian NRC Application

Columbia University began its commitment to educate Americans about East Asia more than 100 years ago. In 1960, the East Asian National Resource Center was established with a mission to advance the quality and dissemination of knowledge about East Asia, to train experts on East Asia with the highest levels of language proficiency, to promote interdisciplinary collaborations on and with the region, and to provide local and national educational outreach. Today the Center's 78 faculty [63% of them full-time tenured appointments] in over 25 schools and departments offer more than 400 disciplinary and language courses a year about China, Japan, Korea, as well as our developing programs on Southeast Asia, Mongolia and Tibet. With the introduction of our MARSEA degree students may pursue a joint professional school/East Asian studies degree program. The Center offers classroom instruction through fifth-year Chinese and Japanese, to be extended to Korean this cycle, as well as advanced modern and classical Tibetan. Through our internship and summer training program students have an opportunity to combine language and work experience. The Starr East Asian Library ranks as one of the world's most important dedicated East Asian collections. The Center's award-winning outreach program has served as a model for the development of in-service teacher training at the K-12 and college level and has pioneered the use of new media to disseminate knowledge about the region to the widest possible audience. The Center is home to over a dozen interdisciplinary research centers which act as nodes for interaction among departments/schools and for outreach to New York's media, law, business, government, diplomatic and arts communities. The Center's public programs provide a critical site for debate and information about East Asia and the issues that affect us today. While maintaining our considerable strengths, the Columbia East Asian NRC has set these goals for the 2003-2006 funding cycle:

- ***Language Training and Pedagogy***--development of courses in Chinese language pedagogy, 5th year Korean, 1st and 2nd year Indonesian, a new 3-year sequence in classical Chinese, a mentoring program for students of Southeast Asian languages, and expansion of language training and overseas internship opportunities for graduate and undergraduate students.
- ***Outreach***—in-service training for K-12 teachers in 11 states, including summer study tours to East Asia for teachers and educational policy-makers, on-line, video and print teaching materials, the constantly up-dated Asia for Educators Website. Lectures, policy forums, symposia, cultural programs and new publication series.
- ***ExAS***-mentoring young faculty and developing complete curriculum for college faculty introducing courses on East Asia and global issues. Workshops with teacher-members of our ExAS teaching collaborative will test new courses and provide input to faculty and post-doctoral fellows at Columbia.
- ***East Asia and Global Studies***—development of courses and research collaborations that locate global change and global issues in an East Asian context.
- ***Frontiers of East Asia***—development of research and disciplinary and language courses on areas critical to the East Asian region which have historically been little studied in the U.S., particularly modern Tibet, but also Mongolia and Indonesia.

ABSTRACT
NATIONAL RESOURCE CENTER FOR EAST ASIA, CORNELL UNIVERSITY

Cornell (CU) combines the intellectual breadth of one of the world's leading research universities with the broad array of practical and professional training programs long associated with NY's land-grant university. CU's East Asia Program (EAP), charged with fostering knowledge of the histories, cultures, and contemporary affairs of East Asia, administers the Title VI NRC grant and serves as a cross-campus clearinghouse for information and a focal unit for all of the university's East Asia-related students, faculty, community outreach, and public activities. EAP also edits, produces, and markets its own influential scholarly publication series (CEAS).

Cornell maintains some 33 faculty lines for East Asia (EA) specialists devoting 50% or more time to East Asia; these are joined by 24 non-professorial language instructors and 27 affiliated faculty with significant part-time teaching or research interests in East Asia, and a number of visiting faculty and teaching fellows. The core faculty is made up of a lively mix of bright young talents and established academic leaders, including some of the most highly respected East Asia scholars in the world. Intensely involved in their teaching and research, our faculty continuously strive to maintain a rich and balanced set of course offerings. Courses recently taught have included 67 that cover more than one EA country, 45 on China, 53 Japan, 4 on Korea, and 5 on Vietnam in an EA context. Students enrolling in our East Asia courses – some 3,300 annually – are routinely drawn not only from the College of Arts and Sciences, but from Engineering, Agriculture, Hotel Administration, indeed each of CU's 11 schools and colleges on the Ithaca campus.

Undergraduate study is organized around a major in Asian Studies, which can be taken alone or combined with other majors, and a concentration in East Asian Studies, which is completed by some 200 students each year. Graduate study of East Asia is pursued at both the Master's and PhD levels in an unusual variety of fields, including business management, city and regional planning, anthropology, geological sciences, linguistics, and industrial relations. Cornell maintains a broad range of formal and informal relationships with institutions in East Asia to facilitate study abroad and collaborative research. Our graduates and advanced degree recipients are regularly recruited for academic positions at other universities and for careers in government, international organizations, and private industry.

Our language programs are well known for FALCON, the year-long intensive programs in Chinese and Japanese, for curriculum and teaching materials development, and for a tradition of service to the field. Mandarin and Japanese vie for 4th and 5th most popular of all foreign languages at CU; Korean continues to draw large enrollments; and we are one of the few institutions offering Cantonese and, since summer 2002, Tibetan. Non-Cornell students benefit as well. FALCON is a national as well as local resource. The Wason Collection on East Asia, with some 560,000 items housed in central campus serves researchers nationwide. All records have been converted to machine-readable form in a Web-accessible catalog; inter-library loans have increased exponentially.

We coordinate a wide range outreach activities for secondary and post-secondary schools as well as for the business community and the general public. These are frequently organized in collaboration with the Johnson Art Museum, the Law School, the Business School, and other units that enrich our activities and help to attract the broadest possible participation. We request support for activities in several important categories: expanding K-16 teacher training, strengthening Korean studies, extending impact via new publications and new outreach initiatives, supporting training in advanced and lesser taught East Asian languages, and enhancing library resources.

Duke University

Abstract

Duke University seeks to establish a **comprehensive** National Resource Center (NRC) for East Asian Studies. In addition, we request funding under the Foreign Language and Area Studies Fellowship Program (FLAS) to support qualified graduate students. There are currently **45** faculty members in East Asian studies at Duke. For the period 2001-2004, Duke offered **176** courses with East Asian content. Language instruction includes all levels of Chinese, Japanese, and Korean. Duke also provides an MA program in East Asian Studies.

We will utilize this grant to expand our East Asian studies program at the undergraduate and graduate levels. One of the unique characteristics of Duke's East Asian faculty is their solid training in area studies. Additionally, through the development of new courses, seminars, and collaborative research projects, our faculty members have been extraordinarily active in building important interdisciplinary initiatives across the humanities and the social sciences. We intend to develop this distinctive facet of Duke's East Asian Studies program by supporting new approaches to the teaching and research of East Asian history, culture, and politics and by developing three central research and pedagogical areas: 1) Geo-histories, Networks, and Regional Cultures; 2) Information, Technology and Media; and 3) Citizen Participation, Rights, and Institutional Transformations.

We aim to further our research and pedagogical aims by establishing a Global East Asia Studies Center (housed at APSI). This Center will link Duke faculty across the disciplines while enhancing our ongoing outreach to elementary and secondary schools, postsecondary institutions, and to business, media, government and the general public. For this purpose we will host a series of conferences each year for a three year period on: "Globalization and Culture in East Asia," "New Trends in Population and Demographic Studies," "Asian Security Studies," "Mass Culture and the Image in East Asia," "Social Movements in the East Asia Context," "Gender, Agriculture and the World Trade Organization," "Opium, Morphine, and Heroin in Asia, 1800-2000," plus two capstone conferences on "Rethinking Asia Studies" and "Democracy and Rights: East Asia in Contemporary and Historical Perspective." These conferences and the activities of the Center in conjunction with APSI's regularly scheduled activities will strengthen our relations with the business, law, public policy and medical schools, and reach out to faculty and students in all disciplines at Duke, including the professional schools and various constituencies throughout North Carolina and the Southeast. The conferences will also include the full participation of scholars, government officials, activists, and non-governmental agency staff working in China, Japan, and South Korea. Duke's Asian/ Pacific Studies Institute (APSI) will administer the comprehensive NRC. First established in 1982, APSI has established itself as a leader on campus and throughout the Southeast for faculty exchange, research development, outreach, and pedagogical initiatives. 26 professors, language instructors, and librarians are currently full members of APSI, while 9 professors/librarians from a range of disciplines are adjunct members. The APSI staff and its director work closely with faculty throughout the Arts and Sciences, including the Business, Law, and Medical schools, as well as the School for Public Policy. APSI administers one of the longest standing national study abroad programs in China, and supports study abroad programs at various institutions in Japan. APSI and other centers and programs at Duke also maintain extensive research exchange programs with scholars and institutions throughout East Asia.

Harvard University NRC for East Asian Studies Proposal for 2003-2005

Project Summary. Harvard University has been a leader in teaching and research on East Asia for over 60 years. More than 100 faculty members work on some aspect of China, Japan, Korea and Vietnam in all nine of the faculties of the University, offering over 300 courses on East Asia in all disciplines of the social sciences and humanities. Language instruction includes Chinese (Cantonese, Mandarin and Taiwanese), Japanese, Korean, Manchu, Mongolian, Thai, Tibetan and Vietnamese. The East Asia Program seeks to strengthen graduate training and research, provide broad undergraduate teaching and increase public understanding of East Asia.

The University offers East Asia-related studies in a variety of subjects, with specific East Asian studies programs at all levels. Undergraduates may earn a degree in East Asian Studies or in East Asian History. The AM program in East Asian regional studies offers a broad overview of the field and provides students with a strong foundation for future academic work or non-academic careers. Doctoral programs include the program in East Asian Language and Civilizations, History and East Asian Languages, History with a Special Field in East Asia, Inner Asian and Altaic Studies and Tibetan and Himalayan Studies.

Harvard's inter-disciplinary East Asia research institutes, including the Asia Center, which promotes inter-regional studies throughout Asia, the Fairbank Center for East Asian Research, focusing on China and Vietnam, the Reischauer Institute of Japanese Studies and the Korea Institute, bring together faculty, students and visiting scholars from the U.S. and abroad and convene conferences, workshops and seminars open to all. Programs in East Asia also exist in the professional schools, including the East Asian Legal Studies Program at the Law School and the Asia Programs at the Center for Business and Government of the Kennedy School of Government.

The East Asian libraries and collections form the core of Harvard's East Asia teaching and research. Through a vigorous acquisitions policy, liberal access privileges and professionally active staff, Harvard's East Asian libraries remain preeminent in the United States; they hold the largest collection of East Asia titles in North America outside of the Library of Congress.

Key to ensuring widespread access to Harvard's unique collections and to the expansion of outreach activities is the continued development of digital resources under the Asia Digital @ Harvard initiative. The libraries have significantly increased Chinese, Japanese and Korean (CJK) capabilities with new electronic resources for public reference. To support these efforts, a new CJK Web Specialist has been hired to provide information technology (IT) support and development for the University's East Asian research centers, programs and libraries. Web-based resources and teaching aids are being developed to facilitate the availability of library and course materials to primary and secondary school teachers.

This NRC's outreach programs include cooperative programs with the Children's Museum of Boston and Primary Source, which offer professional development and multi-cultural curricula to teachers and school communities throughout New England. This NRC actively fosters outreach to bring together the worlds of academia, government, business and the media.

The various parts that comprise the East Asia Program together form a critical mass that reaches across generations and nations to help train future leaders in the academy, government, business, journalism and other fields.

STANFORD EAST ASIA NATIONAL RESOURCE CENTER

ABSTRACT

With its internationally recognized faculty and library resources, Stanford University has long been ranked as a major national center for the study of East Asia. A core faculty of 52 language and non-language faculty members offers courses on East Asia in 12 departments and six schools and centers of the university. In addition, 32 affiliated faculty conduct research related to East Asia. The East Asia Library is a leading repository of Chinese and Japanese vernacular materials for the study of modern and contemporary East Asia.

In recent years Stanford has greatly expanded its overseas studies programs in East Asia with the addition of summer internships and faculty-taught seminars. It has also increased its K-12 teacher training programs through curriculum development and teacher training workshops, both statewide and nationwide. Through research activities and corporate affiliate programs, East Asian Studies faculty members play a key role in deepening understanding of East Asia in the high-tech community of Silicon Valley as well as in the national public and academic communities.

The Stanford East Asia National Resource Center (SEANRC) is administered by the Center for East Asian Studies (CEAS), an independent unit within the School of Humanities and Sciences. CEAS was established in 1965 to facilitate intellectual interchange among the East Asian Studies faculty and to administer academic programs in the field. From its inception, it has devoted itself to building an interdisciplinary program that focuses on East Asia as a coherent historical and cultural region.

CEAS administers increasingly popular interdisciplinary B.A. and M.A. programs and provides support for the instructional program in the Chinese, Japanese, and Korean languages. The Center also works with departments, schools and institutes across the university to promote individual or collaborative faculty research on topics related to East Asia, train future generations of teachers and educators with backgrounds in East Asian Studies, increase intellectual communication on campus through lecture and colloquia programs, and increase the impact and outreach from the academic to the public through lecture and colloquia series and through K-12 curriculum development and teacher training programs.

During the next three years the Center intends to build on its strengths and move in new directions by increasing our commitment to teacher training through SPICE's curriculum development and workshops for K-12 teachers, collaborating with professional schools and other NRCs to strengthen international studies programs, especially Korean and Inner Asian studies, strengthening the quality and breadth of offerings in East Asian languages, including less commonly-taught languages such as Korean and Tibetan, building the East Asia Library, especially Korean materials, and organizing seminars and colloquia and other outreach programs that increase public understanding of East Asia.

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The Institute of East Asian Studies (IEAS) at Berkeley promotes study of the histories, cultures, and contemporary affairs of East Asia. Programs under IEAS include the Centers for Chinese, Japanese, and Korean Studies, the Group in Asian Studies, and the Inter-University Program for Chinese Language Studies. The Institute of East Asian Studies and its centers support research and teaching, international conferences, seminars and colloquia, publications, visiting scholars, student aid – including FLAS fellowships, and outreach programs to educators, business, the media, government, and the public.

Berkeley has had one of the most important East Asian programs in the United States since 1872. As of 2003, 49 core faculty offer an average of 150 courses on East Asia in 20 disciplines in the humanities, social sciences, and professional fields. Another 40 adjunct or part-time faculty also contribute to the curriculum. The Group in Asian Studies interdisciplinary degree program offers BA, MA, and Ph.D. degrees with specialization on China, Japan, Korea, South Asia, or Southeast Asia. The Asian Studies program offers concurrent degree programs with Business, Journalism, and Law. The Department of East Asian Languages and Cultures offers [undergraduate](#) and [graduate](#) instruction in the classical and modern languages, literatures, and cultures of East Asia. Many other degree programs at Berkeley allow students to concentrate on East Asian studies while earning disciplinary degrees. The primary East Asian languages taught here are Chinese, Japanese, and Korean. On occasion, Tibetan and Altaic languages are offered. In addition, Vietnamese is offered through the Southeast Asia program. With FY03-05 funding, Berkeley will improve advanced instruction on campus in Chinese, Japanese, and Korean, as well as support the central Asian language summer consortium at Indiana University.

The East Asian Library at Berkeley contains one of the most comprehensive collections of materials in East Asian languages in the United States. The library has grown from 75,000 volumes at its founding in 1947 to more than ten times this number today, with holdings in the fine arts, humanities, social sciences, professions, technology, and the natural sciences. Currently it receives about 4,000 serial titles. Its combined holdings in Chinese, Japanese, Korean and other East Asian languages form one of the top two such collections in the United States outside of the Library of Congress. The Center for Chinese Studies Library is the world's largest academic repository of materials on contemporary China outside of China.

The Institute of East Asian Studies supports the Office of Resources for International and Area Studies, a joint campus project that provides support to K-12 teachers with workshops, visiting speakers, and resource materials. Berkeley, along with Stanford University, provides support to the East Asia Regional Materials and Resources Center, a large lending library of East Asia-related films and videos at San Jose State University. The Centers for Chinese, Japanese, and Korean Studies hold annual conferences that reach out to members of the educational community and the general public. A new study program that brings Japanese prefectural assembly members together with California assembly members and other representatives of state and local government, business, and NGOs has enhanced our outreach to government. We have also joined with the Asia and Japan Societies of Northern California to improve outreach to business, media, and government communities.

For the next three years, IEAS will work with the other campus Title VI centers and ORIAS to offer summer K-12 institutes on *Environment, Science and Geography*; *Legal Systems and Human Rights*; and *Peace and Conflict through Literature*. For outreach to higher education professionals, Berkeley will join with Stanford and Lawrence Livermore National Laboratory to hold a colloquium, titled *Sustainable Solutions--Balancing Economic Development, Social Equity, and Environmental Protection and Enhancement in China*. Berkeley will join Stanford and UC Santa Cruz to sponsor a conference on *Inequalities within Japanese Education*.

UC Santa Barbara East Asian FLAS ABSTRACT

The University of California at Santa Barbara offers a wide-ranging program in East Asian studies that includes advanced degrees and specializations in several departments in the Humanities and Social Sciences. During the past decade, UC Santa Barbara has gained recognition as one of the leading research universities in the United States. Measured by the conventional indicators of departmental national rankings, campus-wide success in attracting extramural grants, and per capita faculty productivity and scholarly citations, UC Santa Barbara ranks highly among the premier research universities throughout North America.

In recent years UC Santa Barbara has continued to build upon its varied strengths in the East Asia field, steadily adding faculty positions and other resources to the base of language instruction and a large library collection that was begun nearly four decades ago. UC Santa Barbara has just finalized a commitment for a 4th endowed chair in an East Asia area study field. 41 ladder rank faculty (soon to be 44) and 9 language lecturers spread over several departments have developed special expertise and emphases in the East Asia field, including Anthropology, Communication, Dramatic Arts, East Asian Languages and Cultural Studies (including Literature), History, History of Art and Architecture, Linguistics, Music, Political Science, Religious Studies, and Sociology, with offerings of over 370 courses with at least 25% East Asia area content.

UC Santa Barbara maintains a full curriculum of 52 language classes in Chinese, 30 in Japanese, and 22 in Korean. Four years of instruction are offered in Modern Chinese and Japanese, plus a full year of the Literary or pre-modern form of each language, as well as three years of Modern Korean. These languages are primarily taught at the elementary and intermediate level by professionally-trained lecturers (not graduate student TAs), supervised by a professorial-rank Director. At the advanced level, Chinese and Japanese are taught by professors who specialize in language and literature, and in advanced research and reading courses across the disciplines. Supplementing these courses, the campus also offers regular instruction in two lesser-taught languages of the region, 1 class in Manchu and 7 in Tibetan.

The faculty and courses on East Asia are marked by strengths in interdisciplinary and cross-cultural studies. Several faculty members pursue research that cuts across national boundaries within East Asia, and across disciplinary boundaries in the university. There are particular strengths in the fields of film, the performing arts and literature, the modern history of cultural contact in Northeast Asia, Taiwan studies, early modern Japan, the history of science, and the geographical dimensions of religious practices.

UC Santa Barbara seeks FLAS funding to enrich and expand its growing position of leadership in the East Asia field, and to augment its successful record of graduate training and placement. The university's demonstrated commitment to East Asian studies, which stems in part from its location on the Pacific Rim and the special relevance of East Asia to the economy and demographics of California, warrants this further development.

The University of Chicago, Center for East Asian Studies

Application for Grants under Title VI for National Resource Centers and Foreign Language and Area Studies Fellowships

Chicago's interdisciplinary program of East Asian Studies is the result of the efforts of over forty faculty members from eight departments in the social sciences and humanities and professional schools with specific East Asia programs at all levels. The faculty are ably assisted in their efforts by six professional librarians and numerous staff members who provide a supportive environment. The program provides undergraduates with a comprehensive background in East Asian studies and educates graduate students who go on to staff leading research universities and undergraduate colleges and careers in government, non-governmental research organizations, international bodies and private industry. The university offers B.A., M.A. and Ph.D. degrees. The East Asian program offers language training in beginning through advanced Chinese, Japanese and Korean and has recently begun to offer two levels of Tibetan. The center faculty trains both students in the College as well as graduate students in disciplines of the humanities and social sciences (anthropology, art history, comparative literature, East Asian languages and civilizations, economics, history, human development, international relations, linguistics, political science and sociology) and in professional schools. The East Asian library, ranked as one of the top in the country, counts over 600,000 volumes in Chinese, Japanese and Korean languages. Increasingly we are using new technology, digital and electronic resources for public reference and to improve library access to other national and foreign collections. Whether judged by national rank of their respective departments and schools, by research grants, publications or national profession leadership, the faculty is among the best in this country. CEAS works across the university to promote individual or collaborative faculty research on topics related to East Asia, to train future generations of teachers and educators with backgrounds in East Asian Studies, to increase intellectual communication on campus through lecture and seminar programs, conferences and to develop outreach programs to educators, business, the media and the public to strengthen and increase public understanding of East Asia. CEAS also serves researchers through its associate member program, locally, nationally and internationally. The grant is requested to preserve and strengthen the support for a strong pool of students in humanistic and social sciences disciplines and business to provide resources for the development of new courses; to support a recently expanded Korean language program; to support a major recent initiative in the history of East Asian art by modest provision of materials and books; to provide resources for continuous training of language teachers; to significantly expand our outreach program to reach wider audiences. We also look to increase access to our library resources through an expansion of the travel grant program. By expanding the number of graduate students through an increase in FLAS awards, we will produce a greater number of outstanding scholars and professionals trained in East Asian studies.

**East Asia Council, School of Hawaiian, Asian and Pacific Studies
University of Hawaii**

NRCEA/FLAS Abstract

The University of Hawaii (UH), a state land-grant Carnegie I research institution, is home to over 18,709 students and 2,016 faculty—a student-faculty ratio of 9:1. UH offers bachelor degrees in 88 fields, master's degrees in 87 and doctorates in 55. Most significantly, from the establishment of departments of Chinese and Japanese in the 1920s to the current strategic plan that makes excellence in Asian and Pacific Studies a high-profile university-wide priority, UH is demonstrably and deeply committed to East Asian Studies.

Resources include 128 faculty and 337 East Asian courses across 21 academic units and 8 professional programs/schools. Of these, 125 are language courses and enroll about 3,200 students each year. The Asia Collection at UH is one of the nation's strongest for East Asian material, particularly in SE China, Taiwan, the Ryukyus, Hokkaido, and 20th c. Korea. UH's location in a state with a population of 33% East Asian ancestry makes outreach a priority. UH magnifies its effectiveness by working in cooperation with other organizations, such as the East-West Center and the Curriculum and Research Development Group (CRDG), to sponsor summer training institutes for secondary and post-secondary teachers, produce textbooks, and present in-school programs for K-12.

The 2003-2006 NRCEA/FLAS project, working in conjunction with other units such as UH's National Foreign Language Resource Center (NFLRC), will develop and promote one-on-one language instruction, oral fluency through film, heritage language, language across the curriculum, courses on security and legal issues in East Asia, language pedagogical training, and East Asia media resources for educators. In collaboration with the University of Wisconsin, UH will offer a national Chinese language hotline; in collaboration with CRDG, we will organize a teacher workshop to test a multimedia educational website on U.S.-Japan relations. The 6 summer and 8 year FLAS recipients will use their awards to study at UH and in East Asia (e.g., Inter-University Center in Yokohama, Beijing University, and Seoul National University). These activities will result in the training of graduate students to meet national needs, developments in language and content curriculum design, and delivery of services to a wider and more diverse audience.

University of Illinois at Urbana-Champaign **National Resource Center for East Asian Studies**

The University of Illinois at Urbana-Champaign (UIUC), the state's flagship university and one of America's premier institutions of higher learning, has more than 37,000 students, of whom 28,000 are undergraduates. The faculty number close to 3,000, teaching courses in almost every recognized field of study, from agriculture to journalism, from musicology to urban planning, and from fine and applied arts to the liberal arts and sciences. The campus community draws on the resources of the third largest academic library in the country. The university is nationally and internationally noted for its teaching, research, and outreach.

East Asian Studies has been a central part of UIUC's international studies program since 1964, when the Center for Asian Studies was established with Ford Foundation and State of Illinois support. The Center was divided into two academic units in 1991 to accommodate expansion; the Department of East Asian Languages and Cultures (EALC), offering undergraduate and graduate degrees in Chinese, Korean, and Japanese, and a reorganized Center for East Asian and Pacific Studies (EAPS), serving as the all-campus coordinating and support unit relating to East Asian Studies.

In the past decade, there has been a steady progression in the development of the East Asian Studies program, supported by the campus and generous external funding, the latest being the Undergraduate Asian Studies Funding Initiative. UIUC's commitment to renew and expand East Asian Studies on campus and to orchestrate educational outreach exceeded \$5million in 2001-2002. This included support for 40 full-time cored East Asian faculty positions, 40 plus teaching and research assistants, and rounded out with graduate and undergraduate scholarships and fellowships. Equally strong are our library resources. The East Asian collection is the third largest in the Midwest region. As of June 2002, its holdings included 240,000 in Chinese, Japanese and Korean languages; 200,000 titles on East Asian topics in Western languages; more than 10,000 microforms; and 1,000 current periodical subscriptions and gifts.

EAPS offers a full and rich spectrum of outreach activities. It is targeted at K-12, postsecondary institutions, business groups and the general public. Each summer EAPS organizes teachers workshops — in 2003, two separate workshops were held, one on China, the other on Korea. We also sponsor international conferences. In 2002 we held a conference on Chinese pop culture; in 2003 we will hold a conference on Asia's new regionalism. A spring film series was launched in March 2002 with a Japanese film festival; this spring a Chinese film series is scheduled. Through the Asian Educational Media Service (AEMS), the Center maintains a nationally recognized website on films and videos for teachers (www.aems.uiuc.edu).

Building upon the experience and substantial institutional and faculty resources, supplemented by the generous support of the Freeman Foundation, the Center will move vigorously and advance five major new academic initiatives to complement ongoing programs: 1] strengthen East Asian undergraduate education; 2] coordinate and integrate outreach activities, including teacher training; 3] initiate East Asian diaspora studies; 4] enhance library support for enriching the East Asian collection, and 5] deepen collaboration with other Area Centers.

Center for East Asian Studies The University of Kansas

Founded 43 years ago, the Center for East Asian Studies (CEAS) at the University of Kansas remains the largest such center in the Great Plains region. The excellence of our faculty, depth of our East Asian Library, and strong institutional support, combined with the long-term stability of our program, make CEAS an invaluable regional and national resource center.

Mission: The mission of CEAS is to produce specialists in East Asian (EA) languages and cultures and provide expertise on these cultures to the state, region, and nation. The Center supports teaching, faculty and student research, and the development of library and media resources. It offers an array of programs to enhance the educational experience of students at KU and share our resources with the community, K-12 and post-secondary educators, civic groups, government, and business. KU CEAS first became an NDEA Title VI center in 1959. Our curricular, resource, and program strengths, built up over the years in part through NDEA/NDEA Title VI resources, is the basis upon which we are prepared to respond to the challenges of the 21st century. While maintaining our traditional strengths as an Undergraduate Center in the areas of East Asian languages and area studies, we have targeted four broad areas for program enhancement during the upcoming grant cycle to better serve the needs of the students of the University of Kansas and the citizens of the region and the nation.

Language Training and Pedagogy. We are expanding our efforts to provide language training in Korean and in other less commonly taught languages of East Asia (Amdo Tibetan, Cantonese, and Uyghur), and to respond to the needs of advanced language learners of Japanese and Chinese, and to the needs of students in the professional schools.

Links with the Professional Schools. We are attempting to create closer ties with the schools of Business and Education that will result in more exposure to East Asian culture for the students taking courses in those schools.

Curriculum on Contemporary Asia. Building on our strengths in the teaching of the traditional cultures of East Asia, we aim to create more learning opportunities for students who wish to know more about contemporary trends and issues in Asia. We will do this by increasing the number of faculty, through both Title VI and leveraged funding, and by working to increase the number and variety of courses through course development enhancements and interdisciplinary outreach conferences that are tied to new course development. As in our language initiative, our focus on contemporary Asia seeks to include regions and cultures that have been traditionally overlooked in East Asian studies (e.g. Islamic Xinjiang).

Outreach to educators. We have moved aggressively into the field of K-12 teacher education outreach through the Kansas Consortium for Teaching about Asia program. Our goal is to press on with this initiative and to forge more cooperative links with area and regional educators in order to enhance the quality of education about East Asia in the schools. Through curriculum development projects, our outreach will have an impact on educators nationally as well as regionally.

Our proposal addresses the absolute priority of teacher education and responds to elements of Invitational Priorities 2, 3, 5 in numerous ways. The combined experience, energy, and talent of our 29 core and 19 associate faculty members and 11 staff members, the resources of the East Asian Library (11th among NRC EA libraries), and the strong record of CEAS accomplishments in the past assure the successful execution of the projects set forth in the following proposal.

East Asia National Resource Center The University of Michigan

Title VI funding is crucial to the success of our ambitious program, and we will use 2003-06 Title VI funds to: 1) continue efforts to systematize ongoing improvements in training and language teaching; 2) add significantly to our Chinese, Japanese, Korean, and Tibetan holdings and support auxiliary services in the Asia Library, which continue to serve the University of Michigan, national, and international communities; 3) expand and improve our outreach programs, targeting local, regional, and national audiences; 4) strengthen linkages between language, area studies, and professional disciplines; and 5) maintain and improve our ability to effectively and efficiently serve our faculty, students, and visiting scholars. We are confident that by using Title VI funds and UM's contributions we will be able to carry out US/ED's mission of training, research, and outreach.

Library Collections (support for teacher training & scholarly research)

The strength of the Asia Library is not just in the extensive collections it has developed; it also resides in its ability to keep abreast of new scholarly works, new information sources, new technology, and the new infrastructure for national/regional resource sharing. Title VI funding will support the acquisition of CJKT materials for the Asia Library; salary for part-time student assistants to process language materials and handle electronic products; Asia Library Travel Grants for non-UM faculty and dissertation-level grad students to use the resources of the Asia Library; and one-time funds to invite two experienced library/information professionals to evaluate Asia Library programs and collections.

Outreach—K-12

EA will join with other UM area centers to mount an annual series of Global Education programs. The results will produce trained master teachers who in turn will train teachers in their districts and beyond. Eventual WWW publication of teaching materials will reach all K-12 teachers in the US.

Outreach—Post-Secondary, Business, Public, and Media

Title VI funds will help maintain our vibrant CJK lecture series and our faculty/grad student seminars, cover professional services and domestic travel, and rent films to continue our public film series. In addition, the funds will support global projects on comparative Islam, democratization, and stress and resilience in social and ecological systems, developed in collaboration with several UM area centers, as well as EA's collaborative outreach projects with Michigan Global Awareness Consortium, which consists of eight rural Michigan community colleges.

Fellowships

We have built a comprehensive instructional program in EA that attracts superior graduate students. Our language teaching programs are excellent. We continually strive for improvement at all levels. Title VI FLAS funds will be used for 10 academic and 7 summer awards each year to provide adequate financial support to our outstanding students.

Program Support/Outreach Staff

Support services are central to our ability to successfully carry out our programs. We will use Title VI funds for key areas of administration where other sources of support are moderate and where an infusion of Title VI support will enhance our program. Title VI funds will support CJKT faculty/staff attendance and participation in professional meetings; office supplies, copying, and communications for Center administration and coordination; Center newsletters, brochures, and periodicals; rentals for CJK community outreach; salary for the KSP program coordinator, the EA outreach coordinator, and part-time student assistants to help in day-to-day service-oriented operations; and fringe benefit costs related to the professional, program, and student assistant salaries outlined above.

Language Instruction Support

Title VI funds will partially support two Language Lecturer IIs, one each in Chinese and Japanese to work with advanced level students to continue proficiency and improve it by introducing special skills, and assist language lecturers' program development by providing modest funds for supplies. The funds will also help our language lecturers and GSIs to travel to proficiency workshops.

University of Pennsylvania Center for East Asian Studies National Resource Center Application Abstract

The University of Pennsylvania (Penn) was **one of the first American universities to offer degrees in East Asian studies**. Its graduates have had significant impact on the academic study of East Asia and in the professions. East Asia at Penn boasts several **scholars of the first rank**, and our students are selected from a large international pool of applicants.

More than 50 faculty members have teaching and research specialization in China, Japan, and/or Korea, mainly in the School of Arts and Sciences, but also in five professional schools: Law, Social Work, Education, Fine Arts, and the Wharton School of Business. They offer nearly 200 East Asia–focused courses in disciplines ranging from art history to international management. Language instruction at all levels is offered in Chinese, Japanese, and Korean. Our programs are supported by the extensive East Asian collections in Van Pelt–Dietrich Library and the University Museum. Study overseas is also important at Penn: more of our students study abroad than those of any of our peer institutions. Penn maintains programs at and exchanges with 27 institutions in Hong Kong, Japan, Korea, the People’s Republic of China, and Taiwan.

In 1995, East Asian Studies at Penn was organized into a Center. With a new Director and renewed University commitment, CEAS embarked on a **mission to enhance East Asian studies by adding faculty, primarily in contemporary topics and social science disciplines, increasing the number and breadth of undergraduate courses in language and area studies**, organizing lectures, performances, and seminars, and extending outreach programs to reach the regional and national as well as local arenas. Our success was recognized by our designation as an NRC in 1996 and 1999. Over the course of these two NRC grants, **CEAS has added 19 faculty members** (while losing only three) and received \$8 million in outside grants.

Bachelor’s degrees, as well as Master’s and doctorates, can be earned in a number of humanities, social sciences, and professional fields. Interdisciplinary and inter–School programs of study are encouraged. The Center has itself created a new interdisciplinary B.A. in East Asian Studies, and it is developing an interdisciplinary M.A. for students interested in business, government, and the professions to study interdisciplinary East Asian curricula. The intention is to meet the growing demand for non-academics who are able to deal effectively with this economically and strategically significant part of the world.

Outreach activities involve hundreds of students, teachers, and business and professional leaders from the entire Mid-Atlantic region. CEAS also has established itself as a leader in training teachers in both secondary and post-secondary schools in Japanese and Chinese studies.

During the next funding cycle, CEAS will continue to improve its program by adding new faculty members, preparing new undergraduate courses, and improving language teaching through several new as well as continuing initiatives. CEAS will also extend the impact of its outreach and training programs to a new, higher level. Korean Studies will be strengthened, and greater articulation with professional schools, especially the Law School, will be achieved.

We believe **that the excellence of our faculty, students, and programs** and the need for an NRC in the Greater Delaware Valley argue the continuation of Penn’s NRC status. We further believe that **the long history and quality of our graduate programs** argue for the expansion of the number of FLAS awards.

EAST ASIA NATIONAL RESOURCE CENTER AT THE UNIVERSITY OF PITTSBURGH

The Asian Studies Center at the University of Pittsburgh seeks authorization and financial support to continue and expand its service as an Undergraduate National Resource Center for East Asian Studies for the period 2003--2006. In addition, we request funding under the Foreign Language and Area Studies Fellowships Program to support qualified students engaged in Chinese, Japanese and Korean language study.

East Asian Studies at the University of Pittsburgh began with the introduction of Chinese language classes in the 1950s. The Chinese library collection was further enhanced when Pitt was selected as one of the 20 National Defense Education Act centers for Chinese Studies in 1960. In 1969, the Asian Studies Program was initiated and placed within the University Center for International Studies (UCIS), now the home of five Title VI funded Centers and fifteen other affiliated programs. In addition to courses in Chinese, Japanese and Korean language, the University offers courses on East Asia in twelve disciplines and four professional schools. Our Asian Certificate Program attracts undergraduates majoring in fifty-three different departments, and seven schools. Seventy-one faculty in eighteen departments and professional schools offer over 120 courses, which attract more than 3,000 students. Seventy-five percent of enrollments are by undergraduates. The Graduate Certificate Program, Interdisciplinary Master of Arts (IDMA) degree and the joint MBA/IDMA degree attract another 1,000 enrollments.

The University has been a leader in providing teacher training and outreach programs to the pre-collegiate and postsecondary communities and providing business and government with needed information on East Asia. Recently, we were ranked in the top ten universities and colleges for doing exemplary work in international education by NAFSA: Association for International Education. We were especially acknowledged for our standout community outreach program. The selection committee saw this aspect of our nomination as **unique** and recognized that it had potential for use as a **model** for other campuses as they work towards internationalization. Our East Asian Library is one of the largest national collections. We currently stand 10th among East Asian libraries in the amount of funds expended on acquisitions, and provide a matchless service in our on-line Chinese Document Gateway which provides access to hard-to-get journals from China.

We are in a good position to double our effectiveness in teaching, research and outreach through the backing of **three** grants funded by the Freeman Foundation: an undergraduate initiative, a Pitt-In-China Study Abroad Program, and a richly funded outreach project, as a regional site for the National Consortium for Teaching About Asia. We are moving quickly to expand our offerings in Korean and Mongolian area studies, with a plan to add to the faculty. Generously supported by UCIS and the Japanese and Chinese endowments, the Asian Studies Center staff of eleven professionals look forward to addressing the basic goals of the Title VI legislation: teacher training, language instruction and outreach.

University of Southern California & University of California, Los Angeles

The USC/UCLA Joint East Asian Studies Center (JEASC) is one of the largest and most prestigious collection of faculty in the field in North America. Situated in Southern California, a gateway to East Asia, JEASC has increasingly become an important resource for the region and for the country. Its non-language and language Instructional programs in Chinese, Japanese, and Korean are central to the population of the region and afford it opportunities for education for the new global era. Our libraries provide essential resources for research and studies on East Asia. The faculty's academic activities stimulate and invigorate Southern California and form a basis for networking with peer communities in other academic institutions in the area, in the country and around the world. JEASC faculty are a resource for the media, which transmit to the public analyses of current events. The Center's outreach activities further K-12 and college education on East Asia throughout the region and connect the campuses with the general public, ethnic and business communities who have interests and commitments in East Asia.

Funding, mostly in the form of seed or matching funding is requested for programs under four principal headings:

1. **Teacher-training.** In this proposal, we request federal funds to support: (a) our annual, two-week, intensive Summer Institute to train K-12 teachers; (b) research assistance to support our new initiative to train K-12 Chinese and Korean Language teachers; (c) "Teaching East Asia" Website – online curriculum/instructional resource – research assistance to help develop/edit the site + curriculum consultant and related software costs; (d) annual workshops at UCLA for JEASC non-language teaching assistants; and (e) JEASC's "Islam in China" Initiative – 1 day teacher workshops for teachers.
2. **Improving language teaching.** We seek funds for: (a) research assistance to support instruction/curriculum development in JEASC's Chinese and Korean language programs at USC; (b) research assistance at UCLA to support JEASC's participation in a new language teaching certificate program; (c) annual workshops at UCLA for JEASC language teaching assistants; (d) a workshop at USC in Year One on Japanese language/linguistics; (e) research assistance to support development of an "authentic business language materials" website; and (f) travel funding to send JEASC language instruction staff to ACTFL workshops.
3. **Library Support.** (a) Seed funding is requested amounting to 50% of salary and fringe benefits for 3 years to establish a new, advanced-level Librarian III for the Japanese language collection at the USC East Asian Library; and (b) funding for acquisitions at UCLA's East Asian Library.
4. **Outreach to the East Asian studies communities in Southern California.** We seek funds to maintain and further develop JEASC's role as a regional hub in East Asian studies among the 25 universities and colleges as well as K-12 and the general public in Southern California: (a) funds are requested to underwrite JEASC's ongoing regional Chinese, Japanese and Korean studies colloquia; (b) JEASC's new "Islam in China" initiative – regional workshops each year; and (c) JEASC's newsletter.

University of Washington

East Asia Center Proposal

2003 – 2006

The mission of the University of Washington East Asia Center is to advance knowledge of China, Japan, and Korea through undergraduate and graduate instructional programs, faculty research, and outreach programs for the larger community. The resources needed to fulfill this mission have gradually been accumulated over nearly a century. The UW libraries now have over 500,000 volumes in East Asian languages. BA, MA, and PhD programs are in place in many departments, and the Law, Business, and Engineering schools have special tracks and certificate programs in East Asian Studies. Seventeen departments have 55 faculty who teach and do research on East Asia, and nearly 250 courses on East Asia are offered. We offer a full sequence of language courses in Chinese, Japanese, and Korean, with a high proportion of students achieving fourth year or higher levels of proficiency, and we offer extensive course offerings on East Asia in the humanities, social sciences, and professional fields.

There is strong demand for instruction on East Asia. Over a thousand students each year take an East Asian language at UW, and more than 300 major in an East Asian field. To meet their needs, we offer more than 200 courses a year, with enrollments exceeding 7000.

A distinguishing feature of UW's East Asia program is its strong ties to the International Studies Program. The Jackson School of International Studies is the home not only to the East Asia Center and other area centers but also to an innovative, theoretically-grounded, interdisciplinary program in International Studies that offers both BAs and MAs. This arrangement introduces many international studies students to East Asian material, and permits East Asia faculty to place their region into a larger global context.

Outreach has long been one of the greatest strengths of our Center. Our outreach director is a national leader in K-12 teacher training. The summer institutes and one-day programs that she organizes attract large numbers of participants. Teachers in community colleges and four-year colleges are invited to our extensive seminar series, with something offered nearly every week. To reach the business, media, and general public, we collaborate with other university units, including the professional schools, and also with Seattle organizations such as the World Affairs Council, China Relations Council, the Japan-America Society, and the Seattle Asian Art Museum.

We are seeking additional funds from US/DE to strengthen our programs and enhance our contribution to East Asia studies locally and nationally. Among our proposals: To deepen our curriculum, we would add lines in Japanese society, Korean politics, and Uighur language. To keep our programs at the forefront of the field, we wish to have evaluations our East Asia programs, language programs, and libraries. To enhance our outstanding K-12 outreach and to better serve post-secondary teachers and the general public in our region and beyond, we plan to organize teacher workshops, annual daylong seminars, and special lecture series and conferences on East Asia topics. To further the transformation of our curriculum we propose to invest in course development. To serve professionals and the general public, we propose to develop a technical Japanese distance learning program, and an on-line database of East Asian legal abstracts. To enhance the utility of our libraries and to build out collection in vital areas, we seek funds for acquisitions and conversion of records.

UNIVERSITY OF WISCONSIN-MADISON
NATIONAL RESOURCE CENTER FOR EAST ASIAN STUDIES

ABSTRACT

The University of Wisconsin-Madison combines the advantages of a large research institution with the devotion to undergraduate education that is more typically associated with smaller schools. The “Wisconsin Idea” of melding high quality research and teaching with public service to the citizens of the state and nation has guided the university since its founding in 1849. Working in this tradition, the study of the languages and civilizations of East Asia, which formally began over 50 years ago, has steadily grown into a comprehensive program that includes instruction, research, teacher training and outreach to diverse publics in Wisconsin, the Upper Midwest and the entire country.

Today the Center for East Asian Studies includes over 60 core and associate faculty members who teach some 290 undergraduate and graduate East Asia-related courses through 30 departments in 6 different schools and colleges. The Center has long offered a B.A. in East Asian Studies and recently added a Certificate for undergraduates who wish to combine their primary discipline with an East Asia focus. The Center also offers a Ph.D. minor for advanced students focusing on East Asia. The Department of East Asian Languages and Literature offers B.A., M.A. and Ph.D. degrees in Chinese and Japanese Studies. There are also East Asia degree opportunities in other L&S departments as well as the professional schools and colleges. Language instruction includes all levels of Chinese and Japanese, along with elementary and intermediate Korean. Modern and Literary Tibetan are also taught. A full range of courses on the cultures, politics, economies and histories of East Asian countries is available. There are also abundant study abroad opportunities for undergraduates in China, Taiwan, Japan and Korea through UW-Madison as well as affiliated programs.

The East Asian Collection of UW-Madison’s Memorial Library contains a large and growing collection of materials in Chinese, Japanese, Korean and Tibetan, as well as English. The library has recently focused on enlarging its Korean and Tibetan collections while continuing to enhance the basic Chinese and Japanese research base. The library has completed the electronic conversion of Chinese, Japanese and Korean materials so that they can be accessed on line. Through participation in the Digital Asia Library project, the library has extended access to East Asian resources to users throughout the United States and the world.

Teacher training is a major focus of the work of the Center. The Center sponsors three regular workshops for K-12 teachers each year: a one-week East Asian summer institute, a workshop for K-12 teachers of Chinese, and a workshop for K-12 Japanese teachers in the Midwest. The Center also collaborates with the School of Education to support preparation of teachers of East Asian languages. Outreach to the business community has been rapidly expanded in collaboration with UW-Madison’s CIBER, including a recent workshop on “Doing Business with China.”

Title VI funding for the 2003-2006 period will be used to continue strengthening the East Asia program in a number of key areas, including: new and enhanced language opportunities for business and technical students; expanded teaching on Korea; innovative outreach activities for teachers such as a nation-wide Chinese language hotline; stronger linkages with the UW CIBER, the School of Education, and a Language Resource Center; collaboration with other UW-Madison NRCs on activities related to Islam in Modern Asia; and expanded linkages with institutions in East Asia.

Yale University

Council on East Asian Studies

The Council on East Asian Studies (CEAS) at Yale University in New Haven, Connecticut, was founded in 1961 and for forty years has promoted education about East Asia both in the college curriculum and through lectures and workshops, conferences, cultural events, and educational activities open to faculty, students, and the general public. CEAS offers Bachelor of Arts (B.A.) and Master of Arts (M.A.) programs in Chinese and Japanese studies. CEAS comprises 8 departments and 40 faculty members who offer more than 150 courses on East Asia in the humanities and social sciences per year. Its interdisciplinary emphasis encourages collaborative linkages across fields and departments and contributes to diversity across the curriculum and in the classroom. Language instruction includes all levels of Chinese and Japanese and up to the third year in Korean. CEAS encourages study of East Asian languages at approved programs abroad through the Richard U. Light Fellowship and other funding sources. It promotes development of language initiatives such as Directed Language Study in least-taught languages such as Manchu or Cantonese; Foreign Language Across the Curriculum offerings such as Japanese-language sections for survey courses; and Web-based language training. It is committed to providing leadership in the study and understanding of East Asia on campus and in the region through support of educational and outreach activities with emphasis on joint endeavors across institutions both regionally and internationally. Study and research in East Asian Studies at Yale are supported by one of the finest library collections in the country. The Chinese, Japanese, and Korean language print resources in the Library constitute one of the oldest and largest collections found outside of East Asia.

Recent internal evaluation of the structure and programs of CEAS has prompted commitment to new initiatives to strengthen and broaden the role of CEAS at Yale and beyond, with special emphasis on the need for rebuilding of the Korea program. The strategic plan to enhance Korean studies, which since the 1980s has not received sufficient University support to gain parity with Chinese and Japanese studies, is founded on CEAS's commitment to a fully integrated East Asian Studies program that provides balanced coverage of East Asia, promotes cross-cultural and trans-regional study of East Asian societies, and better answers the needs of heritage students on campus and in the region. Since AY 1999-2000, CEAS has sought to introduce Korean studies into the curriculum through support of postdoctoral associates in Korean studies who teach one undergraduate course during their period of residence. It has become clear that, despite its distinguished programs in Chinese and Japanese studies, CEAS cannot sustain its leadership role in providing education about East Asia without full deployment of a Korea studies program with requisite faculty, library, and language support. CEAS seeks to rebuild Korean studies at Yale and set a precedent for future University commitment to the area; and to insure that the Korea component in CEAS will be supported by enhancement of language, library, and outreach capabilities. For the 2003-2005 grant cycle, the Council of East Asian Studies is receiving Title VI support for the FLAS program only.

National Resource Centers and
Foreign Language and Area Studies Fellowships

PACIFIC ISLANDS

FY 03-05

Abstracts

International Education Programs Service
US Department of Education
Washington, DC 20006-8521

**CENTER FOR PACIFIC ISLANDS STUDIES
UNIVERSITY OF HAWAI‘I AT MANOA**

PROJECT ABSTRACT: FY 2003-2005

The Center for Pacific Islands Studies, School of Hawaiian, Asian and Pacific Studies, University of Hawai‘i at Manoa, is the only National Resource Center in the nation that focuses on the islands of the Pacific. The region consists of three culture areas – Melanesia, Micronesia, and Polynesia – that are divided into 21 nations and territories.

Situated at the apex of the Polynesian triangle, the center is ideally located at the mid-point between the United States and the Pacific Islands region. It is a stopover for visitors en route to and from the region. Taking advantage of this fact, the center sponsors a public seminar series that features a wide variety of speakers from island countries, educational organizations, and regional and international agencies. The center has working relationships with other universities in the region, including those in Australia, Fiji, New Caledonia, New Zealand, Papua New Guinea, Samoa, and Tahiti. The center is committed to equitable access and participation in all of its activities.

The center’s affiliate and core faculty numbers 35; all but 3 have doctorates. Over one-half speak a Pacific language and 12 are Pacific Islanders. The instructional program is cross-disciplinary in nature and offers an MA degree and graduate certificate. An undergraduate degree in Pacific Islands Studies is available through the university’s Liberal Studies program. Instruction in Samoan and Tahitian is offered at the introductory and advanced levels. Courses in Maori, the language of New Zealand, have just been added to the Pacific language curriculum on a regular basis. Summer language study abroad programs are available in Samoa and Tahiti.

The center’s annual conferences focus on major developments and issues in the region and attract an international audience. The center also sponsors a variety of outreach programs, including workshops for local public school teachers and summer institutes for instructors from the nation’s undergraduate tertiary institutions. In addition, the center, in collaboration with the University of Hawai‘i Press, is the world’s leading publisher in Pacific Islands studies.

For the next project period, the center is committed (1) to advancing the teaching of Pacific Islands languages and to developing CD-ROM and online instructional materials; (2) to educating K-12 teachers, college educators, other professionals, and the general public on the Pacific Islands through a variety of outreach efforts ranging from conferences and workshops to the development of electronic classroom resources; (3) to strengthening the Pacific Islands library holdings at UH and to digitalizing select resources from those holdings for greater access through the Internet; and (4) to training future scholars, professionals, and other leaders whose Pacific Islands expertise will benefit the country. In support of this last initiative, the center will begin planning for both a PhD program and an undergraduate major in Pacific Islands studies.

National Resource Centers and
Foreign Language and Area Studies Fellowships

SOUTH ASIA

FY 03-05

Abstracts
International Education Programs Service
US Department of Education
Washington, DC 20006-8521

Columbia University

Columbia University's strengths are multifold: located in one of the most vibrant cities in the world, the university has access to—and in turn offers—unparalleled cultural and intellectual resources. The symbiosis between Columbia and New York is a continued attraction for the many students and faculty associated with Columbia's South Asia NRC. There is no program that does not feel the effects of an urban setting that includes world-class museums, theatres, international organizations like the United Nations, and cultural institutions like the Asia Society. With its rich array of course offerings, conferences, and public lectures, the Southern Asian Institute (SAI) is well placed to serve not only the Columbia community but also the largest South Asian American community in the nation. The tragedy of 9/11 has only accentuated the need for informed opinion and research about the region—South Asia—at the heart of the current war on terror.

From a skeletal and loosely integrated faculty, the SAI has rapidly become a major center for training in South Asian languages, anthropology, history, religion, and art; for research and curriculum development on South Asia; and for outreach and teacher training in the history and culture of South Asia. There are now 46 faculty from over 13 departments associated with SAI. Just this past year two major tenured appointments were made: Vidya Dehejia in Art History and Indira Peterson in Sanskrit. A third tenured line, in Religion, is expected to be filled next year, and Partha Chatterjee will soon hold a half-time tenured appointment in Anthropology. Our language program offers instruction in Hindi, Urdu, Bengali, Punjabi, Tamil, Tibetan, and Sanskrit. In acknowledgement of the increasingly important role played by South Asian studies at Columbia, the new president, Lee Bollinger, has initiated a series of workshops and public lectures on modern South Asia to mark the landmark stage presentation of Salman Rushdie's Midnight's Children. The new Center for Comparative Literature and Society co-sponsors many events with SAI; it also works with Middle East and Asian Languages and Cultures to develop graduate programs in South Asian literatures.

For the upcoming grant period, we seek to strengthen our existing programs by organizing our work around 3 clusters: 1) Language and Multiculturalism, 2) Rethinking the Nation in Modernity: Transformations in Culture and Society; and 3) Politics, Postcolonialism, and Development. Each cluster works to develop 1-2 new courses, a lecture series, outreach (teacher training workshops, curriculum materials, online resources), library resources, and workshops that also aim to build ties with centers and colleagues in South Asia. Two workshops are proposed each year. In the first year, the first and third clusters will hold workshops on "Spiritualism and Modernism" and "Cultures, Histories, and Present Lives of the Economy in South Asia," respectively. In the second year, the first and second clusters will organize workshops on "Translation and Multilingualism" and "The History of Sources for the Production of History," respectively. In the third year, the second and third clusters will host workshops on "Religion and Secularism" and "Ethnographies of the Post-Colonial State." In addition, with support from the Intercollegiate Collaboration, Columbia-Penn will continue their workshops on "Public Spaces in Pre-Colonial India."

Through the use of Title VI funds and supplementary support from Columbia University, we are confident that the Southern Asian Institute will remain a leading national resource in South Asia library acquisitions, online web development, teacher training, faculty development, social science and humanities research, and language instruction

CORNELL/SYRACUSE SOUTH ASIA CONSORTIUM

Funded as a National Resource Center since 1985, the Cornell-Syracuse Consortium, (henceforth the Consortium) comprises two centers: the South Asia Program located in the Einaudi Center for International Studies (CIS) at Cornell University, and the South Asia Center, located in the Global Affairs Institute (GAI) of the Maxwell School of Citizenship and Public Affairs at Syracuse University.

The Consortium administers the Title VI NRC grant and coordinates the activities of the two centers, whose mission is to promote – through research, teaching and service – a better understanding of the histories, cultures, and contemporary affairs of the countries of South Asia. The Consortium also facilitates the sharing of curricula and graduate advising between campuses, and promotes the unified, consortial activities described below.

Cornell, the land grant institution for New York State, and an unusual blend of private and public educational units, and Syracuse, a private research university with thirteen different schools and colleges, provide a wide variety of academic options in which South Asian studies can be pursued, and offer Baccalaureate, Master's and Doctoral degrees.

The Consortium offers regular instruction in Bengali, Hindi-Urdu, Nepali, Pali, Sanskrit, and Sinhala, and offers instruction in South Asian studies in an unusually broad range of academic disciplines from Ethnomusicology and Film Studies to Forestry and Rural Development. Instruction is provided by a world-renowned faculty whose aggregate expertise ranges even more broadly than the instructional programs they cover.

The special excellences of the Consortium lie in its interdisciplinary and cross-disciplinary orientation, especially in its commingling of traditional area studies with a predominant strength in applied and professional approaches to the study of contemporary South Asia. The Consortium is, for example, arguably the strongest center in the country for the study of the political economy of the region. The Consortium is also unusual among South Asia Centers for the strength of coverage of the nations of South Asia other than India, as exemplified by the leading role the Consortium plays in the teaching of Sinhala, Nepali, and Bengali. Other axes of shared academic interest and excellence that constitute special strengths are: 1) Language, Linguistics, Language Acquisition, and Communication; 2) Religion, Society, and Gender; 3) Environment, Culture, and Policy; 4) Architecture, City Planning, and Industrial Relations; and 5) Rural Development.

The two partners in the Consortium complement each other's relative strengths in South Asian Studies, with Cornell relatively stronger in the social sciences and in the study of Nepal, Bangladesh and Sri Lanka, while Syracuse is relatively stronger in the humanities and in the study of India. In the coming grant period, the Consortium hopes to use these strengths to focus some of its academic and outreach activities on Islamic South Asia, in keeping with the invitational priorities and recent global events.

The Consortium's Library aggregate collection of 493,717 books and 9,235 serials and periodicals constitute one of the largest collections in the country. This well-managed and well-integrated collection is available to the general public in our open libraries and stacks.

Our Outreach programs target under served communities of the region and country, especially the rural secondary school and two and four-year college teachers of the Central New York and Pennsylvania region

NORTH CAROLINA CENTER FOR SOUTH ASIA STUDIES OF THE TRIANGLE SOUTH ASIA CONSORTIUM

Campus Box 8101
North Carolina State University
Raleigh, NC 27695-8101 USA

Title VI National Resource Center

The North Carolina Center is a Title VI Undergraduate National Resource Center (NRC) for South Asia with Foreign Language and Area Studies (FLAS). The Consortium is a sixteen year-old educational cooperative of North Carolina State University, Duke University, The University of North Carolina-Chapel Hill, and most recently North Carolina Central University.

National Resource Center Theme

The broad theme for this cycle is “Connection and Comparison: Situating South Asia Regionally,” which seeks through a series of seminars, workshops, and contemporary issues forums to examine the ways the political and geographic subdivisions within South Asia have focused their intra-regional interaction and the ways that South Asia as a whole has defined itself in relation to other world regions.

NRC Theme Activities

- workshop series on South Asia Islam examining the interrelationships of Islamic traditions and emphasizing comparisons with and connections to the Middle East, Europe, and Southeast Asia.
- local campus mini-workshops and speaker series exploring a variety of sub themes that emphasize the interconnectedness of South Asia (including opium/heroine trade, Indo-Pak nuclear armament, legacy of partition, and regional literatures in a world context).
- contemporary Issues Forum at Duke University

NRC Institution-building Activities

- subsidy for new faculty position in Cultural Anthropology at University of North Carolina-Chapel Hill
- subsidy for new faculty position in Art and Design History at North Carolina State University
- acquisitions budget for the combined libraries

Curricular Programs and Degree Tracks

- Duke: BA major & minor, Comparative Area Studies; BA Major Hindi Lang. & Lit.
- UNC-CH: BA major & minor, Hindi-Urdu in Asian Studies; BA major, Intl Studies-S Asia emphasis
- NCSU: BA minor, South Asia Studies; BA minor, South Asia with Hindi-Urdu track

Faculty

- 36 core faculty (primary research & teaching interest in area) in 22 disciplines & sub-disciplines
- 23 allied faculty (serious long-term research or teaching interest in the area)

Library

- Triangle Research Libraries Network (Duke, UNC-CH, NCSU, NCCU, & NHC) combined collection totaling 13.5 million volumes (with est. less than 30% overlap), 114,089 serial subscription titles, 13.6 million microforms, and approximately 4 million government documents
- 250,000 South Asia titles (2000 serials), 50,000 of which are South Asia vernaculars
- “dispersed vernacular collection” policy, with TRLN-wide bibliographer managing all collections.

Center for South Asia Studies University of California, Berkeley

The mission of the Center for South Asia Studies at the University of California is to support the teaching, research, cultural, outreach, development and community activities relating to South Asia and South Asians at Berkeley, its sister institutions in the University of California system, and in the primary, secondary and post-secondary educational system of the State of California. Its activities thus encompass on-campus and off-campus programs; direct support for teaching at Berkeley and curriculum and materials support for schoolteachers and college faculty; information center activities for students and faculty; a link to South Asia resources at Berkeley for media, business, government and the community; and support for the most significant library of South Asia materials in the West.

Berkeley offers undergraduate and graduate degrees with a South Asia emphasis in several departments throughout the College of Letters and Science and in a number of professional schools. We offer Hindi, Tamil, Urdu, Sanskrit and Persian languages to the Ph.D. level as well as training in Punjabi, Pali, Prakrit, Vedic Sanskrit and classical Tamil. To train graduate students, South Asia coursework at Berkeley is available in a range of humanities, social science and professional school departments (see sections 3,4, Appendix 2). Berkeley also affords an outstanding environment for undergraduate education as one of the nation's only institutions offering both major and minor concentrations in the study of the culturally, economically and strategically important but understudied countries of South Asia.

South Asia studies at Berkeley dates to the inauguration of Sanskrit instruction in 1906. Today our faculty includes 20 specialists who devote 50% or more of their teaching and research time to South Asia; another 24 who devote significant teaching and/or research time to the area in addition to 3 distinguished emeriti who continue to supervise dissertations and take on new graduate students. Courses by other faculty outside of this group that have significant South Asia components are shown in Appendix 2.

During the proposed grant period 2003-2006, the University of California intends to maintain and build upon its preeminence in South Asia language and area training involving units in the humanities and social sciences while expanding the availability of South Asian instruction in the professional schools and colleges. We look forward to the continuation of our 100% rate of overseas training for graduate students, a continuing increase in the number of our undergraduate concentrators entering study abroad programs in the region, and still further growth in our already outstanding rate of successful grant applications for faculty research in the region. Continuing additions to our South Asia faculty strength have created and will continue to build a unique mix of younger and senior faculty on the campus with enhanced opportunities for cooperative and interdisciplinary programs in the areas of research and teaching (Sections 2,3,4,8). This has also facilitated our highly successful practice of organizing South Asia scholarly events--conferences, seminars, speakers and symposia--and even some instructional programs around contemporary themes.

We anticipate that the proposed grant period, 2003-2006, will witness critical political, strategic, economic and cultural developments in South Asia and that Berkeley's Center for South Asia Studies will continue to build its faculty, programs, and community linkages to remain one of the nation's premier resources for the understanding of this diverse and vital region.

UNIVERSITY OF CHICAGO SOUTH ASIA NATIONAL RESOURCE

Founded in the 1950s, this well established South Asia Center reinvented itself in the 1980s and 1990s. Building on the strength of its founders and an extraordinarily strong institutional commitment to scholarship on the region, the Center has steadily added new faculty during the past decade and continues to make new appointments, both in language and area studies. It has infused older competencies with new perspectives and pedagogies.

The Center's main product is teachers. It places graduates in liberal arts colleges and universities in the U.S. and abroad. It has supplied high-ranking officers to the Department of State and to important not-for-profit institutions such as the Asia Society, the Rand Corporation, the Ford Foundation, the Aga Khan Trust for Culture, and Amnesty International.

Ranging across all the countries in the area, the program has granted degrees for dissertations on Pakistan, Bangladesh, Sri Lanka, Nepal, and Tibet. Since the beginning of the current grant-cycle in 1999, Chicago has graduated 123 B.A.s, 65 M.A.s and 40 Ph.D.s. Forty area and language faculty in nine departments and four professional programs train them. Approximately 260 courses with South Asia content are taught; around 160 are taught in a year.

Students of South Asia receive their degrees through various disciplinary departments but add comprehensive language and area training. This is useful for placement in that it opens both disciplinary and South Asia tracks for job candidates. Interdisciplinary collaboration also characterizes the two-quarter flagship course, South Asian Civilizations, especially designed as an introduction the course is taught by historians, political scientists, literature scholars, and classicists. A one-quarter concentrated program of South Asian Civilizations is offered in India. Multifarious opportunities for graduate study of South Asia are available. The Business School and the Committee on International Relations have designed formal joint degrees, while the Divinity, Public Policy, and Law programs grant degrees with an area emphasis.

The Library is the leading South Asia private library in the U.S. and abroad. Its strength rests not only on an outstanding collection of 590,500 volumes, 4,915 current serials, 3,900 audio-visuals, and 10,400 maps, but on the quality of the collection processing and accessibility. With six FTEs serving under a full-time bibliographer and full-time assistant to the bibliographer, staffing is very high, processing of materials expeditious, and access for university and visiting scholars user-friendly. Major collaborative projects with Tamil and Urdu private collections in India are designed to preserve materials and make them available in the United States while federally-funded digital initiatives at the Library are improving access to vital South Asia resources worldwide.

Outreach by faculty and specially hired staff includes initiatives to secondary schools, post-secondary institutions, media, business, and government. A new Collaborative Workshops Program in conjunction with other Chicago NRCs will complement well the Center's Fulbright-Hays Group Projects Abroad programs. Collegiate teachers will continue to benefit from annual conferences on campus, and many different audiences will find value in our collaboration to form the Asia in Chicago program.

The chief enhancements proposed include: initiatives related to South Asian languages and the new South Asia Summer Language Institute, expanded collaboration with overseas research centers, new courses on Islam in South Asia, seeding of a new position in art history, close collaboration with the new South Asia Language Resource Center at Chicago, and other programs that meet all of the invitational priorities established for this NRC and FLAS competition.

October 2002

University of Michigan

The University of Michigan's National Resource Center for South Asian Studies is housed at the Center for South Asian Studies (CSAS). In 1999, CSAS emerged from the former Center for South and Southeast Asian Studies, established in 1961, a unit of the University's International Institute since 1993. Our mission is to support undergraduate, graduate, and professional school training in South Asia area and language studies; to develop and enhance faculty expertise and research in the area; and to share our specialized knowledge and resources with the community at large through outreach activities.

Forty-seven faculty throughout the university teach, research, consult, and engage in collaborative professional activity related to South Asia, in the College of Literature, Science, and the Arts, and in professional schools including Architecture and Urban Planning, Business, Engineering, Law, Music, Natural Resource and Environment, Public Health and Social Work. Each year about eighty courses with South Asia content are taught, covering anthropology, Asian religions, history, political science, languages, literature, art history, music, business, public health, urban planning, natural resources and environment. Language instruction includes at least three levels each of Hindi/Urdu, Tamil, and Sanskrit; and two levels of Punjabi. Instruction in Marathi, Gujarati, Nepalese, Telugu, and Kannada is available on demand.

Michigan's libraries and collections consist of more than 316,000 titles on South Asia, including 75,000 monographs in South Asian languages and 1,500 periodicals. Specialized collections include the slide and photograph collections on South Asia in the U-M Asian Art Archives, the Stearns collection of rare musical instruments, the Koelz collection of Tibetan thang-ka paintings, books on South Asian law in the Law Library, the special collection of rare South Asia maps in the Map Room of the Graduate Library, and books on business and economics in the Kresge Business Administration Library.

Michigan has particular strengths in interdisciplinary and professional training and research on South Asia. These include an interdisciplinary Asian Studies concentration for BA's; an MA in South Asian Studies, which may be combined with a master's degree in Architecture and Urban Planning, Business, Natural Resources and Environment, Public Policy, Social Work and other professional fields; with English/Comparative Literature, History/Anthropology and Linguistics/Asian Languages and Cultures. There are also many opportunities for students in all schools and disciplines to undertake field research or internships in South Asia.

Regular programmatic outreach activities include a teacher-training workshop, an academic sharing program, a workshop for elementary and secondary school curriculum development initiatives. Our Scholarly and Current Affairs Lecture Series, thematic conferences, exhibitions and film festivals are open to the public. The South Asia business activities include an executive education seminar. Individual faculty are actively involved, as specialists, in lecturing to community groups, in various media activities on the local and national levels, and in advising businesses, governments and international organizations such as the United Nations.

The University of Michigan, which traditionally has sought to be an outstanding, nationally recognized intellectual center, has recently redefined its vision for the twenty-first century to provide for full engagement in the international scholarly community. With this support behind us, CSAS is committed to embarking on the new initiatives described in the following pages.

University of Pennsylvania

The University of Pennsylvania's 55-year legacy as a center for South Asia Studies is a rich one. Penn's was the first South Asia area studies program established after WWII and Penn is one of very few Universities in the US to dedicate a Department to South Asia Studies. Penn's dedication to this area's role in international and inter-area studies has been recently renewed. Handicapped in recent years by retirements and unexpected deaths, the South Asia program, with guidance and the recommendations of a Dean's specially appointed South Asia Task Force, has had 3 new faculty appointed in the reformulated South Asia Studies Department, 1 in Anthropology, and a 5th appointment slotted for the next 2 years. In the same period, important supplementary faculty with South Asia focus have been appointed in the School of Education, English, and Landscape Architecture. The Task Force also recommended to the Dean a future position in South Asian Health and Society, which would be located in the Dept. of History & Sociology of Science.

In Penn's complex university structuring, the Department of South Asia Studies, with a language and culture faculty, awards BAs; the Graduate Group in South Asia Regional Studies, which includes faculty in all disciplines that have a South Asia focus, awards MAs and PhDs in both area studies and language/culture; and the South Asia NRC coordinates outreach activities among many parts of the University, other Inter-Area Centers, the community, and the larger tri-state area. Through Department faculty and the Penn Language Center we are able to teach all major languages (Hindi, Urdu, Tamil, Bengali, Gujarati, Panjabi, as well as Sanskrit and Prakrits) and most of the less frequently taught languages of South Asia as needed (Marathi, Kannada, Telugu, Malayalam, Pashto, etc.). Our extended faculty, in addition to language faculty, come from many disciplines and Schools: Anthropology, Art History, Economics, Education, English, History, Landscape, Linguistics, Political Science, and Religious Studies.

Penn's library holdings on South Asia are among the best in the world. Begun in the 19th century, these collections have accepted and catalogued all PL480-funded materials in the past half century, and continue substantial acquisitions with a full-time dedicated South Asia Bibliographer. The library and department are committed to enhancing these collections by making materials more substantially available on the Web. These initiatives include the South Asia Art Archive and the Mary Wheeler image collection, Oxford books on South Asia on-line, on-line language instruction, and the development of a South Asia Film Database.

Outreach, an area of substantial accomplishment at Penn in the past when we worked with Educational Resource Centers in India to prepare materials for high school use, is for this grant period focused on developing cooperative cross regional interactive programs (Penn-Columbia), inter-areal collaborations among Area Centers at Penn, outreach to the growing South Asian-American communities around Penn, and the development of Web-outreach resources.

Penn's South Asia Studies Department, the oldest in the US, is also a 'new' department, with the task of renewing our curriculum with the energies of new faculty. Enriching and focusing our curriculum, reaching beyond old disciplinary and regional borders, and creating new understandings of 'regionality' and 'local knowledge' is a challenge we take on and an opportunity we grasp.

We will maintain a post 9/11 commitment to develop the study of northwest South Asia (Urdu, Pashto, Pakistan & Afghan studies) in addition to the rest of South Asia over this 3-year grant period and to integrate this with activities of Penn's Middle and East Asia Centers. We hope to host an international symposium, "Conceptual Boundaries, Historical Realities," in the 3rd year to challenge and redefine scholastic definitions of 'South Asia'.

University of Texas

Established in 1960, the Center for Asian Studies at the University of Texas at Austin is a national leader for training in South Asian languages, research and teaching about South Asia, and knowledge, information, and outreach on the region. Years of sustained support by the University administration and the Department of Education have created an unparalleled faculty, dynamic student body, and course offerings in nineteen departments and professional schools. The program balances in-depth coverage of contemporary societies and cultures with exceptional resources for the study of premodern India and its traditions. Prize-winning scholars focus on classical law, theatre and drama, governance and security, and the craft of translation. Both northern and southern areas of the subcontinent are fully represented in language and area studies. Two less commonly taught languages, Hindi and Urdu, and two of the least commonly taught, Tamil and Malayalam, are taught through the advanced levels, along with Sanskrit and Persian. The Center and the Department of Asian Studies offer seven degree programs, including two joint MA degrees.

The Center has worked vigorously to expand its reach during the last three years. Since 1999, eight tenured or tenure-track faculty and four new lecturers have been hired, bringing the number of core faculty to 26. Another 41 affiliated faculty offer courses with at least 25% South Asian content. The additions have clustered in the social sciences: political science, media and communications, anthropology, and sociology. Over fifty new courses have been introduced, and the number of South Asia courses has risen to 188. Graduate student enrollments have grown in response to targeted recruitment measures; institutional funding for the graduate program has almost tripled. Undergraduate enrollments have soared, and many more students are doing honors degrees in South Asia and participating in Study Abroad programs. The library collection is unmatched in the midwest and southwest U.S., and its resources are widely shared through a variety of cooperative lending programs and consortia.

Through its Outreach office, the Center provides programs to K-12 and post-secondary educators as well as the business community, general public, and the media. The Center launched the first website on Doing Business in India, an interactive web resource with hundreds of links. The speaker's bureau sent faculty to numerous venues in response to geopolitical tensions in the aftermath of 9/11. Post-secondary educators responded enthusiastically to workshops on Media and Violence, Buddhist Traditions, and Teaching and Studying Islam. The Hemispheres Consortium held a number of popular institutes for K-12 teachers, including the timely War and Peace: Teaching about World Conflict. Outreach continues to develop innovative programs that reach new constituencies and extend knowledge of South Asia throughout the southwest and beyond.

In the coming grant period, the Center will continue to train teachers in the languages and area studies of South Asia and increase the number of international experts, including those entering government service, with in-depth knowledge of the region. Particular priority will be given to broadening instruction, Outreach, and public programs on the Islamic societies of South Asia. This effort will be undertaken through collaboration with units such as the Center for Middle Eastern Studies at UT as well as South Asia NRCs around the country. We will strengthen advanced levels of language, especially for the least commonly taught languages, and support the new South Asia Summer Language Institute. Depth in area instruction will be sustained through hiring of visiting senior professors, and breadth in the social science disciplines will be developed as part of a university-wide initiative spearheaded by the Provost. We will continue to strengthen curricular, advising, and financial support to FLAS and other graduate students and build undergraduate exposure to South Asia through senior seminars, study abroad programs, and special honors offerings. Our Outreach program will maintain its standard of excellence, focusing principally on the infusing of South Asia content into post-secondary curricula through intensive teacher training workshops. Through the Hemispheres Consortium, we will coordinate dissemination of international area curricula to K-12 teachers. A particular objective for our program in the next cycle will be to develop high-level linkages with the College of Education, the Business School, and the UTeach program of the College of Liberal Arts at the university. Through the use of Title VI funds, the continued support of the University of Texas, and our own fundraising efforts, we will further develop our South Asia program and extend the use of our outstanding resources for teaching and research on South Asia to even wider audiences.

University of Virginia Center for South Asian Studies

The Center receives Title VI funds to award South Asia Foreign Language and Area Studies academic year and summer fellowships in at least five languages—specifically Hindi, Urdu, Persian, Tibetan, and Sanskrit—to graduate students. Four full-time and four part-time faculty in the Department of Asian and Middle Eastern Languages and Cultures teach courses in Hindi, Urdu, Persian, and Sanskrit. Pali and Tibetan are offered through the Department of Religious Studies. The UVA Summer Foreign Language Institute offers intensive introductory Tibetan language for 12 credits and an advanced language program abroad through the University of Tibet. Advanced courses in South Asian modern languages cover contemporary culture, literature, media and politics. A residential language house with native speakers is provided for Hindi, Urdu, Persian and Tibetan.

The Center promotes and coordinates opportunities for graduate study in South Asian Languages and Area Studies within University academic departments and for undergraduate exposure to South Asia (Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Tibet). Operating through its Executive Committee of 19 faculty members from 10 departments, the Center:

- facilitates graduate programs with South Asia concentrations in separate academic departments in the University, and facilitates administration of an undergraduate Asian Studies major with a South Asia concentration;
- plans and lobbies for core curriculum development through new appointments, and promotes the development of new and interdisciplinary courses;
- provides in-service training for elementary, secondary school, and post-secondary school teachers, and instruction by advanced graduate students at colleges in the Virginia Consortium for Asian Studies;
- coordinates and publicizes course offerings and disseminates information on resources;
- provides biweekly interdisciplinary lecture-seminars and academic symposia;
- participates in SASLI to foster national growth of teaching South Asian languages;
- encourages undergraduate study in India;
- provides outreach activities locally within Virginia and regionally within the Southeastern United States;
- sponsors artistic performances and film festivals; and
- publishes a semi-annual newsletter.

The Center (established in 1976) also works to develop programmatic links with professional programs in Medicine, Education, Architecture, Engineering, and Business. With solid University commitment, we have developed one of the nation's most effective programs in South Asian Studies, with unusual successes in multi-disciplinary instruction, involvement with professional programs, and consistent placement of graduate and undergraduate degree recipients. The Center faculty and the library work closely together to add to our large and accessible South Asia collection including extensive print, video and electronic material.

University of Washington

The mission of the National Resource Center for South Asia At the University of Washington is to promote and sustain the study of South Asia by graduate and undergraduate students and to encourage study and knowledge of South Asia in schools, colleges and among the public of our region and nation. We pursue this mission by offering courses in South Asian languages and the disciplines, by organizing and coordinating South Asia related programs on and off campus, through outreach activities and by sustaining a major resource base in our library collection.

The University of Washington is the only comprehensive South Asia Program in the northwestern United States. It is distinguished by the quality of its language and area-related teaching, regularly attracting applicants from all parts of the country as well as from abroad (including Europe and Asia). The study of South Asia commenced here in 1909 when Professor Herbert Gowen initiated the teaching of Sanskrit and Indian literature. Introduction of other subjects such as anthropology, history and political science ultimately led to creation in 1969 of a full-scale South Asia program, housed within the interdisciplinary Henry M. Jackson School of International Studies. The evolution of South Asian studies, from largely humanities based in the early 20th century, to social sciences (starting in the 1950's) continues now with its increasing integration into the professional disciplines. The South Asia Center will facilitate and encourage this integration through interdisciplinary academic programs, faculty members in the professional schools, study abroad programs with professional school themes, and awarding of FLAS fellowships to students in the professional schools.

The 40 faculty members of the South Asia Program participate in programs that offer B.A. and M.A. degrees, and also provide B.A., M.A., and Ph.D. students in a wide variety of disciplines and professional schools with full training as area studies specialists. Joint and concurrent degree programs have been introduced to offer further opportunities for encouragement of the study of South Asia, enabling integration of our interdisciplinary area studies perspective with professional and thematic training. We offer elementary through advanced level language training in Hindi, Urdu, and Sanskrit, and propose to expand that to Bengali.

Our South Asia library collection is one of the best in the US, with 340,000 books, 53,000 microforms, 5200 serial titles, 3200 maps, 600 sound recordings, 400 video cassettes, 300 historic photographs, and 32 manuscripts, as well as many titles in the "colonial" languages of English, French, and Portuguese. Our library has been a leader in collaborative collections programs such as SACWEST. Services are available to the desktop, as well as to anyone who visits the libraries in person.

Our active education outreach programs for sharing and exchanging resources, promoting distance learning and encouraging awareness of South Asia serve elementary and secondary schools, colleges and universities and a wider audience in government institutions, businesses and the public at large. All of these activities take place at local, regional and national levels.

We have three main goals for the funding requested in this grant: (i) diversifying teaching and outreach on south Asia particularly by bolstering our offerings on Islam (ii) re-organizing our emphases by linking disciplinary knowledge on South Asia with the professional schools of Architecture, Business, Forestry, Health Sciences, Law, and Public Affairs more directly, and (iii) mainstreaming education about south Asia across the board in Arts, Humanities, Social Sciences, Sciences, and Professional curricula by offering a combination of new and old courses at the graduate and undergraduate level and through faculty participation in interdisciplinary projects. As the Pacific Northwest's and the United States growing security, economic and cultural interests engage South Asia, our center stands ready to provide instruction, educational and cultural resources and orientation to schools, businesses, public institutions and citizens.

Center for South Asia
University of Wisconsin-Madison

During the past four decades, the University of Wisconsin-Madison has been one of the preeminent institutions in the United States for the study of South Asia. In the first decade of the twenty-first century, Wisconsin's faculty conducts research and teaches courses on South Asia in twenty different departments and fields, from Agricultural Economics and Anthropology to Theater and Drama and Women's Studies. The Center for South Asia at Wisconsin brings together the exceptional resources of its faculty, staff, students, degree programs, libraries, and campus communities to promote the understanding of South Asia's political systems and economies, its histories and societies, its languages and arts, its people and its landscapes, across disciplines.

The University offers a B.A. in Languages and Cultures of Asia with a concentration in South Asia; an M.A. in South Asian Studies; an Ph.D. Minor in the field; and a Ph.D. with a concentration in South Asian studies. Wisconsin's language program provides training in Hindi, Pali, Persian, Sanskrit, Telugu, Tibetan, and Urdu, as well as in Nepali and Tamil in the summers. The Study Abroad program gives undergraduate and graduate students opportunities to spend a year in Varanasi and Madurai, in Kathmandu and Kerala. Wisconsin's faculty publishes extensively on South Asia in such fields as literary studies, archeology, folklore, religion, political science, communication arts, theater and drama, and journalism and mass communication.

The Center's activities focus on promoting language teaching, faculty research, public outreach, and study overseas. During the 2003-06 cycle, it will seek to develop new research forums in South Asian Cultural History, Pakistan Studies, the Indian Political Economy, and the study of Maharashtra, as well as new short-term study program and internships in India and Pakistan. It will also extensively support the collection of South Asian multimedia materials in its libraries, and expand its Annual Conference on South Asia. In addition, it will launch new language and literature programs in Marathi and Sinhala, and bring South Asian writers, artists, and women's studies scholars for short-term residencies in Madison. Among its outreach initiatives will be a new series of teacher training workshops on South Asian in the American classroom.

National Resource Centers and
Foreign Language and Area Studies Fellowships

SOUTHEAST ASIA

FY 03-05

Abstracts
International Education Programs Service
US Department of Education
Washington, DC 20006-8521

CORNELL UNIVERSITY - SOUTHEAST ASIA PROGRAM ABSTRACT 2003-6

Cornell University was among the first universities to offer studies of Southeast Asia when the Southeast Asia Program (SEAP) was established by Lauriston Sharp in 1950, rapidly developing into an important academic program under the leadership of George Kahin. Core faculty are members of traditional liberal arts departments and applied disciplines such as art history, political science, history, literature, Asian studies, language and linguistics, anthropology, music, economics, labor relations, developmental and rural sociology, regional planning, and business and finance. SEAP has been successful in training area scholars who have distinguished themselves at universities, area study centers, businesses, banks, foundations, and government and multinational agencies both in the United States and abroad.

Students at Cornell can select from 143 academic courses, and 74 courses in the major languages of Southeast Asia: Burmese, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. Cornell also offers other important languages necessary for research, such as Dutch, Portuguese, Sanskrit, and Sinhala, in addition to the more commonly available languages Spanish, French, and German. Undergraduate students can complete a BA in Asian Studies, Southeast Asian history or concentrate/minor in Southeast Asian studies. Graduate students can pursue an interdisciplinary minor in Southeast Asian studies, an MA, or PhD in Southeast Asian history. SEAP students work closely with their faculty committees to design individual programs of study. The flexibility of Cornell's special committee system allows for interdisciplinary studies necessary for studying and understanding Southeast Asia.

The area studies heritage at Cornell provides a strong intellectual rationale for crossing disciplines, encouraging comparative work, and counterbalancing the tendency to flatten differences characteristic of globalization theory. The Provost Task Force's 2002 report identified area programs, like SEAP, as crucial to Cornell's commitment to international studies.

The John M. Echols Collection on Southeast Asia, the largest in the United States, houses more than 340,000 monographs, 31,000 serials, 1,200 newspapers, and 1,700 video and sound recordings. The Collection also houses a large holding of CD-ROMs and online resources. In addition, the Collection is working on two projects to digitize texts and illustrations taken from Western travel narratives written between the seventeenth and twentieth century, and to develop a program to preserve ephemeral political websites. SEAP Publications is one of the largest publishers of books on the region in the US, averaging five to six monographs, plus language texts and pamphlets, each year. The journal *Indonesia* reaches a global subscription base.

SEAP continues to build upon its broad array of service programs to promote information about Southeast Asia to the international, national, regional, and local communities. SEAP has already had an important influence at the national and international levels. In the next three-year NRC cycle, SEAP will focus on promoting Southeast Asian studies at the local and regional level, especially at colleges and community colleges that traditionally do not include the region in their curricula. SEAP plans to strengthen its Faculty Associates in Research program by conducting on campus seminars. Secondary and post-secondary curriculum units will continue to be developed including online bibliographies with links to a wide variety of sources on various topics. The OMNI program (headed by the Johnson Art Museum) will expand on its use of art object-based teaching model to address the NY State social studies curriculum needs; and the International Education Week talk at Rotary will be institutionalized as an outreach effort.

Center for Southeast Asian Studies, Northern Illinois University

The Center for Southeast Asian Studies (CSEAS) at Northern Illinois University was established in 1963 and is the second oldest such center in the United States. Northern Illinois University is a Carnegie-classified Research-Extensive university and has been the recipient of Title VI Undergraduate National Resource Center grants since 1997 and of Foreign Language and Area Studies Scholarships since 1974. A diversified, comprehensive public university, Northern Illinois University is uniquely located near metropolitan Chicago and the four fastest-growing, largest cities in the state. CSEAS draws upon and contributes to the cultural and intellectual richness of the region as the region becomes the center of Illinois' high technology activity. The northern Illinois region includes 80% of the state's population, a significant aggregation of minority and ethnic groups, and a majority of the Illinois community colleges. Like the region, the university is changing rapidly into a highly diverse student body, with 27% of our undergraduates being minority students--mirroring the population base from which most of our students come. As the only nationally recognized Center for Southeast Asian Studies in Illinois, the CSEAS mission matches the needs of these diverse constituents through four major emphases: 1) development of universally accessible world wide Web-based multimedia language and culture training programs in Thai, Indonesian, Tagalog, Burmese, Khmer, and Lao (SEASite); 2) partnerships with 2- and 4- year colleges as well as surrounding high schools for teacher training; 3) high quality individualized instruction and research opportunities for our undergraduate and graduate students; and 4) outstanding faculty scholarship and collaboration with universities abroad. The CSEAS offers an undergraduate Minor, contract Major, and Graduate Concentration in Southeast Asian Studies; offers all levels of language instruction in Thai, Indonesian, Burmese, and Tagalog; and has the fifth largest Southeast Asian library collection in the U.S. With 45 faculty and staff on campus that specialize in Southeast Asia, the CSEAS is recognized nationally and internationally as a unit with outstanding faculty scholarship, resources, and a distinguished history of training area and language specialists.

In this proposal, the CSEAS has decided on four goals to strengthen and enhance our overall mission and meet new national concerns and Title VI priorities. We intend to: a) develop a number of new courses on Islamic issues, including new interdisciplinary and comparative courses on Islam; b) add Khmer language and an innovative set of new translation courses at the advanced level for Thai, Indonesian, and Tagalog, together with customized and useful linguistic software tools; c) expand the quality of undergraduate advising and international career counseling to further our recruitment of outstanding students; and d) enhance our teacher training activities at the elementary and community college level through new faculty development seminars. These new activities complement our ongoing Master Teacher programs and Summer Teacher Training Institutes. As the largest teacher training institution of higher education in northern Illinois, these projects build on our strengths and will result in the recruitment of a more diverse and high-quality set of undergraduates and graduate students. Our interrelated course offerings, outreach, and multimedia resources are designed to infuse a higher degree of knowledge about Islam and Islamic minorities in Southeast Asia to our students, teachers, and the wider public, while our advanced language projects are unique developments for Southeast Asian languages. In all of these interrelated ways, the CSEAS is building on our mission as the premier interdisciplinary Southeast Asian studies program in Illinois.

University of California, Berkeley & University of California, Los Angeles Southeast Asian Studies

The Centers for Southeast Asian Studies at UC Berkeley and UCLA are committed to supporting graduate and undergraduate teaching, research, outreach, and community activities related to Southeast Asia and Southeast Asians. The strong and growing programs around these activities indicate the significant impacts of the two campus's cooperative efforts to establish a strong, statewide base for SEAS, with a national impact. The consortium's mission is the maintenance of an exceptional institution for promoting understanding of Southeast Asian languages, cultures, political economies, and environments. Our programs encompass on-campus and off-campus programs, support for university teaching, curriculum development and professional development for K-12 teachers and professors in California's many state and community colleges. We also provide links to SEA resources in statewide higher education institutions and California's many Southeast Asian communities.

While each campus has significant individual strengths, our cooperation as a consortium has created new opportunities that further benefit educators and students. Approaching its 50th anniversary of teaching SEAS, UCB offers an undergraduate major and a minor, a master's degree, and a PhD in SEAS. UCLA has recently established an undergraduate major and a minor in SEAS. Both have strong Ph.D. programs based in departments, interdisciplinary programs, and the professional schools. Students and faculty are supported by language training in Vietnamese, Tagalog/Filipino, Thai, Khmer, and Indonesian; most of these—and our more than 200 non-language SEA-related courses across the humanities, social sciences, and professional schools—have higher enrollments than comparable courses at most US universities. The great strength of this consortium, and of the two campuses individually, lies in the number, quality, and range of faculty teaching SEA courses and conducting research in SEA. Within the last DOE cycle, three new permanent non-language faculty members were added at UCB and four at UCLA, working on topics ranging from history and literature to environmental politics and sociology. Four new language instructors have also been appointed to teach languages never previously taught on our campuses (Khmer at UCB and Indonesian at UCLA) or to increase the level of teaching of existing language offerings (Advanced Vietnamese at both UCB and UCLA). The learning opportunities created by these faculty are augmented by major interdisciplinary teaching programs on both campuses in Development Studies, Political Economy, Interdisciplinary Studies, and Environmental Studies, just to name a few.

The libraries at Berkeley and UCLA are ranked third and seventh, respectively, in the US. The UCB library system has one of the three strongest SEA collections in the country. Both campuses' significant collections of vernacular and colonial-language materials continue to grow. UCB and UCLA have highly successful international studies outreach programs of which SEA is key part.

Our goals for the next three years include increasing our language teaching capacities in order to teach three levels of language for at least three major SEA languages on each campus. We also hope to increase FLAS funding opportunities for our rapidly increasing pools of SEA-oriented graduate students and to expand our SEA library collections in both print and non-print media. Our program will address the absolute priority of teacher training at the K-12, community college, and PhD levels. Finally, we will address DOE invitational priorities through initiatives to strengthen curricula and language learning and promoting in-depth knowledge of SEA's Muslim societies of Southeast Asia.

Center for Southeast Asian Studies University of Hawaii

The University of Hawaii (UH) is a state land-grant institution located in Honolulu, a major US city with a population nearing one million. The University's commitment to Asian studies in Hawaii is evident in the institution's focus on Asia and the Pacific. The Center for Southeast Asian Studies (CSEAS), coordinating unit for many of these programs, is housed within the School of Hawaiian, Asian and Pacific Studies (SHAPS) along with its sister centers concentrating on Japan, China, South Asia, the Philippines, Korea, the Pacific and Hawaii. CSEAS directs a substantial portion of its resources to the development of language and area studies educational materials. Its outreach programs provide faculty, students, and the community with a diverse selection of cultural, arts and language programs.

UH regularly offers a wide range of courses related to Southeast Asia (SEA). While most are in the social sciences and the humanities, the arts are well represented. In addition, courses are currently offered in Business and Tropical Agriculture. Of the non-language courses with clear country foci, the Philippines and Indonesia have the broadest coverage with interest in Vietnam and Cambodia steadily increasing. UH students may be awarded BA and MA degrees in SEA Studies and PhDs with SEA concentration in one of the University's many disciplines.

Clearly one of Hawaii's curriculum strengths is the program for teaching SEA languages. The following languages have been taught regularly at UH since 1965: Indonesian, Ilokano, Khmer, Thai, Filipino and Vietnamese. Burmese and Lao were taught less regularly during that time. The University has had a National Foreign Language Resource Center (NFLRC) since 1990 and the College of Business Administration (BusAd) has administered a Center for International Business Education and Research (CIBER) since 1989. CSEAS administers the Fulbright-Hays Advanced Filipino Abroad summer language program and UH administers the Fulbright-Hays Vietnamese Abroad program. UH students participate in these and similar programs in Thailand and Indonesia. CSEAS offered Khmer abroad classes for the first time in summer 2002.

To sustain one of the largest Southeast Asian programs in the US a substantial faculty is needed. Approximately 55 lecturers and resident and visiting professors teach courses on SEA.

UH students have the opportunity to participate in a variety of SEA ceremonies and festivals that occur regularly in Honolulu's SEA ethnic communities.

The UH library supports one of the largest selections of SEA materials in the world. These can be accessed through an electronic catalogue with computer terminals in the libraries. Materials from other U.S. and foreign libraries may be secured through inter-library loans.

The CSEAS outreach program oversees conferences, public lectures and develops educational materials such as workbooks and CD-ROMS for K-12 teachers. Recently the outreach program has emphasized mentoring faculties from other minority-serving colleges and universities in SEA studies. The University's Office of International Affairs, the University Research Council, and the Graduate Student Organization all provide support to faculty and students reading papers at professional meetings and conducting research.

During 2003-06 CSEAS will administer cultural programs on identity in language, religion, the arts and history in a changing world. The Center's outreach programs will develop materials and offer activities based on the courses and conferences associated with these programs.

University of Michigan

Description and Mission of Center: The Center for Southeast Asian Studies at the University of Michigan is a comprehensive NRC Center and has been in existence since 1961. Our mission is 1) to train professionals in the study of Southeast Asia over an array of disciplines and 2) to disseminate knowledge about all aspects of Southeast Asian societies to the media, government, business, K-12 education, and the public at large.

Degree Programs, Faculty, Languages and Disciplines Covered: We offer an MA degree in Southeast Asian Studies and a joint MA/MBA degree in cooperation with the School of Business. We support an undergraduate concentration in Southeast Asian Studies with the Department of Asian Languages and Cultures. We have 31 faculty members who are associates of the Center and who teach courses with Southeast Asian content. We teach Indonesian, Thai, Vietnamese and Filipino at all levels of proficiency. Upon request, we support tutorials in Burmese, Khmer, Ilokano and Javanese. We offer an array of courses in the College of Literature, Science and the Arts and in the professional schools. We are especially strong in the disciplines of anthropology, history, language and literature, political science, music, and business.

Library: Our library contains approximately 268,000 holdings of Southeast Asian materials. The focus is on Indonesia, the Philippines and Thailand although we also have substantial holdings on other Southeast nations. Our librarian makes two acquisition trips every year to update and enhance our collections.

Enhancement Activities Unique to the Center: We initiated a town/gown course on Philippine Studies that became the model for interdisciplinary area courses of our Center as well as the model for a proposed cross-center, interdisciplinary course on "Comparative Islam. "

Outreach: We have restructured our outreach program to integrate outreach components into our courses, conferences and lecture series. This involves collaboration with other centers and with area elementary and secondary schools.

Overview of what is to be achieved: 1) to continue to train specialists in Southeast Asia and to offer a variety of courses to undergraduates and graduate students, 2) to bring knowledge of Southeast Asian Islam and Islamic societies to the student body, the media, government, business and the public at large, and 3) to integrate our outreach programs into statewide efforts to internationalize elementary and secondary education.

National Resource Center and FLAS Fellowship Program, 2003-2006

University of Washington: Southeast Asia

The Southeast Asian Studies Program (SEAP) at the University of Washington (UW) has provided leadership and resources for the study of SEA in Washington State and the Pacific Northwest for over four decades. Our mission is to promote the study of Southeast Asia (SEA) by graduate and undergraduate students and to further the understanding of SEA in schools and colleges, and in our region and the nation. The SE Asia Center (SEAC) and SEAP are housed in and supported by the Jackson School of International Studies (JSIS), where we continue to increase our collaboration with the seven other co-located NRC's. SEAP offers a BA in Asian studies and an MA in international studies with a focus on SEA. Other MA and doctoral students with research and career interests in SEA pursue degrees in 16 departments and seven professional schools across campus.

In the past three years, SEAC recruited four junior faculty, and expanded faculty representation beyond language training, the social sciences and the humanities to a variety of other disciplines, including the health and natural sciences, professional fields, and the arts. There are now 40 SEAC faculty who are based in 15 departments and several centers across campus. Language classes for Indonesian, Thai, and Vietnamese have shown substantial enrollment growth and the new offering of beginning level Tagalog has had full enrollments of 25 students per quarter. External evaluators of SEAC and SEAP (June 2002) praised the program for creating "an exceptional scholarly and collegial climate," stating that, "SE Asian language teaching is currently in excellent hands at UW All the lecturers . . . attract large numbers of (mainly undergraduate) students into their classes."

SEAC's role as a center of learning about SEA on campus and in the larger community is typified by an unprecedented UW--Thai seminar held at Chulalongkorn University, Bangkok in June, 2002. Attending were 13 UW faculty, accompanied by the UW president, and some 75 colleagues from Thailand's premier universities for an examination of issues of socioeconomic development in a sustainable environment. Since expanding into the fine and performing arts in 2000, SEAC has offered unique outreach and academic programs in the arts and humanities, programs such as the April 2002 "Liberal Islam and Social Justice in Indonesia" symposium that attracted hundreds of students and community members to its keynote lecture, academic panel discussions, shadow puppet theater and dance performance. These programs have brought new students into SEAP and have increased interest in the arts and cultures of SEA among regional k-12 and post-secondary educators, librarians and the public. SEAC's website was significantly updated and expanded, and a quarterly newsletter was introduced and distributed in hard copy and online. The UW library collection relevant to SEA now includes over 1,600 serial subscriptions, over 48,000 vernacular titles, and ever-increasing online resources. The SEA librarian actively promotes the collection as a resource for faculty and students with interests in SEA and has been active in SEAC and other outreach activities in the community.

With this proposal, SEAC requests support to underwrite maintenance and expansion of the capabilities of our strong curricular, faculty, library, JSIS and UW resources while we are in an unusually dynamic stage of growth. We plan to enhance our visibility and the understanding of SEA on campus, in the Seattle and regional community, nationally and internationally through a series of on-campus conferences that combine SEAC faculty with SEA scholars from other NRCs and visiting SEA scholars, as well as through increased opportunities for student study abroad, and our website. Most critically, we plan to expand our offerings in the arts and humanities, in advanced language training, and in cross-cutting new courses that promote understanding of Islam as it has been and is being interpreted in and by SE Asians and SE Asianists.

University of Wisconsin

Center for Southeast Asian Studies (CSEAS) was established in 1973 and has been a Title VI NRC since 1981. CSEAS is administratively located in and funded by the College of Letters and Science and is a major program of the International Institute, where its activities are coordinated with 8 other area programs. CSEAS administers undergraduate (BA) and graduate (MA) degree programs in SE Asian Studies, as well as offering a Graduate Certificate and PhD minor in SE Asian Studies. Since 1990, 63 BA, 157 MA, and 82 PhD degrees have been awarded to students specializing on SE Asia. Although CSEAS does not have its own faculty, it coordinates area activities and course offerings of 33 core faculty in 20 departments. Expertise by internationally eminent faculty in top-ranked departments and extensive library holdings combine to provide a strong comprehensive coverage with considerable depth on Indonesia, Philippines, Thailand, Laos, and Vietnam.

The Department of Languages and Cultures of Asia, regularly offers multiple levels of instruction in Filipino, Indonesian, Thai, and Vietnamese. On-campus language training is supplemented through active participation in the Southeast Asian Studies Summer Institute (SEASSI), a national consortium for intensive language training, and in all 5 summer advanced programs abroad (Filipino, Indonesian/Malaysian, Khmer, Thai, and Vietnamese). As the SEASSI host in 1994-95, CSEAS registered the largest enrollments to date (total of 392), and has been selected by SEASSI Consortium to host the institute from 2000 through 2009.

A program of over 80 non-language courses with over 25% SE Asian content (34 with 80-100%) are offered to undergraduate and graduate students in 20 social science, humanities, and professional school departments. In addition, ample opportunities exist for students to design multidisciplinary and intercollege programs on SE Asia in international business, development and environmental studies, natural resources management, forestry, rural sociology, public health, education, public policy studies, and urban and regional planning. CSEAS actively supports the UW's College Year in Thailand (for undergraduates), administers a graduate study abroad program at Thammasat University, and actively participates in the CIEE programs in Indonesia and Vietnam.

CSEAS's outreach program sponsors a well-attended weekly Friday Forum lecture series and numerous other lectures, workshops, conferences, symposia, and music and dance performances, with the latter being part of a uniquely comprehensive instructional program in classical Indonesian music and dance. Off-campus outreach activities include regular performances and workshops in the public and private schools, a national SE Asia materials distribution service, K-12 teacher training workshops, and a college faculty access program, in all reaching thousands of K-12 and post-secondary students each year. CSEAS also participates in the Wisconsin International Outreach Consortium, a cooperative statewide initiative to promote better global awareness in the schools and among regional and national business, media, and the general public.

UW maintains extensive library holdings, including a SE Asian Film and Video Archive (with over 1,600 videos) and vast microform collections of newspapers and primary documents, administered by a full-time, tenured SE Asia librarian. CSEAS also administers an publications program and a permanent internet website that includes a digital museum of SE Asian photographs (SEAiT).