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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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

Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Illinois Wesleyan University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| 1. Personnel | \$ 31,000 | \$ 31,000 | \$ 0 | \$ 0 | \$ 0 | \$ 62,000 |
| 2. Fringe Benefits | \$ 8,500 | \$ 8,500 | \$ 0 | \$ 0 | \$ 0 | \$ 17,000 |
| 3. Travel | \$ 6,465 | \$ 10,615 | \$ 0 | \$ 0 | \$ 0 | \$ 17,080 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 4,000 | \$ 2,000 | \$ 0 | \$ 0 | \$ 0 | \$ 6,000 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 26,050 | \$ 22,740 | \$ 0 | \$ 0 | \$ 0 | \$ 48,790 |
| 9. Total Direct Costs (lines 1-8) | \$ 76,015 | \$ 74,855 | \$ 0 | \$ 0 | \$ 0 | \$ 150,870 |
| 10. Indirect Costs* | \$ 6,081 | \$ 5,988 | \$ 0 | \$ 0 | \$ 0 | \$ 12,069 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 82,096 | \$ 80,843 | \$ 0 | \$ 0 | \$ 0 | \$ 162,939 |

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Illinois Wesleyan University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| 1. Personnel | \$ 57,932 | \$ 53,973 | \$ 0 | \$ 0 | \$ 0 | \$ 111,905 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 7,000 | \$ 7,000 | \$ 0 | \$ 0 | \$ 0 | \$ 14,000 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 2,300 | \$ 2,300 | \$ 0 | \$ 0 | \$ 0 | \$ 4,600 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 18,262 | \$ 18,262 | \$ 0 | \$ 0 | \$ 0 | \$ 36,524 |
| 9. Total Direct Costs (lines 1-8) | \$ 85,494 | \$ 81,535 | \$ 0 | \$ 0 | \$ 0 | \$ 167,029 |
| 10. Indirect Costs | \$ 6,840 | \$ 6,523 | \$ 0 | \$ 0 | \$ 0 | \$ 13,363 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 92,334 | \$ 88,058 | \$ 0 | \$ 0 | \$ 0 | \$ 180,392 |

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstractfnl_09.pdf**

Strengthening Asian Studies at IWU:

Language, Curriculum, Faculty Visits, and Institutional Linkages

A sure sign that Illinois Wesleyan University's (IWU) Asian Studies Program has begun to flourish can be found in the growing demand among our students and our faculty for Chinese language instruction. Our Dean of Admissions also reports that we are witnessing a similar demand for Chinese language instruction from prospective students applying to IWU.

These changes come as no surprise. In the past decade we have benefited from two separate evaluations of the Asian Studies curriculum (in 2003 and 2006) that allowed Asian Studies faculty to identify two principal areas of deficiency. First, a recognized absence of Chinese language courses; second, the lack of a program to foster learning and research opportunities that builds on existing China study, including direct travel courses. We believe the addition of Chinese language to our curriculum will also complement existing Japanese language offerings and thereby create a more balanced and robust interdisciplinary focus on East Asia.

In 2006, more than 300 IWU students submitted a petition requesting for Chinese language instruction. Their petition spoke to the pressing need for Chinese language study at IWU and reiterated that "... programs to encourage and boost the learning of Chinese language and culture will have far-reaching benefit across our curriculum."

In response IWU created a pilot program in Chinese. The response was tremendous: 12 students registered for Chinese 101 in the Fall of 2008 and another 13 students for Chinese 102 in the Spring of 2009. Enthusiasm has continued to run high; with university support we will continue to offer Chinese 101 and 102 next year, and Chinese 201 and 202 will also be offered.

Such is the impetus behind the current proposal for "Strengthening Asian Studies at IWU," which seeks to build on our current pilot language program and to pursue several new initiatives within Asian Studies. Our proposal aims to: (1) strengthen the East Asian component of the curriculum by developing courses in Chinese language, literature and culture and developing courses in East Asia; (2) strengthen Asian Studies by developing additional courses that cover the broader region including South and Southeast Asia and infusing Asian content in courses across the curriculum; and (3) develop linkages and exchanges with Asian institutions by inviting Asian scholars to IWU and by sending IWU faculty to Asian institutions.

To achieve the first two goals, we propose to develop eight new courses and to revise eight existing courses. Grant funds will be used to enhance our library holdings in relation to these courses. To achieve the third goal, we propose to invite two visiting scholars from Asia to IWU and to send four IWU faculty members to conduct research in Asia. Additionally, for any IWU faculty with plans to travel to Asia for other work, we would provide funds to allow them to visit Asian institutions to explore possible partnerships. We plan to assess our project goals using a variety of direct and indirect assessment measures. We have included in the assessment a feedback loop to ensure that whatever we learn through the evaluation process will be taken into account in future curricular revisions.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-2009 DOE Program Narrative fnl.pdf**

1. Plan of Operation

Asian Studies at Illinois Wesleyan University (IWU) is poised to take the next step in its evolution, consistent with the thrust of Asian Studies in the nation. We recognize that a vibrant Asian Studies curriculum needs to have robust programs in East Asia, particularly with regard to the teaching of Chinese and Japanese studies. We also recognize that in order to expose students to the richness of Asia, we need to continue developing new and exciting courses covering the other Asian regions. Partnering with Asian institutions is also crucial in having a strong Asian Studies program thus we also need to establish linkages with Asian institutions to facilitate scholarly faculty exchanges and bilateral student exchanges. We thus seek funding support from the Department of Education Undergraduate International Studies and Foreign Language Program to achieve the following goals:

- (1) strengthen the East Asian component of the curriculum by developing courses in Chinese language, literature and culture and developing courses in East Asia;
- (2) strengthen Asian Studies by developing additional courses that cover the broader region including South and Southeast Asia and infusing Asian content in courses across the curriculum; and
- (3) develop linkages and exchanges with Asian institutions by inviting Asian scholars to IWU and by sending IWU faculty to Asian institutions.

A. Building the Chinese Language Program: Recognizing the need for Chinese language instruction, due in part to the unflagging efforts of the Asian Studies Team in this regard, IWU's administration approved, initially on a pilot basis, the offering of Chinese language and culture courses in Fall/Spring 2008-09 (see Sections 8 and 9). The University funded this full-time position during the 2008-2009 year. The Chinese language and culture program is housed in the

Department of Modern and Classical Languages and Literatures (MCLL). Funding to continue this position in 2009-2010 is also guaranteed by the University, a demonstration of its commitment to lay the foundation for this initiative. The MCLL Department hired the current visiting faculty member, Kelly Chang-jun Huo, in August 2008 in consultation with the Asian Studies Team and led by one of the members of the Grant Management Team, Professor Sonja Fritzsche, who currently co-chairs the department.

We have heard nothing but positive feedback about Ms. Huo's teaching; we are very pleased that she has committed to stay another year. Ms. Huo is from China, speaks both fluent Cantonese and Mandarin, has a near-native fluency in English, and holds an M.A. degree in East Asian History from Bowling Green State University in Ohio. She also holds a graduate certificate in Chinese Pedagogy from The Ohio State University, where she received training from Professor Galal Walker, the co-author of the textbook *Chinese: Communicating in the Culture* (2004). IWU uses this text in its Chinese language courses because this book utilizes a communicative, proficiency-based approach allowing for the incorporation of computer-assisted language learning (CALL). In the Fall 2008, Ms. Huo taught Chinese 101 and "Traditional Chinese Culture," a survey of selections from early, medieval, late imperial and early 20th century Chinese literature/culture. In Spring semester 2009, she taught Chinese 102 and "Contemporary Chinese Culture," which focuses on 20th and 21st century literature/culture from Mainland China, Taiwan, and Hong Kong. These courses have enrolled an average of 12 to 15 students, enrollment which is at par or even better than similar courses in the MCLL department. She will also teach "Chinese Culture through Film" during our intensive May Term that currently has 20 students registered. Though her position is housed in the Department of Modern and Classical Languages and Literatures, Ms. Huo has also contributed actively to the growing

Asian Studies program; the culture courses also contribute to the university's General Education program. Her position for 2009-2010 will continue on as before with the following teaching load:

| | | |
|------------------|------------------------------|-------------------------------|
| <u>Fall 2009</u> | <u>Spring 2010</u> | <u>May Term</u> |
| Chinese 101 | Chinese 102 | Chinese Culture through Films |
| Chinese 201 | Chinese 202 | |
| | Contemporary Chinese Culture | |

The teaching load of the visiting lecturer whose hiring will be supported by this grant for the academic year (AY) 2010-2011 will be similar to the above. Alternatively, courses in Chinese literature in translation may be offered instead of Chinese culture courses depending upon the expertise of the visiting lecturer. The combined university support and grant funds will enable us to offer Intermediate Chinese (Chinese 201) during the Fall of 2009, 2010 and 2011 to complete the three-semester language requirement of our General Education program, and Chinese 202 during the Spring of 2010 and 2011 to complete the four-semester Asian language requirement for International Studies majors with an Asian Studies concentration. In addition, we will be able to offer other courses in Chinese culture or Chinese literature in translation. (See Section 8A. for the impact of this initiative.) Therefore, over the two-year grant period, the faculty position will be supported by the University for two semesters and one May Term and by the grant for two semesters. Beyond the grant period (after AY 2010-2011), the University will provide the resources to continue teaching these courses depending upon demonstrated demand.

B. Developing Innovative Courses and Revising Existing Courses:

Developing New Courses. Consistent with national trends in Asian Studies, particularly at undergraduate liberal arts institutions, we want to strengthen the interdisciplinary Asian Studies curriculum by developing innovative Asia-focused courses. Grant funds will be used to develop new courses (described briefly below) and to acquire library materials needed to support

the teaching of these courses. Of the proposed new courses, the first three courses will expand the Humanities component of the Asian Studies curriculum, while the next five courses will expand the History and Culture components. In addition to contributing to Asian Studies, these courses also fulfill University General Education requirements as indicated.

Embracing, or Renouncing, the World? (Professor Tao Jin, Religion) (200 level; fulfills the General Education requirement in analysis of values) will provide an introduction to the negotiation of norms in East Asian societies, centering on the theme of "embracing or renouncing the world". It will include topics on the relationship between family and religion, state and church, and the meaning of one's social duties.

Buddhist Theories of Mind (Professor Tao Jin, Religion) (300 level; fulfills the General Education requirement in intellectual traditions)—will provide an introduction to the Buddhist analysis of mind as the locale of both the descent into delusion and the ascent into enlightenment. In a sense, it will also be a course on Buddhist soteriology.

Traditional Chinese Medicine (Professor Hiroko Furo, MCLL) (200 level; fulfills the General Education global diversity flag requirement)—will focus on Asian medical practices that originated in China and developed as complementary or alternative practices elsewhere in the world. The course will cover the philosophy that underlies traditional Chinese medicine's approach to health and healing, its development, evolution and interplay with western approaches to medicine.

Chinese Traditional Culture (Chinese Professor, MCLL) (100 level; fulfills the General Education global diversity flag requirement)—will introduce students to both elite and popular Chinese culture covering the period from 2000 BCE to 1900 CE. It will expose students to central ideas of Chinese philosophy and religious beliefs, to masterpieces of Chinese art and

literature as well as to important social traditions. It will use a thematic approach combined with a chronological framework in its organization of key concepts.

Contemporary Chinese Culture (Chinese Professor, MCLL) (100 level; fulfills the General Education global diversity flag requirement)—will examine contemporary Chinese culture and society from the 1900 to the present. It will cover themes about Chinese culture involving family and gender relations, literature and the arts, mass media, music, cuisine, fashion, and consumer culture, placing them in the broad context of Chinese society. It will include the influences of politics, economics, and globalization upon these cultural forms.

Chinese History through Film (Professor Thomas Lutze, History) (200 level; fulfills the General Education requirement in cultural and historical change)—will utilize the rich cinematic tradition of 20th century China to explore dramatic depictions of modern Chinese history, highlighting key moments from the Opium War of 1840 to the contemporary Reform era. Analyses of films as representations of history will be informed by the reading of scholarly historical texts.

The Bloody History of Afternoon Tea: The British Empire in Asia (Professor Thomas Lutze, History) (200 level; fulfills the General Education requirement in cultural and historical change)—Contributing to the growing field of imperial studies taught primarily from the Asian perspective, the course will examine British relations primarily with India and China, but will also include sections on Sri Lanka and Malaysia. The focus on the tea trade of the 18th and 19th centuries will expand the department's curriculum, which currently centers primarily on 20th century East Asia.

Peoples and Cultures of East Asia (Professor Charles Springwood, Sociology and Anthropology) (200 level; fulfills the General Education requirement in contemporary social institutions and global diversity flag)—will introduce students to the distinct but mutually

entangled societies of China, the Koreas, and Japan, as well as Taiwan and Hong Kong. In each of these societies, unique national identity and social structure have emerged which shape prevailing contemporary regional and global relations of the respective East Asian peoples.

Infusing Asian content in existing courses across campus. We are aware that Asian Studies programs in undergraduate liberal arts institutions have been strengthened by the infusion of Asian perspectives in courses across the campus. Offering more courses that include perspectives on Asia will expose a large number of students to the region who may then be enticed to take Asian languages and/or who may be attracted to the Asian Studies major concentration in International Studies or to the Asian Studies minor. Thus, in addition to developing new courses focused on Asia, grant funds will be provided to faculty members who have expressed interest to incorporate substantial Asia content in their existing courses.

The following courses will be enriched by this infusion; they include the proposed revised course descriptions once the Asia component is incorporated:

Business Administration 451: International Business (Professor Fred Hoyt, Business Administration)—will bring a new focus to the changing nature of business in the Asia Pacific region, especially China, India, Japan and Korea, by examining the nature of the contemporary business environment in these countries in light of their culture and history. It will also explore their relations with other regions of the world, past and present. Because these countries are and have been taking different routes to modernization, different from each other as well as from the West, students will have the opportunity to evaluate their own experiences against alternatives.

IS 222/322: International Human Rights: An introduction (Professor Irving Epstein, Educational Studies)—will examine some of the basic theories that have defined the study of human rights and explores issues involving rights violations as they involve mass violence, poverty, and

inaccessibility to basic health care; it will also investigate international efforts to redress human rights abuses. Issues involving religion and the state to a greater degree are examined by analyzing the Chinese government's efforts to limit freedom of religious expression with reference to its treatment of the Falun Gong and ethnic religious minorities, e.g. Uighurs, Tibetans.

Humanities 101: World of Ideas: The Ancient World (Professor Nancy Sultan, MCLL)—this introduction to the great thinkers of the ancient world includes sacred and secular poetry and prose as well as ancient art and architecture. This course will include ancient Japanese culture of the Jomon and Kofun periods.

Humanities 104: World of Ideas: The Modern Era (Professor Scott Sheridan, MCLL)—this course covers important works and movements of the 19th, 20th and the 21st centuries in their historical and cultural context. This course will include work of some modern Chinese thinkers from Kang Youwei and Liang Qichao to Mao Zedong.

In addition to revising courses in the College of Liberal Arts, faculty in the College of Fine Arts are enthusiastic about introducing an Asian component into a number of courses. These courses and their revised descriptions once the Asian component is included are as follows:

Art 125: Introduction to Kiln Casting (Professor Kevin Strandberg, School of Art)—examines various techniques in the production of flat fused glass objects. The subtle gradation of color that is used by sifting colored glass powder onto a sheet of glass is a natural extension of the use of graduated color in Japanese block printing. The current use of "*pate de verre*" techniques in modern Japanese glass design will also be discussed.

Music 351: History of Opera (Professor Linda Farquharson, Music)—a survey of opera from its origins to the present day, this course explores the relationship between music and drama and the inter-relationship between the operatic work and its parent culture. The course will include studies of operas from the non-Western European ethno-cultural perspectives. Comparative opera studies of Chinese opera culture from the Western stereotypical perspective to the exploration of the uniquely expressive formats of Chinese opera and operatic sound will be explored.

Theatre Arts 371, 372: Theatre History I and II (Professor Dani Snyder, Theater Arts)—a two-course sequence that provides a comprehensive survey of dramatic literature, dramatic theory, and theater criticism in historical context. The material covers Western theatre traditions from the Greeks through the Renaissance and Eastern theatre traditions including classical Sanskrit drama and Japanese Noh and Kabuki theatre. Each course explores theatrical architecture, conventions, and literature as they interact with cultural movement.

In order to access grant funds to support course development and revision, faculty members will follow the procedure established by the Faculty Development Committee (FDC), an elected University faculty committee charged with evaluating faculty research and curriculum development proposals. As soon as the grant is received, the Grant Director, Professor Teodora Amoloza, will work with the FDC to announce the availability of funds for the development and revision of Asia-related courses, and for research travel to Asia in connection with these courses. Faculty members named above will be asked to submit more detailed proposals to develop or revise their courses. Professor Amoloza will work with the FDC to ensure that the proposals meet the standards of the University. Once a course is developed, approval to offer the course will be sought through regular channels via IWU's Curriculum Council, an elected University

committee charged with overseeing the University curricula. Professor Amoloza will work with the Curriculum Council in reviewing the new course proposals to ensure that they meet the standards of the University before presentation to the general faculty for final approval. Similar steps will be taken to ensure that course revisions meet the grant's objectives and the University's curricular standards. Faculty members regardless of age, sex, race, ethnicity or disability were invited to submit ideas for this proposal and are eligible to participate in this grant project. Work on developing new courses will start in the Spring of 2010.

C. Developing Linkages with Asian Institutions: Illinois Wesleyan University serves as the headquarters of ASIANetwork, a consortium of over 160 colleges and universities in the U.S. that is dedicated to promoting Asian Studies. Because of this relationship, we are continuously tuned in to the development of Asian Studies programs nationally, especially in undergraduate liberal arts institutions, through, for example, *The ASIANetwork Exchange*, the consortium's main publication which is co-edited by IWU Professors Thomas Lutze and Irving Epstein. We have noted that the stronger and more vigorous programs in Asian Studies are those in institutions that have direct linkages with Asian partner institutions and operate regular programs with them. While we have observed the economies and efficiencies achieved by working with outside providers (for study abroad programs for example), we have noted that deeper and more meaningful relationships are established by institutions that have direct Asian partners. We want to build such bridges through the following initiatives.

Inviting Asian Visiting Scholars. We propose inviting two Asian professors to IWU as visiting scholars identified with the assistance of our regional Title VI NRC and use the IRIS database, housed at the University of Illinois/Champaign, to identify potential visiting scholars. Working with relevant faculty, we will contact the scholars and make the necessary

arrangements to bring them to our campus during the first year of the grant. Each scholar will come for three weeks, one during each semester of the second year of the grant. With this initiative, we have four specific objectives: 1) expose our students to Asian perspectives and ideas through direct contact with Asian scholars; 2) facilitate revision and development of relevant courses through guest lectures and visiting scholar consultations; 3) build research and teaching collaborations that can provide the basis for stronger institutional links between Asian universities and IWU; and 4) promote awareness of Asian issues among the wider campus and local community through the presence of Asian scholars. To these ends, visiting scholars will be expected to (a) give public lectures on their area of expertise, including presentations in the International Studies colloquium series; (b) deliver guest lectures in selected classes; and (c) work with IWU faculty to develop the Asia content of their courses. They will also be encouraged and assisted in connecting with local colleges and universities.

Before the visiting scholar arrives, we will identify IWU faculty member with whom s/he will most closely collaborate. The IWU faculty member will propose course(s) in which the visiting scholar will deliver guest lectures and, in consultation with the visitor, determine the precise nature of the collaborative work to be undertaken during the scholar's visit. The visiting scholar will thus be able to prepare materials to share with the faculty. For example, if the visiting scholar will work with an IWU professor teaching in the Humanities series, the scholar would assist in the development of the section on Chinese thought and ideas and also deliver a lecture in the class. When the visiting scholar leaves, the IWU professor will continue to develop that section of the course using the materials and insights shared by the visiting scholar; they also will continue to share information via correspondence.

Sending IWU faculty to Asia. We will use grant funds to send IWU faculty to appropriate institutions in Asia to collect primary materials necessary for their course development and/or their research. These visits will occur during the summer. When IWU professors return, their experiences, observations, and information will be incorporated into the design and revision of their new and existing courses, thereby exposing more students to Asian perspectives. Faculty recipients of travel grants will be expected to give presentations on campus in the International Studies and Asian Studies colloquia series and deliver guest lectures in relevant courses.

Again, Professor Amoloza will work with the FDC in evaluating the proposals for support to travel to Asia to enrich faculty members' courses and their research. Several faculty members who desire to travel under this grant are:

1) Professor Hiroko Furo, MCLL, plans to develop a course on Traditional Chinese Medicine. She would, for example, be able to gain first-hand exposure to a modern movement of 'traditional medicine' in China by visiting institutions of alternative medicine in China, which will help her deepen her understanding of the subject matter and consequently enhance her course. She also teaches a course entitled, "War and Peace in Japan," and would be able to go to Korea and China to do some research on 'comfort women' during WWII, exploring the actions of the Japanese military, which will allow her to present a more accurate and balanced view of Japan and its history.

2) Professor Lutze, in preparing his course on tea and the British Empire in Asia, would visit tea growing regions in China and India to compile plantation histories and learn about the social and environmental consequences in Asia of the British thirst for tea.

3) Professor Amoloza, who teaches the course “Peoples and Cultures of Southeast Asia,” in alternate May Terms, would like to travel to Malaysia, Vietnam, and Thailand in order to expand and update the materials that she covers in this course. Working with professional contacts through her connections in ASIANetwork, she would also explore possibilities for establishing bilateral faculty exchanges with the University of Malaya in Kuala Lumpur, Vietnam National University in Ho Chi Minh City, and Payap University in Thailand.

4) In order to gather first-hand materials for his course on Buddhism and his proposed course "Embracing or Renouncing the World," while also enriching his research in Buddhist interpretation for his proposed course “Theories of Mind,” Professor Tao Jin would like to go to several locations: Beijing, two other southern cities on mainland China, Hong Kong, and Taiwan. While there, he would: (1) visit cultural and religious sites, such as the imperial cult centers in Beijing and various monasteries in Suzhou and Hangzhou; (2) observe a number of religious ceremonies, such as the worship of the Goddess of Sea (Matsu) in Taiwan, and the worship of the Big Buddha in Hong Kong; (3) conduct research in universities and in monasteries on Buddhist scripture; and (4) acquire materials for both teaching and research, such as paintings, calligraphy and other art works.

Building institutional relationships with Asian universities. Although through their own professional networks several IWU faculty members already have forged professional connections with Asian institutions, these connections are personal and informal; nothing has been institutionalized, and formalized partnerships have not yet been established. By inviting visiting scholars, and by sending IWU faculty members to Asia, we will pave the way to institutionalize and formalize such partnerships, resulting in deeper and continuing engagements between scholars from IWU and Asian institutions. (See Section 8 for specifics.) Our informal,

personal connections already provide us with an entrée into some of these institutions. The possibility of establishing stronger bilateral institutional connections with these universities is thus quite promising.

To start building linkages with Asian institutions, the grant will provide modest funds to faculty members who are already visiting Asia to establish connections with Asian institutions as potential sites for student-faculty research projects and, in the long run, potential partners for a bilateral student and faculty exchange program. (That is, these grant funds will augment funding these faculty members have received from other sources, such as ASIANetwork Fellowships or IWU travel funds.) Faculty members who will be in Asia during the duration of the grant can avail themselves of funds to support local travel, lodging, and meals to visit prospective partner institutions and to lay the groundwork for creating these partnerships.

All of these proposed activities are designed to expand our capacity to directly engage our students with Asia, either through courses delivered on campus, through travel courses, or through opportunities for student exchange. (See Summary Plan of Operation Appendix 1.)

2. Quality of Key Personnel

This project will be managed by a Grant Management Team (GMT) composed of Professor Teodora O. Amoloza, Professor of Sociology and Executive Director of ASIANetwork, Professor Sonja Fritzsche, Co-Chair, Department of Modern and Classical Languages and Literatures, and Professor Thomas D. Lutze, Chair, History Department and past Coordinator of the Asian Studies team. Professor Amoloza will be the overall director of the project, coordinating all the different aspects of the project; she will spend about one-sixth of her time on this project. In addition, she will specifically be in charge of the second activity: the development and revision of courses and the awarding of faculty travel grants. As has been

noted, she will work with the University's Faculty Development Committee in making awards for course development and travels, and she will work with the Curriculum Council to shepherd new courses through the approval process. Periodically she will organize meetings of all 12 faculty members involved in this grant. She will also organize the evaluation visits by an external evaluator. Professor Fritzsche, who is Co-Chair of MCLL, will be in charge of the first activity, building the Chinese language program; she will spend about one-eighth of her time on this project. She will work with the Asian Studies team in overseeing the Chinese language program and in recruiting the Visiting Lecturer in Chinese that will be hired under the grant. She will shepherd the Chinese courses through Curriculum Council, visit the classes to evaluate the teaching pedagogy, and coordinate with the Asian Studies Team. Professor Lutze will be in charge of the third activity: establishing linkages with Asian institutions; he will spend about one-eighth of his time on this project. He will initiate contact with potential visiting scholars, arrange for their visits and organize the activities for the visits of these Asian scholars. For those IWU faculty members who will be conducting research in Asia, he will assist them in the dissemination of their findings. He will also facilitate the faculty on-site visits to potential Asian partner institutions.

Project Director: Professor Teodora O. Amoloza obtained her bachelor's and master's degrees from the University of the Philippines at Los Baños and completed her Ph.D. in Sociology in 1988 at the University of Nebraska-Lincoln, where she specialized in research methods and statistics and in social demography. She joined Illinois Wesleyan University in 1990 and was promoted to full professor in 2001. In 1993 she studied women in rice farming at the International Rice Research Institute in Los Baños, Laguna. Some of her works have been published in the *Journal of Marriage and the Family*, the *Journal of Developing Societies*, *The*

Sociological Imagination and *The ASIANetwork Exchange*. Her current research focuses on the experiences of Filipino overseas workers in Hong Kong. For ten years starting in 1993, she was Director of the IWU International Studies Program and takes pride in the development of the Asian Studies program during her tenure. She was director of two successful Title VI grants from the US Department of Education to Illinois Wesleyan (1992-1994 and 1996-1998). She received the 2000 Du Pont Award for Teaching Excellence and she has traveled extensively in Asia and elsewhere, whether with students, with faculty from other institutions, or on professional and/or personal business.

From 1996 to 1999, Dr. Amoloza served on the Board of Directors of ASIANetwork. From 1998 until 2005, she was the director of the ASIANetwork-Freeman Student-Faculty Fellows Program that has an annual budget of \$433,000. She built the operation of this program from scratch, and it is now the flagship program of ASIANetwork. She successfully co-authored the original and all three of the renewal proposals to the Freeman Foundation including a current grant totaling \$1.3M. Dr. Amoloza has done consulting work with a number of liberal arts institutions about their Asian Studies programs and has also served on the review panel for the Department of State's Educational Partnership Program. In Spring 2005, she became the Executive Director of ASIANetwork, which currently has over 160 member institutions. In partnership with the 2006-07 Chair of the Board of Directors, she helped design the first Five-Year Strategic Plan of the organization. In addition to overseeing the day-to-day operation of the consortium, she has overseen the operation of several projects, namely, the Freeman-funded Student-Faculty Fellows Program, the Luce-funded Academic Exchange with Vietnam in cooperation with ACLS/CEEVN, and the Asian Arts in the Undergraduate Curriculum project funded by the Luce Foundation. She manages both the consortium's annual operating budget of

approximately \$130,000 and the grant budgets that at one point totaled over \$800,000. Under her watch, the consortium's investment funds grew from \$798,000 in September 2005 to close to \$1.1M at the end of 2007¹. She has broad experience dealing with various constituencies in the University and ASIANetwork constituencies from all over the country (Board of Directors, Council of Advisors, Past Chair Advisory Council), and in working with foundations and professional organizations.

Associate Co-Director: Professor Sonja Fritzsche is Co-Chair of the Department of Modern and Classical Languages and Literatures and an Associate Professor of German and Eastern European Studies. She received her Ph.D. in Germanic Studies from the University of Minnesota (2001), her M.A. in Modern European History from UCLA, and her B.A. in History and German from Indiana University. Her book, entitled *Science Fiction Literature in East Germany* was published in 2006 by Peter Lang. Her articles appear in the *German Studies Review*, the *German Quarterly*, the *Women in German Yearbook*, the *Journal of Utopian Studies*, and *Extrapolation* on the topics of science fiction film, fandom, East German nostalgia, the German-Jewish poet Esther Dischereit, and Ursula Le Guin. Besides courses in language, literature, and culture in German at all levels, she teaches LC 116 "German Postwar Film" and LC 272 "From Utopia to Science Fiction: Imagining the Future in Russia and Germany" in English. While Professor Fritzsche's academic background is in German Studies, she will play an integral and critical role in this project because she will be the Co-Chair of MCLL Department during this grant. Thus, she will oversee the section of the grant on Chinese language and will supervise the instructor. As chair, she will also oversee the literature and culture rubric in her department, under which courses in literature and culture are offered in English. Professor Fritzsche has had a number of administrative experiences outside her

¹ ASIANetwork financial records are reviewed by an independent accounting firm.

department and has a wide range of experiences working with constituents all over the campus. She has served on the International Studies Steering Committee as the Coordinator of the Russian and Eastern European Studies team from 2004-2007 and will be serving in that capacity from 2009-2010. She has also served as chair of the Teaching and Learning with Technology Roundtable for 2006-2007 and on the elected University Speaker's Committee from 2005-2007. She also continues to serve on the University's Study Abroad Committee. Finally, as the Fulbright on-campus coordinator since 2003, she has worked closely with a number of student applicants. Three IWU students mentored by her have received Fulbright fellowships in recent years.

Associate Co-Director: Professor Thomas D. Lutze is an Associate Professor of East Asian History and Chair of the Department of History. He received his B.A. from the University of Wisconsin-Madison, and went on to pursue graduate studies at Cornell University, Peking University, and the University of Wisconsin, where he earned his Ph.D. in 1996. His book, *China's Inevitable Revolution: Rethinking America's Loss to the Communists* (New York: Palgrave-MacMillan 2007), explores the impact of China's urban liberals on the outcome of the Chinese Revolution. Dr. Lutze, whose research focus centers on the multiclass alliance of China's new-democratic revolution and on U.S. foreign relations with China, has presented many papers in scholarly venues and has published articles and chapters in a number of books and journals, both in the United States and in China. He has also published on subversive socio-political themes in Chinese film of the 1980s and 1990s.

Professor Lutze teaches a variety of courses on Chinese and Japanese history, including "Women and Revolution in 20th Century China," "China: The Cultural Revolution," and a section of the department's senior seminar entitled, "War and Revolution in 20th Century Asia,"

which explores the recent social and political histories of the Philippines, Vietnam, Korea, Japan, and China in relation to the conflicts of the past century. In addition, until recently, Professor Lutze tutored students in Chinese who, on their own initiative, began to study the language, either through study abroad or intensive summer courses. He also teaches a special and very popular May Term travel course to China, “Emperors and Revolutionaries: Chinese History through Travel,” which is hosted and co-sponsored by the History Department at Peking University. In collaborating with PKU both in teaching this course and in carrying out his broader research, Professor Lutze has been named a Visiting Scholar at the University. Beyond PKU, he has been an invited lecturer at Sichuan University, Beijing Union University, and Peking University-Shenzhen campus. Because of his strong contacts throughout China—particularly at PKU, China’s most prestigious University— Professor Lutze is well prepared to head up the GMT’s work on inviting and hosting Asian scholars under this grant.

Professor Lutze also has extensive experience in the development of Asian Studies at IWU. He has served as Coordinator of Asian Studies in six of his eleven years on campus. His experience at Illinois Wesleyan has been expanded considerably over the past three years in his capacity as co-editor, with Dr. Irving Epstein, of the *ASIANetwork Exchange*, the national journal of ASIANetwork. As co-editor, Dr. Lutze has attended the annual ASIANetwork conferences and has solicited articles from around the country that represent the cutting edge in Asian Studies pedagogy and programming. His knowledge of and rich experience with what has worked—and with what has not worked—in Asian Studies initiatives will contribute strongly to the success of the programs launched under this grant.

In addition to these qualifications, Professor Lutze has also served for two and a half years on the University’s Faculty Development Committee and therefore is well-versed in the

workings of the internal grant structures of Illinois Wesleyan, an expertise that can be utilized to assist in the dispersal of faculty development funds included in this grant.

Illinois Wesleyan University supports and is committed to the principle of equal employment opportunity. Illinois Wesleyan University does not discriminate on the basis of age, race, religion, sex, sexual orientation, disability, or national origin in its admissions policies, educational programs and activities, or employment policies. Illinois Wesleyan University expressly recognizes the requirements of Title IX legislation.

3. Budget and Cost Effectiveness

A. Adequacy of Budget for Project Activities: The budget for this project has been approved by the Provost and Dean of the Faculty, following examination of the budget detail. Every item was queried and every item was justified. In addition, the budget has been measured in conjunction with other curricular and programmatic initiatives on campus, as well as complementary funded projects, to develop cost efficiencies and avoid duplication of money, time, and effort. The budget is judiciously lean, but fully adequate to meet project objectives. Personnel costs include appropriate academic rates for faculty with visiting lecturer status to cover salary and benefits over the two-year grant period. Visiting Lecturer salaries in the proposed grant are set according to University faculty rank. The Project Director will receive a stipend during the two years of the grant. The two Co-Directors will receive stipends for both years of the project. The cost for course development is consistent with the University practice of awarding Course Development (CD) grants. Travel costs are calculated at the same rates as our domestic and study abroad rates—these include costs for three-week faculty visits to Asia and for visitors from Asia to IWU. Every effort has been made to meet specific cost-effectiveness criteria. Our Project Evaluator comes from Lake Forest, IL which is 300 miles round trip by car.

B. Reasonableness of Costs: The costs of this project have been reviewed to determine that there is an excellent correlation between project needs and costs, and between Title VI objectives and the proposal. The budget charged to federal monies is divided primarily among personnel, course

development, and travel, with lesser amounts for library acquisitions to support new instruction, evaluation and dissemination. Library collection costs are within the parameters provided by Title VI. Stipends or honoraria for the Visiting Scholar and the evaluator are in line with what Illinois Wesleyan regularly offers, as are travel costs to and from Bloomington, IL. All travel is by economy, advance purchase. When federal monies are used for travel, IWU abides by the "Fly America Act," which dictates the U.S. flag air carrier service. Faculty members will be provided with library budget in support of the new courses that they develop; we believe it is most appropriate to help faculty members defray the costs of the new resources necessary for their teaching.

4. Adequacy of Resources

The resources at Illinois Wesleyan University are well suited to support this project. All language courses including Chinese courses are supported by our Language Resource Center (LRC), which is a computing and tutoring center. Multi-media technology is available in lecture halls and classroom buildings. Classrooms in Buck Hall (home to the Modern and Classical Languages and Literatures Department) are currently equipped with a computer, an overhead projector, a multi-standard DVD/CD player and a multi-standard VHS player. One computer classroom in Buck Hall also supports language instruction. With the advent of dynamic web pages, videos and PowerPoint presentations of digital images, there is a great deal of cultural richness that can be brought into the project's proposed courses. A state-of-the-art computer laboratory in the music school includes "Student's Guide to Language Diction," a training program designed in 1990 by an Illinois Wesleyan University professor of voice, and interactive programs used by every composition student. This laboratory can also be used to support the proposed Chinese language/literature program.

The \$26M Ames Library is fully automated and has superb on-line services; one of our full-time librarian's and one of the professional staff's expertise is in electronic information access. This facility not only holds a sizable collection of volumes, periodicals and documents to support our language/literature and Asian Studies programs, but also electronic modules that give students virtually instantaneous access to global information in electronic forms spanning the Internet to CD-ROMs and videotape.

5. Plan of Evaluation

A. Assessment Plan for Program Goals and Method of Assessment: Each of the following three goals for the proposed enhancements to the Asian Studies program is directly associated with the curricular traits listed in this grant proposal.

- (1) strengthen East Asian component of the curriculum by developing courses in Chinese language, literature and culture and developing courses in East Asia;
- (2) strengthen Asian Studies by developing additional courses that cover the broader region including South and Southeast Asia and infusing Asian content in courses across the curriculum; and
- (3) develop linkages and exchanges with Asian institutions by inviting Asian scholars to IWU and by sending IWU faculty to Asian institutions.

These program goals will be assessed using a series of direct and indirect assessment measures. These measures, the associated goals, and the context in which these tools will be used, as well as the use of the resulting information are presented in the chart shown next page. (See also Appendix 2: Narrative Relating Methods of Assessment (Measures) to Program Goals.)

B. Feedback Loop: The Grant Management Team (GMT) will manage this project. The GMT will meet periodically each semester to discuss both the assessment procedures and the assessment data collected each year. The following process will be adhered to:

1. All members of the GMT will be present.
2. The GMT will report and review assessment data from the direct and indirect measures.
3. The GMT will identify actions to be taken to improve the program.
4. The GMT will identify actions to be taken to improve the program assessment process.
5. An external evaluator will visit in Fall 2010 and at the end of the grant period.

TABLE OF ASSESSMENT MEASURES TO PROGRAM GOALS

| Measures & Tools | Goals | | | Context | Use |
|----------------------------------|-------|---|---|--|---|
| | 1 | 2 | 3 | | |
| Enrollment Statistics | x | x | | Direct: Overall program enrollment, number of students fulfilling language/literature General Education requirements via new courses. | Levels of enrollment and the utility of courses will be reviewed |
| Program Majors and Minors | x | x | | Direct: Number of program majors and minors over time. | The number of majors and minors will be assessed. |
| New Course Development | x | x | | Direct: Courses focusing on Asia Indirect: Course Evaluations | Course quality and program impact will be reviewed and discussed at the annual assessment meeting. |
| Revision of Existing Courses | x | x | | Direct: Incorporate units focusing on Asia in existing courses. Indirect: Course Evaluations. | Course content specific to Asia will be reviewed on an annual basis to address program impact. |
| Faculty Additions | x | x | | Indirect: Visiting Lecturer in Chinese. Indirect: Course Evaluations. Direct: Classroom Visits. | The quality of formal and informal student-faculty interaction will be assessed. |
| Linkages with Asian Institutions | x | x | x | Direct: Visiting Asian scholar to IWU; IWU faculty visit to Asian institutions Indirect: Faculty exploration of potential teaching and research sites in Asia. Indirect: Evaluative reports from faculty. | The quality of formal and informal student-faculty and faculty-faculty interaction will be assessed and discussed at the annual assessment meeting. |
| External Evaluator | x | x | x | Direct: External faculty assessment of the effectiveness of the program in fulfilling goals related to Asian Studies and broader University curriculum, Linkages developed. | The assessment is reviewed and discussed for program evaluation and revision as necessary. |

C. External Evaluator: Dr. Catherine Benton, Chair of Asian Studies at Lake Forest College has accepted our invitation to be our consultant/evaluator. As her vitae shows, Dr. Benton has taught courses in Asian religion, has experience building and nurturing the Asian Studies program on her own campus, and has conducted numerous consultancies at different liberal arts institutions in the country. She will visit IWU at two points during the grant, at midterm and at the end of the grant. She will be kept abreast of the project through regular e-mail correspondence with the Grant Management Team (GMT). Her first visit will be in late Fall 2010 to evaluate what has been accomplished to date and the feasibility of completion of the project. She will meet with the GMT to assess where the project is at that point and to offer constructive feedback on the activities yet to be conducted. She will also be invaluable in suggesting approaches to resolve potential problems that might be encountered at the time. She will write a candid report that will be shared with all those involved in the grant and will be submitted as part of the midterm report to the Department of Education. She will continue to monitor our progress through e-mail correspondence with the GMT. She will again visit at the end of the grant period to interview all participants, talk to relevant administrators, examine all documents produced under the grant, and determine how well the activities undertaken meet the stated objectives. Her final evaluation report will also be submitted to the Department of Education. A year after the grant, we will invite her back (at University expense) to assess the long-term impact of the grant on the University curriculum and on the Asian Studies program.

D. Continuing Evaluation: After the grant expires, the Asian Studies Team headed by the team coordinator will continue to monitor the Asian Studies curriculum especially the Chinese language and literature/culture offerings. The team will ensure that the courses developed under this grant will be offered in a regular rotation; similar monitoring will be done for those General

Education courses that incorporated Asian perspectives. In coordination with the Office of Institutional Research headed by Dr. Michael Thompson, assessment measures listed in the table in section 5A will be collected, namely: enrollment statistics, number of program majors and minors over time, course evaluations by students, classroom evaluation of Chinese language and literature/culture lecturer, and assessment of linkages with Asian institutions. We will work with the University Assessment Officer (Dr. Thompson) to collect information on student learning outcomes; we will include questions specifically focused on Asian Studies curriculum with our annual survey of graduating majors and minors and periodic survey of alumni. A year after the grant expires, Professor Benton will be invited to campus (at University expense) to evaluate the impact of the grant on the Asian Studies program and the General Education curriculum. All assessment and evaluation information will be part of the report on Asian Studies that the International Studies program periodically submits to the Office of Institutional Research. These assessments will be important components of the University's report for our upcoming North Central Accreditation visit in 2013.

6. Commitment to International Studies

A. General Background on International Activities: Illinois Wesleyan University's commitment to international studies is entrenched in its Mission Statement, which commits the University to 'prepare students for democratic citizenship and life in a global society.' Within the past ten years the University has purposefully expanded its internationalism through the curriculum, study-abroad opportunities, travel courses offered during our intensive three-week May Term session, and recruitment of international students. Approximately 25% of our students participate in semester-length or year-long foreign study through our Study Abroad Program. While we strive to increase this to at least 30% within the next decade, we note that even now, when we include May Term travel courses in our calculations, the number of students engaging in study

abroad experiences approximates 55-60 percent. Because May Term travel courses offer students who cannot afford a semester study abroad a short-term opportunity to study abroad with IWU faculty members and to gain experiences in a variety of countries and different cultures, we view them as important elements in our efforts to engage students internationally.

In 1990, the University identified international studies as a major institutional priority. The University's commitment is reflected in several ways: 1) The International Studies Program, supported by funds from the University's budget, was created as the principal agency for facilitating the internationalization efforts. In order to ensure efficiency in the administration of the Program, the Provost reduced the teaching load of the Director of the Programs to allow 17% of his time to the administration of the Program. 2) An International Office was created with a full-time director and support staff. The Director of the International Office coordinates the Study Abroad Program and advises international students; supports students in the application process; offers planned orientation and reentry seminars for students who study abroad; and regularly solicits student and faculty feedback on the quality and type of international study options, including internships that are available. His duties also include helping to coordinate the University's London and Madrid Programs (established in 2000 and 2005), and in obtaining international faculty and visitors' visas. 3) The University continues to actively recruit international students. This year there are 81 international students from 23 countries; 22 of these students are from China, and two are from Japan, studying through the University's exchange agreement with Keio University. It is important to note that the majority of these international students receive financial aid from the University totaling more than \$1 million dollars. 4) The University is committed to recruiting faculty members who have expertise in the international dimensions of their disciplines. Since 2000, eight new faculty members with international expertise were added, one in Economics, one in French, one in German, one in Hispanic Studies, one in History, one in Political Science, one in Religion and one in Music. 5) The University supports on-going efforts to bring international scholars to campus as visiting professors through

the Fulbright Program and the Scholars-at-Risk Network. Over the past five years, we have hosted one Fulbright Scholar and two Scholars at Risk. The University will host a Fulbright Scholar in Residence from Morocco for the Fall 2009. Last year, we hosted Dr. Taye Woldesmiate, an Ethiopian teacher union leader and a former Amnesty International prisoner of conscience, under the same program; this year he is teaching as a Visiting Professor in Political Science; 6) University President Richard Wilson is committed to expanding the University's overall internationalization aspirations. He continues to work with the Tanaka Educational Trust, which established the Japanese Language position that launched the Japanese Studies program. He is exploring additional options for funding visiting international scholars and expanding our University programs abroad. Through a presidential initiative, IWU received in 2007 an award from the Council of American Overseas Research Centers/International Center for Middle Eastern-Western Dialogue (CAORC/The Center) in Washington, D.C. to explore the establishment of formal relationships with private universities in Turkey, Jordan, and Morocco.

B. International Programs at Illinois Wesleyan University: The list below represents the outgoing and incoming international education programs and opportunities offered at Illinois Wesleyan. These comprise directly administered programs, consortial or network activities, and direct student exchanges.

Outgoing Affiliations: Australearn, Arcadia, IFSA-Butler, Center for Linguistic and Multicultural Studies at the Universidad Internacional Cuernavaca, Central College, College Year in Athens, DIS, IES, SIT, Studio Arts Center International (Florence).

Exchanges: Keio University in Japan

Direct Enroll: Pembroke College, Oxford

Illinois Wesleyan Programs: The London Program, Madrid Program

May Term: Travel courses to Australia, Costa Rica, China, Japan, Kenya, South Africa, and various countries in Europe.

C. The International Studies Program at Illinois Wesleyan University: The International Studies Program contributes to the wider educational mission of the University through its efforts, both

curricular and programming, to ‘internationalize’ students’ educational experience and to inculcate sensibilities of ‘global citizenship’ in our students. The Program finds its primary intellectual, pedagogical, and organizational rationales in the effort to provide students with intellectual and methodological tools for developing such an appreciation.

Intellectually, there are three elements to this objective. One is to enrich our students’ comprehension of the global human community through the analysis of transnational or global phenomena. The second is to enlighten our students about the lived experiences of people who live in other parts of the globe, but who are connected to us through webs of history, power, communication, and the moral integuments of a common humanity. The third is to encourage students to think critically—and through a variety of analytical lenses—about the inter-connectedness of our fates across the globe, and about their own place in a globalized world.

Pedagogically, we pursue these elements by constructing the International Studies curriculum and programming around three core principles: trans-nationalism, cross-disciplinary analysis, and in-depth regional knowledge. These principles reflect our appreciation of specific features of globalization. First, the study (and indeed the lived experience) of globalization invokes a creative tension between *local* dynamics, forces, and experiences, on the one hand, and *global* forces and dynamics on the other. Second, in an age of time-space compression, the cultural, technological, social, economic, and political dimensions of these processes are inextricably intertwined in dense and complex patterns. The exploration of these patterns lends itself to the synergetic application of analysis and methodology from a variety of disciplines. Thus the International Studies Program seeks to analyze and illuminate the integuments of our increasingly global society ‘from the bottom up,’ through the inter- and cross-disciplinary study of different locales.

The International Studies curriculum has four components: core courses; concentration-specific courses; language training; and study abroad. All students are required to take core courses along two tracks, one in the analysis of culture, and one in the analysis of international

systems, structures and processes. In addition, each team has designed a concentration-specific selection of courses from which students are required to take courses in both the Humanities and the Social Sciences. Since foreign language training is a crucial component of any program that takes the global diversity of cultures and identities seriously, each team is committed to advancing the foreign language proficiency of International Studies majors. Thus, all IS majors are now required to complete at least four semesters of a foreign language and study abroad. In recent years, students have vigorously pursued study abroad opportunities in China, Japan, Hong Kong, and India. Of the 65 declared International Studies majors in the 2008-2009 calendar year, eight were completing their International Studies concentrations in Asian Studies.

D. Curricular Resources for International Studies: The International Studies Program has 56 Faculty Associates from the following schools, disciplines, or departments: Anthropology, Art, Business, Economics, English, Foreign Languages, Health, History, Music, Political Science, Physics, Religion, and Sociology. These faculty members teach courses in one or more areas of concentration. More than 110 courses from across the University curriculum have been approved for inclusion in the program's cross-disciplinary curriculum. Each semester, the International Studies program offers 25-35 courses in the different concentrations, mostly in European Studies concentration; we need to offer more courses in Asian Studies.

The International Studies program has a programming budget that allows each of seven concentrations \$1,000 per year to organize co-curricular programming. Through creative collaboration with other departments and student organizations, the program is able to organize 18-25 events each year, including lectures by visiting scholars and artists. Regular activities organized by the International Studies faculty include African Culture Week, Lunar New Year celebration, a Hunger Banquet, and an International Festival. The Program also presents a monthly colloquium series that features visiting speakers or our own faculty. These colloquia are organized on an annual theme designed to stimulate common conversations that reach across

disciplines, across the geographical specificities of the concentrations, across the campus, and across the faculty/student divide. The theme in 2008-2009, “Arts and Resistance,” has been extended to 2009-2010. Each team is responsible for organizing a colloquium that addresses the theme.

The International Studies faculty associates constitute a strong on-campus community. The current proposal was designed through a consultative process led by the Asian Studies team and overseen by the International Studies Steering Committee. It was discussed by each faculty team and recommended unanimously by the steering committee. The language component was developed in close consultation with the Department of Modern and Classical Language and Literatures. At all stages, the Provost and the Associate Dean of the Faculty were included in the development of the proposal.

7. Elements of the Proposed International Studies Program

At Illinois Wesleyan University, each student must take three semesters of a second language to meet General Education requirements; International Studies majors are required to complete a fourth semester of the second language. In addition, each student must take a course that fulfills a Literature requirement as well as a course that fulfills a Global Diversity requirement. These are fundamental building blocks of the University’s international curriculum. As noted above, the International Studies Program plays a leading role in promoting that curriculum, specifically through its focus on multidisciplinary analysis and in-depth regional knowledge, in which an understanding of language and culture play an integral role. The proposed project contributes directly to these University- and program-wide goals in specific ways.

First, by supporting our nascent Chinese language instruction, it creates a new language option for all students through the General Education program. By offering a fourth semester of the language, it also creates a new language option for students in the Asian Studies program, complementing Japanese and thereby providing balance and robustness to the Asian BStudies program. Further, it expands our language programs beyond Western languages (we currently offer French, German, Italian, Russian, Spanish, Greek and Latin) and other industrialized countries (Japanese) into the indigenous languages of the global South.

Second, by introducing Chinese Literature and Culture courses it extends the University's Humanities curriculum into East Asia beyond Japan, and indeed into the developing world. As such, it will enrich not only the Asian Studies program but also the General Education program.

Third, through the revision and creation of courses across the campus, it contributes substantially to the internationalization of the University curriculum. Illinois Wesleyan is characterized not only by a strong liberal arts curriculum but also by pre-professional schools in Business, Fine Arts, Music, Nursing, and Theatre Arts. As noted in the description of courses for revision and development, each of these units will be impacted by the proposed project, and the relationship between the liberal arts curriculum and professional training will be enriched. For instance, we expect that students in International Business will be drawn to Chinese for their General Education requirement; and students who take Chinese are likely to take General Education courses that contain substantial Asian content.

Fourth, by institutionalizing a back-and-forth flow of scholars between Illinois Wesleyan and Asian universities, this program will raise the profile and enliven the study of Asia on campus, enrich the pedagogy of faculty engaged in such flows, and create expanded opportunities for students and faculty to undertake travel and research projects in Asia. Over

time, we expect that it will draw increasing numbers of faculty into an active engagement with Asian Studies.

8. Need for and Prospective Results of the Proposed Program

As noted above, the International Studies Program within which Asian Studies is located has four curricular components: core courses, area-specific courses, language training, and study abroad. This proposal addresses the second and third of these components directly, with a significant expected impact on the fourth. Hitherto, growth in the Asian Studies program has built upon existing University resources and faculty expertise. The program has generated a consistent growth in student interest, but the interdisciplinary character of the curriculum has been severely limited. On the one hand, the Humanities curriculum has for years been largely oriented towards Japanese studies, with half the courses focusing on Japan. A few religion courses cover India and China as well as Japan, but until this year there was only one Literature course that reached beyond Japan, while coverage of the rest of East Asia was minimal (See Appendix 3). The recent hire of Professor Tao Jin, in Religion, will begin to help redress this imbalance as he begins to create new courses on Chinese and East Asian religions; his arrival also frees Professor Brian Hatcher, an internationally known scholar of South Asia, to create more courses focused on that region. On the other hand, the Asian Studies curriculum in Social Sciences is relatively balanced and strong. We offer some courses with Japanese focus (history and anthropology) and some with a Chinese focus (business, environmental studies, history, political science). The curriculum also offers popular May Term travel courses to China, to Japan, and other parts of Asia every year in programs like History, Business, Political Science, and Theater Arts. At present our inability to offer students the courses needed to pursue interests

in Chinese language and Asian Humanities limits the scope of the program and hinders its further development. This is what motivates this present proposal.

A. Chinese Language and Culture/Literature Initiative: In two separate evaluations of the Asian Studies curriculum in recent years (the North Central Accreditation evaluation of 2003; Strategic Curricular Review in 2006), Asian Studies faculty identified two areas of deficiency. First, was the absence of Chinese language courses. Despite extensive exposure of students to the study of China, including direct contact through travel courses, there was still no Chinese language program to increase learning and research opportunities for interested students until the pilot program starting in Fall 2008. Addition of Chinese language to the curriculum would complement existing Japanese language offerings and create a more balanced and robust interdisciplinary focus on East Asia.

Student demand for Chinese language instruction has grown rapidly. Over the past five years, five students studied abroad in China and another five students studied at other institutions (as far away as UCLA) to acquire Chinese language skills. Professor Lutze has tutored three students in intermediate Chinese to help them maintain and further their mastery of the language. With funding from Freeman Foundation ASIANetwork grants, Professor Abigail Jahiel, Director of Environmental Studies, and Professor Lutze each led faculty/student research teams (eight students in total) to China in 2004 and 2007, respectively. In 2006, more than 300 students signed a petition requesting that the University offer Chinese instruction. Their petition captured the pressing need for Chinese language study at Illinois Wesleyan:

China, the world's most populous nation, is critical to the United States because it is a leading trader, consumer, and investor—an emergent world power. If these reasons were not enough, it is important to note, too, that China boasts the world's longest continuous civilization, spanning the past 4000 years. Its rich history, both ancient and modern, offers important contributions to us and the rest of the world in the realms of philosophy, art, politics, science, and social

experimentation. Therefore, programs to encourage and boost the learning of Chinese language and culture will have far-reaching benefit across our curriculum.

The second glaring gap in the Asian Studies curriculum was identified in the field of East Asian literature. The expertise of our Japanese language professor, Hiroko Furo, is in linguistics, not literature; her courses reflect this fact. For years the only literature course we were able to offer in Asian Studies was Professor Brian Hatcher's "Asian Religious Literature," covering key religious and philosophical texts from across Asia. Only this year has Professor Hatcher been able to introduce a second Literature course at the upper level, "Reading Hindu Texts." Plans are in place for Professor Tao Jin to introduce a parallel course, "Reading East Asian Religious Texts," in 2009-2010. But even so, we face a continuing need to develop courses in Chinese language and secular fictional East Asian literature, which the hiring of one new instructor will help address.

Toward this end, the Asian Studies team, the Director of International Studies, and the Chair of Modern and Classical Languages and Literature (MCLL) began in the Spring of 2007 to create a proposal to introduce Chinese language instruction. In support of this initiative, the Provost announced in September 2007 that the University would support an adjunct instructor to teach a five-course pilot Chinese language sequence with culture courses during AY 2008-09 and AY 2009-10. MCLL created a new rubric that allowed us to offer Chinese during the 2008-09 academic year.

As noted in the Plan of Operation, we seek funding to develop this pilot program into a full-time Visiting Lecturer position in Chinese Language and Culture. This hire will allow us to build upon the University-funded Chinese language/culture courses during 2008-2009 and proposed curricular development in other departments by offering Chinese language (101, 102,

201, 202), as well as two culture courses. These courses will especially appeal to students interested in majoring or minoring in International Studies or Asian Studies and who wish to complement their current study of Japan and Japanese language. These new courses will also support IWU's General Education program. Therefore, this position will not only support students already interested in Chinese, but will also reach across campus to students in other majors. If the pilot project is successful, the University will provide the resources to continue teaching these courses after the grant expires.

B. Curriculum and Faculty Development Initiatives: In addition to meeting the curricular needs for Chinese language and literature, Asian Studies seeks to further enhance the program by helping current faculty members develop new courses and/or incorporate Asian perspectives in existing courses. Looking at the Humanities area, we have identified two critical needs. The first is to assist colleagues who, though not trained in Asian history and culture, want to incorporate Asian thought and experiences into the existing Humanities core curriculum. Second is the need to encourage faculty to develop new and revised courses that will offer instruction in the art and theater of Asia. We have a number of faculty members who have indicated a desire to expand their knowledge and expertise so as to participate in this initiative. (See page 6-8 for the courses to be revised.)

Although the need for curricular change in the Humanities and Fine Arts is paramount, we also see a need to infuse Asia-related themes and perspectives into other courses across campus. As faculty members in different disciplines strive to grasp and teach this unfamiliar material, the Asian Studies program has a responsibility to provide assistance. Funding for courses will help strengthen the academic engagement with Asia throughout the curriculum, not only in the liberal arts, but also in our professional Schools of Art, Music, and Theater Arts.

C. Initiatives to Create Opportunities for Consistent Student and Faculty Exchanges with

Academic Institutions in Asia: As noted above, several Asian Studies faculty members have developed on-going research relationships with Asian colleagues and institutions. Professor Lutze's close relationship with Peking University has, in addition, resulted in a rigorous travel course hosted by PKU's History department. Students attend lectures given by Peking University faculty members and one faculty member is assigned to accompany our students as they travel throughout China. Professor Jahiel has worked closely with colleagues at the Peking University Environmental Science Center. Professor Amoloza (Sociology), as Executive Director of ASIANetwork, has connections at the Chinese University in Hong Kong and at Sun Yat-sen University in Guangzhou. One of our newest Asian Studies faculty, Professor Jin (Religion) has strong personal and professional ties to Tianjin Foreign Studies University, which we hope to explore in future. Furthermore, IWU's engagement with China is enhanced by the on-going and active support of alumnus Mark Sheldon, who served for many years as Director of the Yale-China Center and is now Director of the Office of Institutional Advancement at Hong Kong International School.

Such formal and informal connections provide a crucial foundation for establishing future institutional relationships. Japanese studies at IWU has already led to a fruitful relationship with Keio University in Tokyo, marked by regular student exchanges and promising the potential for faculty exchanges. We plan to expand our formal ties with Asian institutions by pursuing similar relationships with Peking University, Chinese University (Hong Kong), Sun Yat-sen University, and Tianjin Normal University. Such formal relationships will enable us to regularize scholarly exchanges—enabling Asian scholars to visit our campus and allowing our faculty to travel to Asia for teaching and research—and to create exchange opportunities for our students.

9. Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level

We expect that this project will contribute substantially to the efforts of our International Studies Program to ‘internationalize’ the educational experience of our students and to inculcate in them sensibilities of ‘global citizenship.’ We see this occurring through all three initiatives.

A. Results with regard to the Chinese Language and Culture/Literature Initiative: New courses in Chinese language and culture/literature will provide a much-needed Chinese complement to our existing Japanese humanities courses in Asian Studies. These courses will also contribute to the General Education core curriculum in Humanities by offering literature and culture courses in English open to all students that offer a unique focus on modes of Asian thought and expression. This will provide an important corrective to the otherwise Eurocentric Humanities curriculum. Finally, courses in Chinese will offer a set of new language offerings that will benefit a wide range of student constituencies.

The literature and culture courses taught by the Visiting Lecturer give students insight into the significant and influential aesthetic and cultural traditions of the Chinese. Since many of the courses in the Humanities at IWU still focus on Europe and the United States, these courses in Chinese literature and culture bring in an additional, significant voice from the developing world. Student interest in these classes is already demonstrated via the increased enrollment from the Fall semester to the Spring semester and May Term. In the Spring 2009, “Modern Chinese Culture” has 16 students enrolled. During May Term 2009, “Chinese Culture through Film” has 20 students enrolled.

In the one semester that Chinese has been offered at IWU, it has already had a significant impact. There were 12 students in Chinese 101 in Fall 2008 and 13 students in Chinese 102 this

Spring. From a November classroom observation, Professor Sonja Fritzsche observed outstanding language skills development of the class after only two months of instruction. Likewise co-curricular activities on campus have expanded. The class was very active in the Lunar New Year celebration held in early February.

Students who wish to study abroad in China will be able to study the language on campus before going overseas. This opportunity will significantly improve their linguistic preparation and thereby enhance their understanding of China while abroad. Second, language courses will also benefit students who plan to go on to graduate school in Chinese Studies. At present, many of these students have had to delay application to graduate programs until completing the necessary language prerequisites. Third, knowledge of Chinese language and culture will assist students who pursue majors in business, risk management, or pre-law when they enter the workplace; it will alert them to opportunities and prepare them to address such challenges as managing business or legal interactions with Chinese companies. Beyond the direct impact of Chinese language courses on these constituencies, we anticipate they will also appeal to a significant number of students who want to study the language in connection with May Term travel or simply as a way to better understand China's place in world history.

The addition of Chinese language and culture/literature courses will enhance international education on our campus not only by strengthening the Asian Studies curriculum, but also by substantially extending our Humanities curriculum in non-Western cultures and the global South. We appreciate that to truly understand another culture, it is essential that students learn that culture's language; an appreciation of linguistic difference leads to an appreciation of cultural difference. We are sensitive to the fact that our foreign language offerings consist solely of languages that originated in the global North, either in Europe, Russia, or Japan. Likewise, our

Humanities core is centered on the European tradition, with the exception of courses in Latin and Central American literature. While courses in Western civilization are essential components of a liberal arts curriculum, our students must be encouraged to engage the rest of the world.

Awareness of interrelationships between the global North and the global South and the potential for mutual comprehension—or conflict—are central to international studies. Insofar as Chinese is a language spoken by more than one in five of all people in the world, offering our students the ability to learn Chinese goes a long way toward internationalizing their educational experience and laying the groundwork for a future of global citizenship.

One beneficial by-product of introducing Chinese language instruction will be the new opportunities for campus-wide faculty interactions, leading to strengthened connections between faculty members teaching in Asian Studies and those teaching in MCLL, between those teaching in the Liberal Arts and those in our professional and pre-professional schools and programs.

B. Results with regard to the Curriculum and Faculty Development Initiative: Federal funds spent on the Faculty Development aspect of this proposal will result in the creation, or significant revision, of at least 12 courses in addition to the six Chinese language and literature courses. The bulk of these new courses will either be in the Humanities category of the Asian Studies curriculum (language, literature, art and theater)—where offerings outside of Japan are most needed—or in the University’s Humanities core curriculum.

This initiative will also contribute to two broader objectives of International Studies. First, our goal is to expose students to diverse traditions of philosophy, social relations, and culture and to provide Springboards for critical thinking and self-examination. Second, we help students grapple with the complexities of behaviors and interactions in the contemporary world.

Whether it be in global trade or global warming, there is no more significant actor in today's world than China.

C. Results with regard to Faculty Visits to and Student Exchanges with Institutions in Asia:

Federal funding to create formal relationships with institutions in Asia will result in reciprocal exchanges between Illinois Wesleyan and sister universities in Asia. Faculty from Asia will be invited to IWU as visiting scholars where they may deliver lectures, collaborate in research, or advise faculty on teaching about Asia. Our faculty will travel to Asian universities to pursue many of the same activities. Such formal relationships will directly benefit our students by facilitating study abroad opportunities, by creating enhanced opportunities for faculty-student research, and by providing bases in Asia for more rigorous and meaningful May Term travel courses. As such, this initiative represents one of the highest aspirations of international studies: to promote faculty and student exchanges allowing for direct encounters with peoples and cultures from around the world.

D. Broader Impacts of this Project: The impact of this project for IWU is enhanced by the institution's regional location in central Illinois and by its national position as host institution to the ASIANetwork consortium. Located far from the coasts (where many institutions offer the opportunity for Asian Studies and Chinese language study), IWU is in a region marked by two competing realities. On the one hand, the region betrays a high level of parochialism about Asia—a parochialism that our International Studies Program makes every effort to challenge. On the other hand, the region is deeply engaged with Asia in areas of business, industry, and commerce. Bloomington, IL is home not only to the largest Mitsubishi manufacturing plant in the U.S. but also to the world headquarters of State Farm Insurance, an active player in China's economy. Nearby Peoria is home to Caterpillar International, a major contractor in massive

Chinese construction projects like the Three Gorges Dam. Many people in this region already have a nascent interest in understanding Asia, China in particular. This new initiative will enhance our ability to address growing regional interest and engagement. It will allow IWU to become a more active participant in local developments with respect to Asia, whether in business, industry, media, or commerce.

At the national level, we anticipate our enhanced Asian Studies program will benefit greatly from our institutional association with ASIANetwork. As a consortium of liberal arts colleges dedicated to sharing ideas and experiences in teaching undergraduates about Asia, ASIANetwork provides an ideal venue for our providing instructive information to other institutions. Through the medium of the ASIANetwork annual meeting and via the organization's publication, the *ASIANetwork Exchange* (which more than 1000 Asian Studies faculty members at more than 160 colleges receive), we will be able to share a range of project-related experiences, such as discussion of changes we make to our Humanities curriculum, and dissemination of work produced by visiting scholars to IWU. In particular, we intend to organize a panel for the 2011 conference, inviting faculty and students who participated in some aspect of the newly enhanced Asian Studies program, to report on the work they were able to achieve in relation to this project. The Director of International Studies will also investigate the possibility of a similar presentation at the annual meeting of the Association of International Education Administrators, which he attends regularly.

10. Competition Program Priorities

Illinois Wesleyan University's proposed project supports activities that enable students to achieve proficiency or advanced proficiency in one less commonly taught language—Chinese; we also continue to teach Japanese.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Other Attachements_09.pdf**



April 21, 2009

Christine Corey, Senior Program Officer
United States Department of Education, UISFL Program
Application Control Center
Attention: CFDA #84.016
400 Maryland Avenue, SW
Washington, DC 20202-4725

Dear Ms. Corey:

The International Studies Program has been an institutional priority at Illinois Wesleyan University for over a decade and continues to enjoy strong University support. Within recent years our Asian Studies area within the International Studies Program has flourished and with it the demand by our student body for Chinese language in addition to our offerings of Japanese. Interestingly, we have learned from our Dean of Admissions that there is also a demand for Chinese from applicants. Over the past year because of our pilot program in Chinese, we have experienced a very positive response to this addition to the curriculum.

Therefore, this proposed project for "Strengthening Asian Studies at IWU: Language, Curriculum, Faculty Visits, and Institutional Linkages," will not only build on and strengthen the successful programs developed under a 1996 Title VI grant, but also our more recent initiatives within the Asian Studies concentration. We have designed this project to achieve the following: 1) strengthen East Asian component of the curriculum by developing courses in Chinese language, literature and culture; (2) infuse East Asian content in courses across the curriculum; and (3) increase global diversity by developing exchange and linkages with Chinese institutions.

Implementation of this project will be directed by Teodora O. Amoloza, Professor of Sociology and Executive Director of ASIANetwork, Professor Thomas D. Lutze, Chair, History Department and Co-Coordinator of the Asian Studies team, and Professor Sonja Fritzsche, Co-Chair, Department of Modern and Classical Languages and Literatures. Together, this team developed the plan of operation and evaluation. In keeping with University policy, the budget will be administered through the Andrew W. Mellon Center for Teaching and Curriculum Development, headed by Dr. Irving Epstein, Associate Dean of the Faculty and Professor of Educational Studies.

As outlined in the plan of operation, these faculty members will use existing University procedures to ensure curricular continuity and integrity. We are grateful for the opportunity to apply for this funding and are pleased to contribute \$180,392 to such a worthwhile project.

Sincerely,

Beth A. Cunningham
Provost and Dean of the Faculty

PROVOST AND DEAN OF THE FACULTY

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Appendices

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International Studies Program Major Asian Studies Concentration

Letters of Support

Beth A. Cunningham, Provost and Dean of the Faculty;
Catherine Benton, **Kenneth and Harle Montgomery Assistant Professor in the Humanities,
Asian Religious Traditions and Literatures: Hinduism, Buddhism, Islam, and Daoism;
Chair, Asian Studies Program**

GEPA Statement

Curriculum Vitae: Teodora Oliveros Amoloza, Sonja Rae Fritzsche, **Changjun Huo,**
Tom Lutze, Catherine Benton

Appendix 1
Summary Plan of Operation (*in italics are activity-specific evaluation*)

| Activity | Pre-Grant | Year 1 of Grant | | | Year 2 of Grant | | |
|---|---|---|---|---|---|---|--|
| | Fall 2009 | Spring 2010 | May/ Summer 2010 | Fall 2010 | Spring 2011 | May/ Summer 2011 | Fall 2011 |
| Continue offering Chinese Language and Culture Courses funded by IWU | Chinese 101 & 201; <i>Student course evaluations</i> | Chinese 102 & 202 ; Contemporary Culture <i>Student course evaluations</i> | . Chinese Films <i>Student course evaluations</i> | | | | Chinese 101 & 201; <i>Student course evaluations</i> |
| Visiting Lecturer in Chinese | Advertise position as soon as grant notice is received; preliminary screening | Preliminary interviews; Campus visit by candidates; hire Visiting Lecturer | | Chin. 101, Chin. 201, Int. Ch. Lit. <i>Evaluations: by students; by MCLL dept. chair</i> | Chin. 102, Chin. 202, Mod Ch. Lit., <i>Evaluations: by students; by MCLL dept. chair</i> | OR, teach one Lit/Culture course in May <i>Evaluations: by students; by MCLL dept. chair</i> | |
| Development of new courses; Revision of existing courses (to infuse Asian perspective) | | Proposals for course development/revision accepted; <i>Project Director and FDC assess applications; awards made</i> | Recipients develop/revise their courses | Same as in Spring 2010 PLUS New course proposals to CC; <i>Proj. Director and CC evaluate proposals; present to faculty body for approval</i> | Recipients develop/revise courses; Teach new courses <i>Student course evaluation</i> | Recipients develop/revise courses; Teach new courses <i>Student course evaluation</i> | New course proposals to CC; <i>Proj. Director and CC evaluate proposals; present to faculty body for approval;</i> Teach new courses <i>Student course evaluation</i> |

| Activity | Pre-Grant | Year 1 of Grant | | | Year 2 of Grant | | |
|--|-----------|--|--|---|---|---|---|
| | Fall 2009 | Spring 2010 | May/ Summer 2010 | Fall 2010 | Spring 2011 | May/ Summer 2011 | Fall 2011 |
| Host visiting Asian scholars at IWU | | Contact possible institutions and NRC; Identify visiting scholars; start paper work for visit | Continue paper work for visit; Announce opportunity to work with visiting scholar | Continue contact with visiting scholars; faculty contact visiting scholars | First visiting scholar arrives; works with faculty <i>Feedback from faculty</i> | | Second visiting scholar arrives; works with faculty <i>Feedback from faculty</i> |
| Research travel of IWU faculty to Asia; faculty on-site visit to potential Asian partner institutions | | Evaluate proposals for travel to Asia and for on-site visits; make awards Recipients prepare for travel to Asia | IWU faculty to Asia for research; Explore possible Asian partner schools; <i>Report to GMT upon return</i> | Travel recipients incorporate materials in fall courses; IWU pursue partnership; <i>Student course evaluation</i> | Travel recipients incorporate materials in spring courses; IWU pursue partnership; <i>Student course evaluation</i> | IWU faculty to Asia for research; Explore possible Asian partner institutions; <i>Report to GMT upon return</i> | Travel recipients incorporate materials in fall courses; IWU pursue partnership; <i>Student course evaluation</i> |
| Evaluator's campus visit | | | | Toward end of Fall: visit IWU to assess project progress | <i>Midterm evaluation report</i> | | IWU visit to conduct interviews, etc. at end of grant period; <i>Final evaluation report</i> |

Appendix 2

Narrative Relating Methods of Assessment (Measures) to Program Goals

A. Direct Measures

1. Enrollment Statistics

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to assess the quantity of students involved in the program, and their use of new courses to fulfill language and general education requirements.

2. Program Majors and Minors

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to assess program interest and growth over time.

3. New Course Development

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to create new courses in the Asian Studies curriculum especially in the Humanities.

4. Revision of Existing Courses

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to incorporate Asian perspective in existing courses across campus.

5. Faculty Additions (Classroom Visits)

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to evaluate Visiting Lecturer teaching Chinese language and culture/literature courses.

6. Linkages with Asian Institutions

Target: IWU and Visiting Asian Faculty

Goals: 1, 2, and 3

Narrative: This tool will be used to develop and maintain partnership between IWU and Asian institutions through faculty collaborations.

7. External Review

Target: Asian Studies Program

Goals: 1, 2, and 3

Narrative: This tool is used to review the effectiveness of the program in fulfilling goals related to curriculum, content and linkages/exchanges.

B. Indirect Measures

1. New Course Development (Course Evaluations)

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to evaluate students' perceived quality of courses in Asian Studies particularly Chinese language and literature/culture.

2. Revision of Existing Courses (Course Evaluations)

Target: All Students

Goals: 1 and 2

Narrative: This tool will be used to evaluate students' perceived quality of course content specific to Asia.

3. Faculty Additions (Visiting Lecturer & Course Evaluations)

Target: All Students

Goals: 1 and 2

Narrative: These tools will be used to create Chinese language courses (i.e., lecturer) and assess students' perceived quality of those courses.

4. Linkages with Asian Institutions (Explorations & Evaluations)

Target: IWU and Visiting Asian Faculty

Goals: 1, 2, and 3

Narrative: These tools will provide faculty assessment of the Visiting Scholar program. These tools will also provide information based on the experiences and evaluations of faculty visiting Asia to develop potential teaching and research sites.

Appendix 3

Asian Studies Curriculum

Asian Studies Concentration in the International Studies Major
Plan of Courses/Checklist

The International Studies Major is interdisciplinary in orientation: it is designed to bring the knowledge of several disciplines to address the myriad cultural, economic, historical, political, and social problems which transcend national boundaries. Thus, the major is designed to serve the educational and career needs of students who are interested in studying issues from a transnational perspective, and who are planning careers with the international related agencies of the public and private sectors, international organizations, and foundations. The **Asian Studies concentration** gives the student a broader and deeper engagement with the issues and societies in the Asian region. **At least four courses must be at the 300-400 level.**

Grade/Semester

1) _____ International Studies 240: Introduction to International Studies (G)

2) One course on international systems, structures and processes to be chosen from the following:

- _____ Business 451: International Business
- _____ Economics 351: International Trade
- _____ Economics 352: International Finance
- _____ History 122: Modern Global History (CH, G)
- _____ Int'l Studies 222/322: International Human Rights: An Introduction (AV)
- _____ Political Science 102: International Politics (CH, G)
- _____ Political Science 303: International Law and Organizations (W)
- _____ Political Science 345: International Political Economy
- _____ Political Science 360: Comparative Environmental Politics (SI, G)
- _____ Political Science 361: Globalization and the Environment (CSI, G)
- _____ Political Science 405: Theories of International Relations (W)

3) One course on the nature and the analysis of culture to be chosen from the following:

- _____ Anthropology 171: Cultural Anthropology (SI, G)
- _____ Anthropology 274: People and Cultures of East Africa (SI, G)
- _____ Anthropology 280: Self and Society in Japan (SI, G)
- _____ French 317: French Civilization II: France Since the Revolution (CH, G)
- _____ German 417: Beyond the Wall: German Cultural History Since 1989 (CHC, W)
- _____ International Studies/Humanities 270: Tale of Three Cities: Bratislava, Prague and Vienna-Cultures at the Crossroads
- _____ Spanish 314: Iberian Culture and Civilization (CH)

_____ Spanish 316: Latin American Culture and Civilization (CH)

4) _____ International Studies 488: Senior Seminar (W)

5) Complete a study abroad experience. The courses to be taken abroad must be approved by the Coordinator of the area and the Director of the International Studies Program, prior to the study.

6) Six additional courses in the area of concentration:

ASIAN STUDIES CONCENTRATION requirements: **Four semesters of Asian language** and **additional five courses** from various disciplines in the cultural, economic, historical, political, and social life of the area.

1) _____ Fourth semester Language Proficiency in an Asian language: Japanese 202 or Chinese 202 or equivalent in another Asian language that is appropriate to the student's study program. The Coordinator of the Asian Studies Team, the Director of the International Studies Program, or the Chair of the Department of Modern and Classical Languages and Literatures will determine when language proficiency other than Japanese or Chinese will be appropriate within a student's program.

2) Five additional courses to be selected from sections A and B with at least two from each. The fifth course may be a comparative course from section C or another course from sections A or B. At least two of the five should be at the 300-level or above. Of the two 300-level courses, only one may be a travel course in May Term.

A. Humanities and Fine Arts

_____ Art 116: Survey of Asian Art

_____ Fine Arts 120: Japanese Film and Aesthetics (AR, G)

_____ History 390: Seminar in Asian History (topics will vary; course may be appropriate in this section or in section B; check with instructor)

_____ Japanese 303: Studies in Japanese Linguistics (FR) (*as needed*)

_____ Literature and Culture 106/JPN 306: Japanese Studies through Anime (HC, G)

_____ Literature and Culture 205: Language and Culture in Japan (CSI, G)

_____ Literature and Culture 207: Language and Gender: U.S. and Japan (CSI, G)

_____ Lit. and Culture 209/JPN 309: Japanese Business Communication (CSI, G)

_____ Lit. and Culture 304: Cross-cultural Communication: U.S. and Japan (AV, G)

_____ Lit. and Culture 308: Japanese Way of Life: Traditions and Changes (IT, G)

_____ Religion 130: Asian Religious Literature (LT, G)

_____ Religion 132: Asian Religious Practices (CSI, G)

_____ Religion 209: Myth, Image and Symbol in South Asian Religion (AR, G)

_____ Religion 232: Hindus and Christians (IT, G)

_____ Religion 330: Buddhism in India and Tibet (CH, G)

_____ Religion 332: The Hindu Religious Tradition (CH, G)

B. Social Science and Natural Science

| | |
|-------|--|
| _____ | Anthropology 273: Self and Society in Japan (CSI, G) |
| _____ | Business 451: International Business |
| _____ | History 100: Introduction to Chinese History (CH, G) |
| _____ | History 101: Introduction to Japan (CH, G) |
| _____ | History 202: World War II in the Pacific (CH) |
| _____ | History 210: Emperors and Revolutionaries: Chinese History through Travel (<i>May Term</i>) |
| _____ | History 251: The Vietnam War (CH) |
| _____ | History 300: The Chinese Revolution (CH, G) |
| _____ | History 301: Modern Japan, 1800-Present (CH, G) |
| _____ | History 303: China: The Cultural Revolution (G) |
| _____ | History 390: Seminar in Asian History (topics will vary; course may be appropriate in this section or section A; check with instructor) |
| _____ | International Studies 388: Trade and Diplomacy on the China Coast |
| _____ | Political Science 214: Politics in China (CH, G) |
| _____ | Physics 239: Problems of Nuclear Disarmament (PSI, G) |
| _____ | Religion 292: Religion in Contemporary Japan (CSI, G) |

C. Comparative Courses

One of the following courses may be substituted for one of the "five additional courses" required for the Asian Studies concentration in part 2 above:

| | |
|-------|---|
| _____ | Education 373/International Studies 373: Education and International Development* (G, W) |
| _____ | English 170: Third World Women Speak* (LT, G) |
| _____ | English 249: Writing in the Third World* (LT, G) |
| _____ | International Studies 222/322: International Human Rights: An Introduction (AV) |
| _____ | Political Science 215: Politics in Developing Societies* |
| _____ | Political Science 325: Third World Conflict Areas* |
| _____ | Political Science 360: Comparative Environmental Politics* (SI) |
| _____ | Sociology 354: Women in International Development* |

* When course includes a significant Asian component as determined by the Coordinator of the Asian Studies Team and the Director of International Studies.

ASIAN STUDIES MINOR

The minor in Asian Studies is designed for students who are interested in studying global and Asian regional problems from an interdisciplinary perspective. It is recommended for students who would like to enhance or supplement their major with an international background focused on Asia. **At least two courses taken in the minor must be at the upper level or equivalent.** Students may choose between Option I and Option II.

OPTION I:

- 1) _____ Core Course: International Studies 240: Introduction to International Studies
(G)
- 2) _____ Language Proficiency: Japanese 201, Chinese 201 or equivalent in another Asian language
- 3) _____ Four courses: two from Section A, two from Section B, but one course from Section C may be substituted for one in A or B

OPTION II:

- 1) _____ Core Course: International Studies 240: Introduction to International Studies
(G)
- 2) _____ Five courses: two from Section A, two from Section B, and one from Section A, B, or C.

A. Humanities and Fine Arts (See list of courses in previous section: Asian Studies concentration)

B. Social Science and Natural Science (See list of courses in previous section: Asian Studies concentration)

C. Comparative Courses (See list of courses in previous section: Asian Studies concentration)

VITAE: TEODORA OLIVEROS AMOLOZA

EDUCATION

- 1988: Ph.D., Sociology, University of Nebraska-Lincoln, Lincoln, Nebraska
1976: MS, Statistics, University of the Philippines at Los Baños
1971: BS, Agriculture (cum laude), University of the Philippines at Los Baños

PROFESSIONAL EXPERIENCE

- 2005-Present: Executive Director, ASIANetwork
2001-Present: Professor of Sociology, Illinois Wesleyan University, Bloomington, IL
1994-2001: Associate Professor of Sociology, Illinois Wesleyan University
1990-1994: Assistant Professor of Sociology, Illinois Wesleyan University
1993-2004: Director, International Studies Program, Illinois Wesleyan University
1997, 2000, 2001, 2008: Consultant/External Reviewer, Asian Studies Programs at 4 liberal arts colleges
8/97-12/97: International Rice Research Institute, Los Baños, Laguna, Philippines, Visiting Scientist
1989-1990: Research Associate, Bureau of Sociological Research, University of Nebraska-Lincoln
1988-1989: Post-Doc Fellow, Bureau of Sociological Research, University of Nebraska-Lincoln
1983-1984 & 1987 – 1989: University of Nebraska-Lincoln, Teaching Assistant/Instructor
1984-1987: Research Assistant, Bureau of Sociological Research, Univ. of Nebraska-Lincoln
1982-1983: Oklahoma State University, Stillwater, Oklahoma, Teaching Assistant/Instructor
1979-1982 & 1974 - 1977: University of the Philippines at Los Baños, Instructor, Statistics
1977-1979: Research Fellow, Australian Bureau of Statistics, Canberra, ACT, Australia

GRANTS/AWARDS

- 2000: DuPont Award for Teaching Excellence, Illinois Wesleyan University (highest faculty award at the University)
1997, 2000, 2003, 2006: co-authored Freeman Foundation grant awards to ASIANetwork totaling \$4,655,658 for College-in-Asia and Student-Faculty Fellows programs
1996-98: U.S. Department of Education Grant to Illinois Wesleyan University's International Studies Program, \$141,300
1996, 98, 99: Curriculum Development Grants (from Illinois Wesleyan University and the U.S. Department of Education funds) for developing and/or revising three courses in International Studies (\$2,000 per grant)
1993, 95, 99: Artistic and Scholarly Development Grant, University Fellows Summer Research (Summer) Grant and Joyce Foundation Summer Travel Grant for research at the International Rice Research Institute, Los Baños, Laguna, Philippines, total of \$11,158

PUBLICATIONS

- “In the Service of Globalization: Filipino and Indonesian Women in Hong Kong – A Preliminary Exploration,” *Sociological Imagination* 43 (2): 5-12, 2007.
From the Executive Director, regular column in *ASIANetwork Exchange*, 2005-06, 2006-07, 2007-08, published three times a year
Preface to the ASIANetwork Freeman Student-Faculty Fellows Papers on Asia, *The Wittenberg East Asian Studies Journal*, Vol. 1, Fall 2001.
“Two Worlds, One Heart,” *Illinois Wesleyan University Magazine*, Fall 2000
Introductory Sociology Resource Manual, 5th edition. Sikora, James, P. and Teodora O. Amoloza, eds. American Sociological Association, August 2000.
“ASIANetwork Freeman Student-Faculty Fellows Program: An Intense Study Abroad Experience,” *ASIANetwork Exchange*, Vol. VII, #3, Spring 2000.
“Popular Culture of South and Southeast Asia” Panel Proceedings editor, *ASIANetwork Exchange*, Vol. VI, #3, February 1999.
“An Impact Analysis of the Women in Rice Farming Systems Program,” *Journal of Developing Societies*, Vol. 14, #2, September 1998.
(Earlier draft cited in *From Field to Lab and Back*, David Mowbary, Consultative Group on International Agricultural Research, Washington, D.C., September, 1995.)

“Globalization and Women in the Philippines,” *Globalization, Gender and Pedagogy*, Occasional Papers #3, Illinois State University, Spring 1998.

“Women in Rice Farming: Gender Issues and Economic Productivity Differentials” *ASIANetwork Exchange*, Vol. V, #1, March 1998.

“Accomplishments of the IRRI Program on Women in Rice Farming Systems,” *Women in Development Information Newsletter*, University of Illinois, December 1997.

(Excerpts featured in “Feminization of Farm Research Needed,” *Newstime*, Hyderabad, India, January 3, 1998.)

Introductory Sociology Resource Manual, 4th edition. Amoloza, Teodora O. and James P. Sikora, eds. American Sociological Association, August 1996.

INVITED LECTURES, PROFESSIONAL PAPER AND PANEL PRESENTATIONS

Panel: *In the Service of Globalization: Filipino and Indonesian Women in Hong Kong*. Midwest Sociological Society, Chicago, IL, April 5-8, 2007

IWU Faculty Colloquium Series: *Servants of Globalization: Southeast Asian Women in the International Economy*. Illinois Wesleyan University, November 10, 2006.

“Rationale and Recommendations for Building Asian Studies within the International Studies Curriculum,” Keynote Address, Center for International Education Retreat, Webster University, St. Louis, MO, August 16, 2006

Panel: *Negotiating the American Educational Terrain*, Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Panel: *Breaking the Barrier for Minorities in the Academia*, Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Paper: “Globalization and Filipino Women.” Illinois Sociological Association, Joliet, IL, October 12, 2000.

“Tales from the Heart ... Retold.” Keynote Address to the Illinois Wesleyan University Class of 2004, Fall Festival Convocation, August 20, 2000.

“Tales from the Heart.” Keynote Address to the Illinois Wesleyan University Class of 2000, Honor’s Convocation, April 19, 2000.

Panel: *Women and Families in Our Global Society*. Midwest Sociological Society, Minneapolis, MN, April 8-11, 1999.

Invited Lecturer: “Asian Women as Agricultural Workers: Challenges and Successes.” Global Review Series, Illinois State University, Normal, IL, March 25, 1999.

“From Catholicism to Marxism and Back.” Faculty Credo. University Chapel, Illinois Wesleyan University, March 24, 1999.

Panel Discussant: *Service Learning: Applying Sociological Education in the Community*. Midwest Sociological Society, Kansas City, MO, April 2-5, 1998

Invited Speaker, *Globalization, Gender and Pedagogy Seminar Series*. Illinois State University, Normal, IL, February 26, 1998.

Paper: “An Impact Analysis of the Women in Rice Farming Systems Program.” Midwest Sociological Society, Chicago, April 3-6, 1996.

RESEARCH/TEACHING INTERESTS

Gender issues and international development Demographic issues in developing countries
Philippine culture and tradition

PROFESSIONAL/ORGANIZATIONAL MEMBERSHIPS

Alpha Kappa Delta International Honor Society (sociology)

Gamma Sigma Delta Honor Society of Agriculture

Phi Beta Delta Honor Society (Charter Member & First President, Epsilon Chi Chapter, Illinois)

Phi Beta Kappa Honor Society

Phi Kappa Phi Honor Society

Association for Asian Studies

American Sociological Association

Illinois Sociological Association

Midwest Sociological Society

CURRICULUM VITAE: Sonja Rae Fritzsche

EDUCATION

- 2001: Ph.D., German Studies, University of Minnesota
Dissertation: "Alternate Worlds, Alternate Visions: Cultural Politics and Socialist Critique in East German Science Fiction."
1995: M.A., Modern European History, University of California—Los Angeles
1992: B.A., German and History, Indiana University, Bloomington, IN, with Distinction

PROFESSIONAL EXPERIENCE

- Illinois Wesleyan University, Bloomington, IL
2007- Associate Professor, German and Eastern European Studies
2001-07 Assistant professor, German and Eastern European Studies

University of Minnesota

- 2001 Digital Audio Project for First Year German, Spring/Summer
1999-2001 Teaching Assistant, Department of German, Scandinavian and Dutch
1996-97 Teaching Assistant, Department of German, Scandinavian and Dutch

PUBLICATIONS

- Science Fiction Literature in East Germany*. DDR Studien/East German Studies Series 15. Bern; Oxford: Peter Lang, 2006.
"Utopia, Dystopia, and Ostalgia: The Pre- and Post Unification Visions of East German Science Fiction Writer Alexander Kröger." *Utopian Studies* 17.3 (Winter 2006): 441-464.
"Reading Ursula Le Guin in East Germany." *47.3 Extrapolation* (Winter 2006): 471-487.
"East Germany's *Werkstatt Zukunft*: Futurology and the Science Fiction Films of *defa-futurum*." *German Studies Review* 29:2 (May 2006): 367-386.
"East German Science Fiction Literature/Ostdeutsche Science Fiktion Literatur." Invited Introductory Essay. *In the Dust of the Stars*. DVD. Dir. Gottfried Kollditz. University of Massachusetts-Amherst: DEFA Film Library, September 2005.
"Reconceptualizing East German Popular Literature Via the Science Fiction Niche" *German Quarterly* 77.4 (2004): 443-461.
"Auf dem Weg zur Venus. Die Entdeckung ostdeutscher Populärkultur: 'Der schweigende Stern.'" Trans. Hans Günther Dicks. *Filmforum* 19.4 (September-October 1999): 20-21.

REVIEWS

- "Hausväteridylle oder sozialistische Utopie? Die Familie im Recht der DDR." By Ute Schneider. *German Studies Review* 29.3 (2006): 63-64.
"Die grosse Illustrierte Bibliographie der Science Fiction in der DDR." By Hans-Peter Neumann. *SFRA Review* 269 (2004): 5-6.
"Der schweigende Stern." Directed by Kurt Maetzig. *German Studies Review* 27.3 (2004): 681-682.
"Triumph of the Ordinary. Depictions of Daily Life in East German Cinema 1949-1989." By Joshua Feinstein. *German Quarterly* 76.4 (2003).
"Women After Communism. The East German Experience." By Helen Frink. *German Studies Review* 25.2 (October 2002): 665-666.
"For Lack of Knowledge: On the Epistemology of Politics as Salvation." By Darko Suvin. *Journal of Utopian Studies* 13.1 (2002): 246-247.
"Deutsche Science Fiction 1870-1914. Rekonstruktion und Analyse der Anfänge einer Gattung." By Roland Innerhofer. *Journal of Utopian Studies* 10.1 (1999): 223-224.

CONFERENCE PAPERS AND PRESENTATIONS

- "The Thorndikes and East Germany's 70 mm Film Experiment" 22nd Annual International Literature Conference. University of West Georgia. November 15-17, 2007. Carrollton, GA.

- “Dis(co)pia: East German Youth Culture and the Disco Film” Society for Utopian Studies Annual Conference, October 4-7, 2007 Toronto, Canada.
- "The Inner Fight For Agency," Coalition of Women in German Annual Conference, October 19-22, 2006, Snowbird, UT.
- “Feminist Visions of the Future in the German Science Fiction of Today,” Society for Utopian Studies Annual Conference, October 12-15, 2006. Colorado Springs, CO.
- “East Germany’s *Werkstatt Zukunft*: Futurology and the Film’s of *defa-futurum*,” Society for Utopian Studies Annual Conference. October 27-30, 2005. Memphis, TN.
- “Reinventing the Communist Science Fiction Novel in East Germany: Continuities and Discontinuities,” German Studies Association Annual Conference, September 29-October 2, 2005. Milwaukee, WI.
- "Publishing Ursula Le Guin in East Germany," Science Fiction Research Association Annual Conference, June 23 - 26, 2005, Las Vegas, NV.
- "That Was Then, This Is Now: the Pre- and Post-Unification Visions of East German Science Fiction\Writer Alexander Kröger," Society for Utopian Studies Annual Conference, October 30 - November 2, 2003, San Diego, CA.
- "Science Fiction in the Soviet Sector: Ludwig Turek's *The Golden Ball*," German Studies Association Annual Conference, September 18-21, 2003, New Orleans, LA.
- Co-organizer of panel "Teaching Students with Disabilities in the Foreign Language Classroom," American Association of Teachers of German (AATG) Annual Conference, Sponsored by the Coalition of Women in German. November 22-24, 2002, Salt Lake City, Utah.
- "Web-based Listening Exercises for the Textbook Wende" Courseware Showcase, Computer Assisted Language Instruction Consortium (CALICO) Annual Conference, March 28-30, 2002, Davis, California.
- "Subversion or Diversion?: Science Fiction Fandom in East Germany," German Studies Association Annual Conference, October 4-7, 2001, Washington, D.C.
- “Utopian Realism in the East German Science Fiction Film *Eolomea*,” International Association for the Fantastic in the Arts Annual Conference, March 21-25, 2001, Fort Lauderdale, Florida.
- "East is East and West is West: Exploring the Limits of Western Theories of Popular Culture in the Former East," "The Politics of Pop: Popular Culture in German-speaking countries," Department of German, Scandinavian and Dutch, University of Minnesota, March 2-4, 2001, Minneapolis.
- "East German Apocalypse: Hopelessness in Angela and Karlheinz Steinmüller's *Der Traummeister*," Modern Language Association Annual Conference, December 27-30, 2000, Washington, D.C.
- Co-organizer of the panel: "Moving Towards a Web-Based Curriculum Beyond Language Instruction," Women in German Annual Conference, October 19-22, 2000, Rio Rico Resort, Arizona.

SERVICE

Illinois Wesleyan University

- 2007- Co-chair, Department of Modern and Classical Languages and Literature
- 2006-07 Chair, Teaching and Learning with Technology Roundtable, campus-wide committee; Committee member since 2002; Strategic Planning Subcommittee 2002-03.
- 2003-08 Fulbright Campus Coordinator
- 2002- Study Abroad Committee, campus-wide committee
- 2005-08 First-year Student Advisor, students in freshman writing seminar
- 2002-03 First-year Student Advisor, students in freshman writing seminar
- 2005-07 University Speakers' Committee, campus-wide elected committee
- 2005-07 Russian and East European Studies Team Coordinator
- 2003-04 Russian and East European Studies Team Coordinator, Fall, Spring
- 2002 Russian and East European Studies Team Coordinator, Fall

RESEARCH INTERESTS

East German literature and film
 Utopian Theory
 Theories of the fantastic
 Science Fiction
 Popular Culture

CHANGJUN HUO

chuo@bgsu.edu

Education

Bowling Green State University, Bowling Green, Ohio

M.A., East Asian History, August 2008

Ohio State University, Columbus, Ohio

Certificate, training Program for Teachers of Chinese (Summer Program East Asian Concentration, SPEAC), August 2007

Guangdong University of Foreign Studies, Guangzhou, China

B.A., English (English-Chinese Translation), June 2006

Teaching & Research Experience

Visiting Instructor in Chinese, Department of Modern Classical Languages and Literatures
Illinois Wesleyan University, Fall 2008 to Present

Teaching Assistant (for Dr. Tiffany Trimmer, Ph.D Northeastern), Department of History
Bowling Green State University, Spring 2008

- Prepare lectures and course materials for HISTORY 152: the Modern World
- Hold office hours
- Grade student assignments and exams
- Classroom management

Research Assistant (for Dr. Jessamyn Abel, Ph.D Columbia), Department of History
Bowling Green State University, 2007-2008

- Library and on-line research in Chinese, English, and Japanese
- Locate primary and secondary documents
- Translate materials from Chinese to English
- Draft bibliographies and other research materials

Chinese Instructor, Practicum, Department of East Asian Languages and Literatures
Ohio state University, 2007

- Teach CHINESE 101: First year Chinese
- Teach elementary Chinese classes for high school students of the Regents' Chinese Academy
- Prepare teaching plans and course materials
- Evaluate student performance

Chinese Language Tutor, Department of German, Russian, and East Asian Languages
Bowling Green State University, 2006-2008

- Tutor individually
- Hold small conferences and teach individual drill sections

Graduate Assistant, Department of History, Bowling Green State University, 2006

- Administer departmental affairs
- Coordinate small-to large-scale events, presentations, and conferences
- Assist in preparation of lecture materials

Graduate Courses Taken

Ohio State University: Learning East Asian Languages in Cross-Cultural Contexts, Presentation of East Asian Languages and Cultures, Practicum in East Asian Languages and Cultures

Bowling Green State University: College Pedagogy, Pre-Modern Japan, Modern East Asian History, Historiography, Historical Methodology, Museum Management, Modern China, Museum Studies, Japanese Language and Culture

Awards

- | | |
|-----------|--|
| 2007 | College Board Scholarship for Chinese language teacher candidates, College Board and The Office of Chinese Language Council International (Hanban) |
| 2006-2008 | Ohio Instructional Fee and Non-Resident Fee Tuition Scholarship, Bowling Green State University |
| 2006-2008 | Research and Teaching Assistantship, Bowling Green State University |
| 2005 | Certificate of the Mandarin Proficiency Test (Putonghua Shuiping Ceshi, PSC), National Language Committee of the People's Republic of China |
| 2003-2005 | Scholarship of Academic Excellence, Guangdong University of Foreign Studies |

Internship

English-Chinese Interpreter, Chinese Export Commodity Fair (CECF), Guangzhou & Hong Kong (2004-2006)

English-Chinese Interpreter and translator, Business Center of the White Swan Hotel, Guangzhou (2005-2006)

The UNESCO International Youth Conference for Peace, Seoul, South Korea, 2004

Language Ability

Cantonese (native fluency), English, Mandarin, Japanese (intermediate)

CURRICULUM VITAE: Thomas D. Lutze

EDUCATION

1996 Ph.D.

University of Wisconsin - Madison, Department of History

Major: East Asian History-China and Japan (Concentration: Modern China)

Minor: US History (Concentration: US Foreign Relations)

Dissertation: *New Democracy: Chinese Communist Relations with the Urban Middle Forces, 1931-1952*

1991-1992 Graduate Study

Peking University, Beijing, People's Republic of China

1990 M.A.

University of Wisconsin - Madison,

Thesis: "The Battle for the Middle Forces: US Relations with the Chinese Communist Party, 1947-1949"

1973-1975 Graduate Study

Cornell University - Ithaca, NY, Department of History

Major: East Asian History (Modern China) Minor: US History (US Foreign Relations)

1973 B.A.

University of Wisconsin - Madison, Department of History. Majors: History; Asian Studies

TEACHING EXPERIENCE

1996-Present Illinois Wesleyan University - Bloomington, IL, Department of History

Courses: Survey of Chinese History; Survey of Japanese History; The Chinese Revolution; Modern Japan; World War II in the Pacific; Re-Creating Japan: The US Occupation, 1945-1952; China: The Cultural Revolution; Women and Revolution in 20th Century China; Chinese History through Travel (co-sponsored by Department of History, Peking University); The Vietnam Wars; Senior Seminar in Historiography: War and Revolution in 20th Century Asia

1999, 2001, 2004, 2006 (May-June) Peking University - Beijing, China, Department of History (Visiting Professor) *Course:* Chinese History and Culture

SELECTED PUBLICATIONS

China's Inevitable Revolution: Rethinking America's Loss in China, 1945-1949. New York: Palgrave-Macmillan. 2007.

"In Search of the 'National Bourgeoisie': Hu Juewen and the Origins of the Chinese Democratic National Construction Association," *Chinese Business History*, Working Papers, Cornell University East Asia Program, 2002.

"China's New Democratic Revolution: Complexities of the 'Anti-Feudal' Struggle, 1945-1949," *Journal of the Southwest Conference on Asian Studies*, Fall, 2000.

Book Review Essay: Nick Knight, *Li Da and Marxist Philosophy in China*. Boulder, Colorado: Westview Press, 1996 in *China Review International*, Vol. 6, No. 1, Spring, 1999, pp. 194-198.

"America's Japan Policy and the Defection of Chinese Liberals, 1947-1948," in Larry I. Bland, ed., *George C. Marshall's Mediation Mission to China: December 1945-January 1947*. Lexington, Virginia: The George C. Marshall Foundation, 1998.

"Recent Chinese Film: Glimpses of Class from the Velvet Prison," in Will Wright and Steven Kaplan, eds., *The Image of Class in Literature, Media, and Society*. Pueblo, Colorado: The Society for the Interdisciplinary Study of Social Imagery, University of Southern Colorado, 1998.

"七七事变前后美国对华政策" ("America's China Policy Before and After the July 7 Incident of 1937"), in Zhang Chengjun and Liu Jianye, eds., 卢沟桥事变与中华民族的觉醒 (*The Marco Polo Bridge Incident and the Awakening of the Chinese Nation*), Beijing: Beijing Publishing House, 1994.

SELECTED PRESENTATIONS

"Containing Communism, Constraining Democracy: Cold War Rhetoric vs. Cold War Reality in China, 1945-1949." Invited lecture at Warren Wilson College, Asheville, NC, October, 2005.

"A New Age of Empire? A Comparative History of the American Wars in Vietnam and Iraq," Invited lectures at Peking University (Shenzhen campus), Sichuan University (Chengdu), and Beijing Union University, October, 2004.

"Chinese Film of the '90s: Images of Class in a 'Classless' Society." Paper presented at the Annual Conference, Society for the Interdisciplinary Study of Social Imagery, Colorado Springs, 1998.

“Contrasting Attitudes Toward Capital: Mao Zedong’s ‘New Democracy’ versus Deng Xiaoping’s ‘Socialist Market’.” Paper presented at China Research Roundtable entitled, “Mao Zedong, Deng Xiaoping, and Beyond,” Manhattan Community College, New York City. 1997
“当前美国对中国现代史的编史工作” (“The Current State of American Historiography of Contemporary China”), Department of History, Peking University, Beijing, China. 1991.

RESEARCH EXPERIENCE

- 2004 Sichuan University, Sichuan Provincial Archives (Chengdu) – Interviews and document search on land reform practices in Western Sichuan, especially in regard to the middle peasants; China National Archives #2 (Nanjing) – Document collection on Guomintang relations with the Shanghai capitalists during the War of Resistance.
- 2001 Peking University, China Democratic National Construction Association (Offices of the Central Committee, Beijing) - Archive and Interview research on social movements and the Chinese business class of the 1930s and 1940s.
- 1999 Peking University, Department of History, Shanghai Municipal Library - Archive and Interview research on the relations between the Communist Party and the rich and middle peasantry during the agrarian revolution, 1945-1952.
- 1997 Peking University, Xibei (Northwest) University, Yan’an Un, China Democratic National Construction Association (Beijing and Shanghai); Chinese University (Hong Kong) - Archive and Interview research on social movements and the Chinese business class of the 1930s and 1940s and on the 1997 Hong Kong return to China.
- 1991-92 Peking University, Department of History (Advanced Research Student) - Archive and Interview research on CCP relations with liberal politicians, students and businesspeople in the 1940s. Research venues: PKU Library, National Library of China, Institute of Social Science, Yan’an University Library, Fudan University Library, Shanghai Municipal Library, Shanghai General Trade Union Archives. Interviews with scholars, former social activists, and members of the Central Committees of the Guomindang Revolutionary Committee, the China Democratic League, and the Chinese Association for the Promotion of Democracy.

RECENT ACADEMIC SERVICE

- 2007 Chair, Illinois Wesleyan Department of History
- 2006 Assistant Director, Illinois Wesleyan London Program
- 2002- Asian Studies, Director
- 2007 International Studies Steering Committee, Committee member
Phi Beta Kappa, Executive Committee, Historian; Program Committee, Chair
Faculty Advisor: Asian Studies Student Programming Committee
- 2001- Faculty Development Committee, Vice-Chair
- 2002 Phi Beta Kappa, Executive Committee, Historian; Program Committee, Chair
Asian Studies, Committee member
Faculty Advisor: Asian Studies Student Programming Committee

ACADEMIC AWARDS and FELLOWSHIPS

- 2007 ASIANetwork Freeman Foundation Student Faculty Research Grant, “Revolutionizing Urban China, 1949-1956” Research conducted summer 2007 with team of 6 students
- 2004 Award of membership, Phi Beta Delta, International Studies Honor Society, IWU chapter
- 2002 Award of membership, Phi Kappa Phi, Honor Society of Academic Excellence, IWU chapter
- 2002 Award of Tenure; Promotion to rank of Associate Professor, Illinois Wesleyan
- 1991- Overseas Research Grant, National Committee for Advanced Research in China, Committee on
- 1992 Scholarly Communication with the People’s Republic of China, National Academy of Science, Washington, DC

PROFESSIONAL ASSOCIATIONS

| | |
|---------------------------------|---|
| American Historical Association | Midwest Conference on Asian Affairs |
| ASIANetwork | Society of Historians of American Foreign Relations |
| Association for Asian Studies | Southwest Conference on Asian Studies |

Department of Religion



LAKE
FOREST

College

Dr. Teodora Amoloza
Project Director: Department of Education Grant
Professor, Sociology
Executive Director, ASIANetwork
Illinois Wesleyan University
P.O. Box 2900
Bloomington, IL 61701-2900

Dear Dr. Amoloza:

I am happy to serve as the External Evaluator for the project: "Strengthening Asian Studies at Illinois Wesleyan University: Language, Curriculum, Faculty Visits, and Institutional Linkages" for which you are applying for Department of Education support. This project is planned for the years 2010 and 2011.

Having studied your "Plan of Operation," I see that you have designed an excellent process for strengthening Asian Studies at Illinois Wesleyan University. And I am honored to be a part of this project.

Sincerely,

Catherine Benton
Kenneth and Harle Montgomery Assistant Professor in the Humanities
Chair, Asian Studies Program
Religion Department
Lake Forest College
Box D3
Lake Forest, IL 60045
T: 847-735-5174
F: 847-735-6193

Lake Forest, Illinois
60045-2399
847-735-5175
847-735-6192 f.

CATHERINE BENTON

Office:
Religion Department
Lake Forest College
555 N. Sheridan Road
Lake Forest, Illinois 60045
benton@lakeforest.edu
847-735-5174

EDUCATION

Columbia University

Ph. D., South Asian Religion, 1991.

focus: Hinduism, Puranic Literature, Religious story literature

M. Phil., South Asian Religion, 1980.

M. A., South Asian Religion and Mythology, 1978.

School for International Training, Brattleboro, Vermont

M. A., International Administration and Cross-cultural Education, 1974.

TESL Certification, (Teaching English as a Second Language), 1973.

Southern Illinois University, Edwardsville, Illinois

B. A., Philosophy/Government/Secondary Education, 1973.

Teaching Certification (NCATE), Secondary, Social Studies, 1972.

TEACHING

Lake Forest College, 1987 to present. Kenneth and Harle Montgomery Assistant Professor in the Humanities, Asian Religious Traditions and Literatures: Hinduism, Buddhism, Islam, and Daoism; Chair, Asian Studies Program

Associated Colleges of the Midwest - **India Studies Program**, 2001, 1993, 2008. Faculty Director of undergraduate study abroad program in Pune, India.

Beloit College, 1995-2000. Visiting Assistant Professor in Asian Religions.

Barat College, 1996-2000. Visiting Lecturer in Asian Religions.

Barnard College, 1981-1984. Teaching Assistant, Theodore H. Gaster, Folklore.

Lehman College, CUNY, 1981-1987. Writing; advanced English as a Second Language.

Hunter College, CUNY, 1982. World Religions.

CONSULTING

Associated Colleges of the Midwest (ACM) Japan Studies Program. External Reviewer. 2008.

ACM India Studies Program. Consultant, recruitment and hiring in India. 2007-2008.

Beloit College Religion Department. External Reviewer. 2006.

ASIANetwork, Board of Directors, 1997-2000; Development Committee, 2000-2009. Work with foundations to secure funding for ASIANetwork programs. ASIANetwork is a national consortium of over 170 liberal arts colleges and universities.

ASIANetwork, Consultancy Program. Consultant to liberal arts colleges regarding undergraduate Asian Studies programs. 2003 to present.

Best Practices In International Education Associated Colleges of the Midwest-Great Lakes Consortium Association-Associated Colleges of the South “Global Partners Task Force on Best Practices in International Education”. 2002 to 2005.

Intercultural Training. Experientially-based pre-departure workshops, De Paul University, study abroad training for Europe, Asia, Africa, and Latin America. 1999 to 2005.

Motorola University, Center for Culture And Technology. Training and development programs for managers working in China, India, and Turkey. 1995-1997

International Orientation Resources. Training programs for India, China, Singapore, Malaysia, and Hong Kong. 1995 to 2004

Kalamazoo College Religion Department. External reviewer, 1992.

PUBLICATIONS

1. ***God of Desire: Tales of Kāmadeva in Sanskrit Story Literature.*** Book published by SUNYPress, Albany, New York, copyright 2006.
2. “A Virtual Village”, review of an interactive educational website, Asian Educational Media Service, University of Illinois at Champaign-Urbana, 2007. <http://www.aems.uiuc.edu/publications/webreviews/virtualvillage.html>
3. “Religious Sites in Maharashtra: Buddhist, Hindu, Jain, and Muslim”, academic photography collection with accompanying metadata, published on the IDEAS (Image Database to Enhance Asian Studies) website, 2005. http://ideas.midwest-itc.org/coll_lfc.htm
4. “History of the ASIANetwork Development Team: 2000-2005,” *ASIANetwork Exchange*, Vol. XII, No. 3, Spring 2005.
5. Review of *The Buddha* by John Strong for *Education About Asia*, Volume 9, Number 2, Fall 2004.
6. Web Article: “Treasures of Ellora and Khuldabad: Hindu, Muslim, Buddhist, and Jain Shrines”, photographs, commentary, and music recorded in India, January 2003. <http://www.lib.lfc.edu/collections/benton/index.html>
7. Film Reviews for Asian Educational Media Service: “Salaam Shalom: the Jews of India”, Fall 2001; “Doing Time, Doing Vipassana”, Winter 2002.
8. Articles for the *Encyclopedia of Women and World Religion*, "Boundaries" and "Egg", New York: Macmillan Publishing, 1999
9. "Bangladeshi Business Culture: Doing Business Internationally and Regionally," Motorola University, 1997.
10. "Teaching Indian Buddhism with Hermann Hesse's *Siddhartha* -- or Not?," *Education About Asia*, Winter 1997.
11. Review of *Family, Gender, and Population in the Middle East: Policies in Context* for the winter 1997 issue of *The American Journal of Islamic Social Sciences*.
12. "Many Contradictions: Women and Islamists in Turkey," *The Muslim World*, April 1996, vol 86:2, pp. 106-129.
13. "Potential Effects of Implementing Motorola's Corporate Culture in Turkey," Motorola University, January 1995.
14. "The Impact of Turkish Business Culture on Technology Transfer", Motorola University, February 1996.

Budget Narrative

Budget Narrative

Attachment 1:

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Budget Narrative

The total federal budget request is \$162,939 for Illinois Wesleyan University's proposed project for two years starting Spring 2010 until Fall 2011. The matching amount from Illinois Wesleyan is \$180,392 creating a total project cost of \$343,331.

U.S. Department of Education Funds

In year one of the grant we request a total of \$31,000 for personnel, of which \$20,000 for salary and \$8,500 for fringe benefits is calculated for the visiting lecturer/instructor in Chinese in Fall 2010. IWU fringe benefits equal 42.5 % of salaries, which includes excellent medical benefits as well as retirement, disability, and FICA. The Visiting Lecturer position will be filled by a person with native or near-native fluency in both English and Chinese, who, at a minimum, holds an M.A. degree in Chinese. Preference will be given to candidates who hold or are completing a doctoral degree, and who have experience teaching Chinese at the college level. The successful candidate will be a generalist who can teach a four-semester language sequence, as well as two to three courses in the area of Chinese literature, film, and/or culture.

Each year the Project Director will be compensated with \$6,000 for her general oversight of the grant activities. In addition, she will specifically be in charge of the second activity: the development and revision of courses and the awarding of faculty travel grants. She will work with the University's Faculty Development Committee in making awards for course development and travels, and with the Curriculum Council to shepherd the newly developed courses through the approval process. Periodically she will organize meetings of all 12 faculty members involved in this grant. She will also organize the evaluation visits by an external evaluator. Compensation at a rate of \$2,500 each for each year of the grant is requested for the work of the Associate Co-Directors Sonja Fritzsche and Tom Lutze. Professor Fritzsche, who is

the Co-Chair of Illinois Wesleyan's Modern and Classical Languages and Literatures Department (MCLL), will be in charge of the first activity, guiding the Chinese language program. She will work with the Asian Studies team in recruiting and hiring the visiting lecturer who will continue the Chinese language program, piloted in 2008 with Illinois Wesleyan funds, which will be funded in part under the grant and in part by Illinois Wesleyan. She will shepherd the Chinese courses through Curriculum Council, visit the classes and evaluate the teaching pedagogy, and coordinate with the Asian Studies Team. Professor Lutze will be in charge of the third activity: establishing linkages with Asian institutions. He will initiate contact with potential visiting scholars, arrange for their visits and organize the activities for the visits of these Asian scholars. For those IWU faculty members who will be conducting research in Asia, he will assist them in the dissemination of their findings. He will also facilitate the faculty on-site visits to potential Asian partner institutions.

During the second year of the grant, we again request federal funds in the amount of \$31,000 for personnel, of which \$20,000 for salary and \$8,500 for fringe benefits is calculated for the visiting lecturer in Chinese in Spring 2011.

During the second year of the grant we also request funds in the amount of \$6,000 to support the project director who will continue to oversee and coordinate the different activities of the grant; and compensation at a rate of \$2,500 for the continuing work of the Associate Co-Directors Sonja Fritzsche and Tom Lutze. Professor Fritzsche will continue her oversight of the visiting lecturer and Professor Lutze will continue his work on establishing linkages with Asian institutions and supporting IWU faculty in their research work in Asia.

Over the two-year project period we request a total of \$17,080 for travel. These funds cover the travel costs for the external evaluator for two visits to campus for a total of \$330 (round trip from Lake Forest, IL at 300 miles at 55 cents per mile); travel costs of \$1,800 per

year for the Project Director to travel to Title VI project directors meetings; a \$500 travel allowance in year one of the grant for the Visiting Lecturer to attend professional meetings; two Asian professors roundtrip expenses to IWU as Visiting Scholars during year two of the grant at \$2,000 each for a total of \$4,000, and four IWU faculty roundtrip expenses to Asia at \$2,000 each to collect primary data for research and course development for a total of \$8,000. (When federal monies are used for travel, IWU abides by the “Fly America Act,” which dictates a U.S. flag air carrier service.) Finally, during year two of the grant, we request \$650 for travel to Lake Forest, IL for four Asian Studies faculty members to share information regarding this project at the 2011 ASIANetwork Conference as part of a panel presentation.

We request a conference allowance for our visiting lecturer/instructor (hotel and per diem costs) in the amount of \$750 during the first year of the grant. During the second year of the grant we request \$2,440 to cover conference hotel/per diem for four Asian Studies faculty to attend the 2011 ASIANetwork Conference in Lake Forest, IL as part of a panel presentation.

We request a total of \$6,000 to cover the cost of acquisitions for books and films to support this project.

Over the two-year project, we request support for course development in the amount of \$19,500 in year one and \$8,500 in year two for a total of \$28,000. This will cover the cost of faculty developing 8 new courses and revising 8 existing courses over the two-year grant period.

Funds are requested for the external evaluator in the amount of \$3,600 to cover the costs of her honoraria and hotel (travel expenses appear under the travel costs)—one visit in the middle of the first year (\$1,800), a second visit at the end of the grant period (\$1,800). A post grant period visit will be supported with University funds. A \$500 allowance is requested for each of our four faculty members who will conduct site visits at potential partner institutions during the grant for a total of \$2000. Air travel to Asia as well as hotel expenses in Asia for these faculty members will be supported by the University.

During the second year of the grant, stipends in the amount of \$1,500 each for a total of \$3,000 are requested to support two Asian Visiting Scholars during their three-week visit at IWU. Another \$1,500 each is requested for their hotel and per diem for a total of \$3,000. Funds in the amount of \$1,500 each are requested for per diem support of four IWU faculty members who will be traveling to Asia to continue work on developing courses and evaluating linkages. (This totals \$6,000 over the two-year grant period.)

Indirect costs have been charged against the grant at 8% of the total direct cost base for the institutional request in the amount of \$6,081 in year one and \$5,988 in year two for a total of \$12,069.

Non-Federal Funds

The cost to the applicant for this program is \$92,334 for the first year and \$88,058 for the second year for a total of \$180,392. This matching amount will be provided in the following manner: 1) Personnel costs: Secretarial support for International Studies is calculated at 1/6 time for a total of \$14,000 over two years. Project Director at 1/6 time for a total of \$37,150; Associate Co-Director at 1/8 time for a total of \$21,910 and Associate Co-Director at 1/8 time for a total of \$18,640; Salary and benefits of Visiting Lecturer over two years at \$20,205. 2) Asian Studies share in International Studies operating budget each year at \$2,000 for a total of \$4,000. 3) Library support for Asian Studies in the amount of \$300 each year for a total of \$600. 4) Share of Asian Studies in the International Studies program budget for student assistants for a total of \$1,724. 5) Faculty travel to Asia in the amount of \$7,000 during the first year and \$7,000 in the second year of the grant for a total of \$14,000. 6) Professional development allowance of 12 faculty members involved in the grant over the two-year period to attend professional conferences (12 x \$1450 = \$17,400 per year) for a total of \$34,800.

Indirect costs have been charged against the grant at 8% of the total direct cost base for the match, or non-federal funds, in the amount of \$6,840 in year one and \$6,523 in year two for a total of \$13,363.