

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

PR/Award # P016A090027

Grants.gov Tracking#: GRANT10294053

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

Closing Date: APR 30, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e13
7. Dept of Education Supplemental Information for SF-424	e14
Attachment - 1	e15

Narratives

1. Project Narrative - (Abstract Narrative...)	e16
Attachment - 1	e17
2. Project Narrative - (Project Narrative...)	e18
Attachment - 1	e19
3. Project Narrative - (Other Narrative...)	e46
Attachment - 1	e47
4. Budget Narrative - (Budget Narrative...)	e83
Attachment - 1	e84

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 St Olaf College

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	\$ 35,450	\$ 39,400	\$ 0	\$ 0	\$ 0	\$ 74,850
2. Fringe Benefits	\$ 6,787	\$ 7,208	\$ 0	\$ 0	\$ 0	\$ 13,995
3. Travel	\$ 13,010	\$ 8,835	\$ 0	\$ 0	\$ 0	\$ 21,845
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 9,500	\$ 6,000	\$ 0	\$ 0	\$ 0	\$ 15,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,800	\$ 4,800	\$ 0	\$ 0	\$ 0	\$ 9,600
9. Total Direct Costs (lines 1-8)	\$ 69,547	\$ 66,243	\$ 0	\$ 0	\$ 0	\$ 135,790
10. Indirect Costs*	\$ 5,564	\$ 5,299	\$ 0	\$ 0	\$ 0	\$ 10,863
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 75,111	\$ 71,542	\$ 0	\$ 0	\$ 0	\$ 146,653

***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: 6/1/2004 To: 5/31/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of Health and Human Services
- (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:
 St Olaf College

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	\$ 53,700	\$ 56,350	\$ 0	\$ 0	\$ 0	\$ 110,050
2. Fringe Benefits	\$ 20,406	\$ 21,413	\$ 0	\$ 0	\$ 0	\$ 41,819
3. Travel	\$ 9,300	\$ 18,660	\$ 0	\$ 0	\$ 0	\$ 27,960
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 600	\$ 600	\$ 0	\$ 0	\$ 0	\$ 1,200
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 84,006	\$ 97,023	\$ 0	\$ 0	\$ 0	\$ 181,029
10. Indirect Costs	\$ 6,720	\$ 7,762	\$ 0	\$ 0	\$ 0	\$ 14,482
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 90,726	\$ 104,785	\$ 0	\$ 0	\$ 0	\$ 195,511

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-UISFL Abstract St. Olaf.pdf**

Integrating Asian Languages and Area Studies through Content-Based Instruction

St. Olaf College requests \$146,653 over two years to strengthen our core Asian Studies curriculum by deepening the integration of language, cultural studies, and experiential learning. The members of the Asian Studies Department, language and non-language faculty alike, will collaborate to provide students with guided opportunities to use Asian languages (Chinese and Japanese) throughout their college careers to access knowledge and develop skills. Funds requested here will support faculty and curriculum development activities that complement new teaching positions and student internships in Asia, supported by college and foundation funding, and beginning in the 2009-2010 academic year.

Building on curricular work already accomplished, we have articulated these objectives: 1) to give students real-world experience using Chinese or Japanese as a vehicle for negotiating meaning, thinking critically, conducting research and completing fieldwork; 2) to raise the level of linguistic and cultural proficiency they achieve in our Asian Studies program; and 3) to enhance (third- and fourth-year) language courses.

We will integrate Asian languages and area studies through the creation of content- and task-based components, digital tools and assessment procedures. To do so, we will:

- Create new instructional components for Chinese- and Japanese-language courses at all levels that integrate content and language through content-based instruction.
- Design components for our **Asian Conversations** sequence that will tightly integrate language with area studies through task-based activities.
- Strengthen **Interdisciplinary Research in Asian Studies** by designing task-based activities in Chinese and Japanese as well as English.
- Establish a system to assess student proficiency in language and culture, and train faculty in assessment procedures.
- Increase the number of courses offered at the third and fourth levels of Chinese and Japanese.

St. Olaf also will establish international internships in Asia, building on language and area studies training on campus. To do so, we will:

- Engage alumni, American and international, who live and work in China and Japan, to create internships in businesses, educational institutions, and social service agencies.
- Build a task-based language component into each internship.

At the end of the two-year period, we will offer additional courses in Japanese and Chinese at the third and fourth levels; we will have created content-based materials in Chinese and Japanese for use in selected area studies courses, as well as in elementary and advanced language courses; we will have a clear process for assessing students' language proficiency in Chinese and Japanese; and we will offer three to six internships in China and Japan.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1239-UISFL Project Narrative St. Olaf.pdf**

St. Olaf College
Proposal to the Undergraduate International Studies and Foreign Language Program

Integrating Asian Languages and Area Studies through Content-Based Instruction

Table of Contents

Project abstract	
Program and Strategies	1
Background.	3
Plan for implementation	
Language courses.	7
Asian Conversations.	9
Interdisciplinary Approaches	11
International Internships	12
Grant Activities	
Year 1	15
Year 2.	17
Key Personnel	19
Plan of Evaluation	21
Commitment to International Studies	23
Other Resources	24
Equal Access and Treatment.	25
Program Profile	
Letters of Support	
CVs	
Enrollment Data	
Faculty in Asian Studies	
List of Asian Studies Courses	
Budget and Budget Narrative Detail	

Integrating Asian Languages and Area Studies through Content-Based Instruction

Project Narrative

St. Olaf College, a private, undergraduate liberal arts institution located in Northfield, Minnesota, requests \$146,653 over two years in U. S. Department of Education Undergraduate International Studies and Foreign Languages (UISFL) Program funds to strengthen our core Asian Studies curriculum by deepening the integration of language, cultural studies, and experiential learning. The members of the Asian Studies Department, language and non-language faculty alike, will collaborate to provide students with guided opportunities to use Asian languages (Chinese and Japanese) throughout their college careers to access the knowledge and develop the skills that will empower them to live and work in the 21st century, the Asian Century.

The funds requested here will support faculty and curriculum development activities that complement new teaching positions and student internships in Asia, supported by college and foundation funding, and beginning in the 2009-2010 academic year.

Building on curricular work already accomplished, we have articulated these objectives for this project: 1) to give students real-world experience of using Chinese or Japanese as a vehicle for negotiating meaning, thinking critically, conducting research and completing fieldwork, both on campus and off campus; 2) to raise the level of linguistic and cultural proficiency they achieve in our Asian Studies program; and 3) to enhance advanced (third- and fourth-year) language courses. To this end, we will systematically carry out the following strategies on campus in our language and area studies curriculum and off campus in our proposed international internships:

Strategy 1: Integrate Asian languages and area studies through the creation of content- and task-based components, digital tools and assessment procedures

- Create new instructional components for Chinese- and Japanese-language courses at all levels that integrate content and language through content-based instruction.
- Design components for our **Asian Conversations** sequence that will tightly integrate language (Chinese and Japanese) with area studies through task-based activities.
- Strengthen **Asian Studies 275 (Interdisciplinary Research in Asian Studies)** by designing task-based activities in Chinese and Japanese as well as English.
- Develop tools to create and implement these components, using digital technologies and training faculty and students in the use of these tools.
- Establish a system to assess student proficiency in language and culture, and train faculty in assessment procedures.
- Increase the number of courses offered at the third and fourth levels of Chinese and Japanese.

Strategy 2: Establish international internships in Asia, building on language and area studies training on campus.

- Engage alumni, American and international, who live and work in China and Japan, to locate sites for internships.
- Create internships in businesses, educational institutions, and social service agencies.
- Build a task-based language component into each internship.
- Articulate a system of feedback and evaluation.

- Integrate internship experiences into the Asian Studies curriculum through carefully constructed orientation that precedes departure and a process of reflection on the experience after return to campus.

These strategies will be implemented by a project director and a faculty steering committee of five members, each representing essential parts of the project. They will meet regularly and work collaboratively, since each part of the grant interfaces with other parts and the overlap will require constant communication. An external specialist, well-qualified by experience in both language pedagogy and area studies, will assess the quality, effectiveness, and transferability to other institutions of the model we develop.

At the end of the two-year period, we will offer additional courses in Japanese and Chinese at the third and fourth levels; we will have created content-based materials in Chinese and Japanese for use in selected area studies courses, as well as in elementary and advanced language courses; we will have a clear process for assessing students' language proficiency in Chinese and Japanese; and we will offer three to six internships in China and Japan.

Background for this project

At the core of the Asian Studies Department at St. Olaf College are the language faculty. The current 2.5 FTE in Chinese and 2.0 FTE in Japanese will be supplemented with another .5 FTE in each language as the result of a Freeman Grant. These language faculty specialize in either linguistics or literature. Supporting that core, Asian specialists have joint appointments in art history, economics, history, political science, religious studies, and library science for a total of 11 Asian Studies Department members. During the last academic year, we enrolled 170 students in Chinese and 158 in Japanese in three levels plus tutorials. We graduate an average of

25 Asian Studies majors each year; 15-20 students graduate annually with a concentration in China Studies or Japan Studies, which requires three years of language study in addition to area studies.

Asian Studies at St. Olaf began formally in 1968 as a program of course offerings about Asia; Chinese-language courses were introduced in 1973, and Japanese, in 1988. When the academic program of the college was re-organized into five Faculties, Asian Studies became a department within Interdisciplinary and General Studies (IGS) in 1998. A two-year grant from the U.S. Department of Education in 1997 allowed us to create a four-course sequence called *Asian Conversations*. Based on the *Great Conversation* model (essentially a Great Books program) that has been taught at St. Olaf for decades, *Asian Conversations* was a discussion-based series of courses offered to first-year students who lived in the same dormitory, and learned and traveled as a cohort.

While it was successful in many regards, we found it difficult to attract incoming students to the program, because most of them had very limited contact with Asia and did not arrive on campus with an interest in studying Asian languages and cultures. A generous Freeman Foundation Grant in 2002 allowed Asian Studies faculty to spend two years as a group re-designing *Asian Conversations* as a sophomore-level program that maintains the best features of the earlier version (the cohort model, the discussion-based classes) while building three new courses around a single theme of “Journeys,” linked intentionally with required Chinese and Japanese languages classes.

The same Freeman Grant enabled us to hire a Japan specialist in a joint appointment with political science, a position the college has continued; the grant also allowed us to provide scholarships to students for study in Asia and purchase a significant number of Asian books and

other materials for our library collection. An earlier Luce Grant enabled us to hire a China specialist in a joint appointment with art history, a position that the college has continued after the period of the grant. This strategic use of grants over a period of ten years has increased the depth of our curriculum and faculty resources.

By 2007 we had accomplished nearly all the goals articulated in our self-study three years earlier. What remained was our desire to develop our Chinese and Japanese language curricula at the upper levels in order to meet increased student demand. We received a second grant from the Freeman Foundation in December 2008, to add a .5 FTE teaching position in both Chinese and Japanese for a period of three years to develop third-and fourth-year language courses; fund student scholarships for travel and study in Asia; and bring Asian arts programs to campus in order raise the visibility of Asian Studies on campus and in the community.

A UISFL Grant now will give us the resources for faculty development to take us to the next level: an integrated, interdisciplinary, content-based program of instruction that intertwines language and area studies. This investment in faculty and curriculum development will ensure the future of the program and take full advantage of resources already in place.

These four areas of our curriculum will be the focus of our attention:

- Our **Chinese and Japanese language programs** emphasize supplementing solid, communication-oriented classroom instruction with out-of-class opportunities for using the languages, on campus and abroad.
- Our **“Asian Conversations Program”** provides a foundational knowledge of Asia and either Chinese or Japanese language.

- **Asian Studies 275 (Interdisciplinary Approaches to Asia)** introduces first- and second-year students to the disciplines which make up Asian Studies at St. Olaf College and teaches them to use library-based research methodologies for Asian Studies.
- **International internships** offer short-term opportunities for our students in China and Japan.

The next step for us as a Department, now that we have sufficient FTE for our language program, is to **infuse language into content courses, and infuse content into our language courses**. We have some experience to build on: Professor Robert Entenmann has taught Foreign Languages Across the Curriculum (FLAC) components in Chinese in his two Chinese history courses; Assistant Professor Luying Chen has developed a fourth-year course in Chinese language entitled “Chinese Language and Society through the Media”; Associate Professor Rika Ito and Professor Phyllis Larson have introduced discrete content-based units in Japanese; and Visiting Assistant Professor Tomoko Hoogenboom has participated in an online seminar on creating content-based units for the advanced level in Japanese. Having experimented with these somewhat ad hoc initiatives, we now seek a UISFL grant to allow us to be systematic in our efforts and use expert help.

As part of this project, we will consult with our external evaluator, Professor Seiichi Makino, Princeton University, who conducts workshops in content-based approaches to teaching Japanese; and Professor Wendy Allen, Professor Gwen Barnes-Karol, and Associate Professor Maggie Broner, three colleagues in the Romance languages Department at St. Olaf, who are nationally recognized for their pioneering work in content-based approaches in foreign languages. We will also secure the advice of a specialist in Chinese who has experience in content-based instruction.

Specifically, we propose to adapt content-based approaches to language learning, the framework articulated in the *Standards for Foreign Language Learning in the 21st Century*, and the insights from the MLA report on *Successful University and College Foreign Language Programs, 1995-99*, to our curriculum in Asian Studies to achieve these goals:

- 1) give students real-world experience of using Chinese or Japanese as a vehicle for negotiating meaning, thinking critically, conducting research and completing fieldwork, both on campus and off campus; so that we can
- 2) raise the level of linguistic and cultural proficiency students achieve in our Asian Studies Program; and
- 3) enhance third and fourth-year Chinese and Japanese language courses.

Plan for Implementation

Chinese- and Japanese-Language Courses

Our goal is to encourage even more students to continue to study these critical languages to the advanced level and help them achieve higher levels of linguistic and cultural proficiency. Results that have been achieved in European languages with the practice of content-based approaches are impressive; such pedagogies have seldom been applied to Asian languages, yet our languages' level of difficulty impels us to find ways to maximize student learning and confidence so that they achieve proficiencies that allow them to access the knowledge they seek. With the help of a UISFL grant, a team of Chinese and Japanese language teachers will adapt content-based approaches in order to increase student motivation and achievement and to develop a model of content-based instruction for language and area studies courses that can be transferred to other liberal arts institutions.

Content-based instruction is in its infancy in the Asian languages, and most of the implementation has occurred at research universities where there are typically more contact hours (seven or eight per week as compared to four or five in our college) in language programs and a larger instructional apparatus that includes graduate student teaching assistants. The accumulating evidence of a measurable increase in student proficiency as a result of these pedagogies (Leaver and Stryker, 1997) inspires us to consider what could be accomplished at a liberal arts college. St. Olaf has important advantages: a very strong, progressive tradition of leadership in the languages that insists upon language as the vehicle for negotiating meaning within a cultural context and with attention to the skills of critical thinking; an Asian Studies faculty that has a habit of working collaboratively, language and non-language faculty alike; and the faculty practice of engaging in conversations and projects that cross disciplinary boundaries. We believe we have the curricular strengths and the necessary faculty and institutional resources to take on this challenge.

We will explore content-based approaches to teaching Chinese and Japanese by seeking answers to these questions:

- 1) How can we adapt content-based approaches to our languages?
- 2) How can we manage the change in our role as teacher—from one who delivers instruction to one who facilitates learning?
- 3) How can we integrate form and content effectively?
- 4) How will we define and assess student outcomes?

We will begin by establishing a clear understanding of content-based instruction and what it implies for the development of our programs in Chinese and Japanese; our on-campus consultants will select readings, guide our discussions, and explain various models of content-based instruction. We will then identify the best thematic opportunities in our language course syllabi for developing content-based materials. We will create a rich library of authentic materials of all kinds to support those themes--assisted by student workers who are advanced students in one of the target languages--, plan the scope and sequencing of tasks, and then carefully prepare activities appropriate to our students' needs and proficiencies. Evaluation, assessment and reflection with consultants will follow. The model will then be revised, and a new set of content-based materials identified for development for the next academic year, when the process will be repeated. At the end of the grant period, we will have produced a variety of content-based materials that can be used at several levels of instruction. We will be equipped to continue to move on our own toward a more richly content-based curriculum in our languages.

Asian Conversations

The Asian Conversations program is a sophomore-level program that links three area studies courses (one per term, fall-January-spring) around the theme of "journeys," with intermediate or higher Chinese or Japanese language courses taken simultaneously. In the sequence of courses we explore interactions of people, goods, and ideas throughout Asia. To date, most of the integration of area studies and language has been implicit, with occasional opportunities to make the connections explicit. We wish to strengthen this connection and demonstrate to our students much more powerfully how knowledge of language informs area studies, and how content deepens essential understanding of aspects of language.

The revised Asian Conversation was offered for the first time in 2008-2009. In the course of the year, students learned geographic place names, historical period names, important terms and vocabulary in their target language (Chinese or Japanese). They used authentic language sources to plan a virtual day trip to a famous site in China or Japan. Based around the course theme of migrations of goods, peoples and ideas in Asia, students developed a set of questions to ask peers during their period of study in country in January. They thought through questions to ask, the expanded vocabulary they anticipated needing in order to understand responses, and practiced before they left campus by interviewing native speaker students on campus. After returning from China or Japan, they have transcribed a portion of the recorded interviews and made summaries of the hour-long interviews.

In addition, students studied *The Analects* of Confucius in English translation *in toto*, and compared short passages in Chinese and Japanese. This is a modest beginning that approaches content-based instruction in some ways. We have already witnessed student enthusiasm for this approach; they feel empowered by their knowledge and language skill to go further. With the help of this grant, we want to adopt content-based instruction more intentionally, thoroughly, effectively, and with an eye to measurable results.

The faculty working on Asian Conversations will begin their effort by analyzing the opportunities to infuse language into the curriculum through content-based instruction. Then they will identify course components for which materials are available and the task can be limited or scaffolded so as not to discourage students who are only in their third and fourth semesters of language study.

For example, in the first year of the grant, faculty could more thoroughly integrate the existing interview project into all three courses in *Asian Conversations* with a content-based

approach. They could focus on issues of migration in China and Japan: migrants to the cities in the case of China; the migration of foreign workers and students to Japan. The issues surrounding migration would be introduced in the fall course, students would carry out interviews in the target languages during the second course abroad, and the recorded interviews would be analyzed in the third course. With the guidance of on-campus consultants, faculty could analyze the content and sequencing of all the tasks involved in the interview project, analyze the specific language competency required (such as vocabulary, grammatical structures, cultural appropriateness), develop pre-and post-interview activities, and a rubric for assessing the outcome.

Interdisciplinary Approaches to Asia (Asian Studies 275)

Required of all Asian Studies majors, this course focuses on two elements: what the “disciplines” are, and therefore what “interdisciplinary” means; and how to do research on Asia. This course has been very successful in introducing students to research conducted in English in an interdisciplinary major, and now we want to expand this experience to include hands-on activities using their knowledge of Chinese or Japanese to access authentic materials in their languages for research purposes. Using the model of content-based instruction that we will develop through this grant, we will create tasks in Chinese and Japanese to give students an opportunity to apply their research skills to real-world situations. This might take the form of scavenger hunts that would lead them to use dictionary and bibliographic resources, both print and digital, in their language to solve a problem or accomplish a task. These tasks will be designed to increase students’ autonomy in using their language and information skills effectively to research topics important to them.

International Internships

Two significant areas of growth at St. Olaf College are the Asian Studies Program and the international internship program. In melding these two areas of expanding interest and activity, we hope to build on the passions of our students, the importance of connecting classroom and experiential learning opportunities, and the expertise of our faculty. During the 1999-2000 academic year, only one student enrolled in an international internship. In the 2007-2008 academic year, 43 students benefited from this opportunity. We expect interest to continue to grow.

Most St. Olaf students enroll in academic internships, either one full credit or one-half credit, during a January interim or over the summer. Some students seek internships in conjunction with structured international study programs, usually exchange programs with international partner institutions, but many remain abroad at the end of the formal study program and seek an internship to augment their language and area studies.

Academic internships at St. Olaf require a faculty supervisor with content expertise and an on-site supervisor, who provides day-to-day direction and supervision for the student. This combination ensures that there is an academic context and a theoretical underpinning for the experiences offered by the internship. Students complete an academic learning plan before leaving campus. Faculty and students identify readings, specify expectations for reporting, and devise an evaluation schema. On-site supervisors outline responsibilities and indicate how they will provide performance reports. The college's director of academic internships coordinates this process, collects all data, and provides reflection sessions when the student returns to campus. The process is intentional, conceptually solid, and provides consistent feedback to the student.

Most of our international internships are in Europe, but we want to capitalize on the increasing interest in Asia, an interest that seems to have taken root with the expansion of Asian Studies offerings and our increased enrollments in Asian language courses. Interest in Asia as a site for internships has increased significantly. There were only two internships in Asia between 1999 and 2002; the number increased to two per year in the next seven years. Japan has been the country with the most interns.

As experiential learning has evolved at St. Olaf it has become apparent that students seek opportunities, internships for example, that relate closely to their areas of interest and study. Students reveal in our informal assessment that they need a level of familiarity and skills before internships are attractive and helpful. In many fields this means content expertise. In Asia it also means language capability and cultural competency. The internships we will develop will be tailored specifically to enhance language capacity. In support of this goal, we will enrich the existing academic learning agreement associated with internships to incorporate intentional and integrated ways to assess language enhancement. These might be as simple as having students keep track of new words and phrases they encounter or something more sophisticated such as keeping a sociolinguistic journal and then exploring findings via e-mail communication with a professor on campus.

Our goal is to expand upon well-established relationships in China and Japan, incorporate the expertise of faculty and staff from St. Olaf who have spent time in one or several of these countries, build new connections that will strengthen our ongoing Asian Studies initiatives, and take advantage of the increased pool of students with Asian language capabilities. We have identified St. Olaf alumni and friends of the college who have expressed interest in supporting our Asian Studies Program or who have actually facilitated aspects of our academic program in

the past. There are more St. Olaf alums in Japan than any country other than Canada. We have benefited from their support and want to take advantage of their connections to build more opportunities for our students.

Our alums work in diverse locations such as the Asian Rural Institute in Nishinasuno, international business at Sumitomo-3M in suburban Tokyo, and art and marketing with a manga publisher in central Tokyo; eco-agriculture work in Western China, international business with consumer electronics giant Best Buy in Shanghai and entrepreneurial development in small-scale factories in Guangdong Province. We will contact them about the possibility of developing an internship, taking ample time to explain what this means and how we would go about establishing one.

We propose to implement this initiative in two stages. In year one, we will pilot the internships in the two countries, placing one or two students in each. Creating clear connections with internship sites is crucial and we will use the experience of a professional staff member from the Center for Experiential Learning to complement the expertise of a faculty member in arranging the sites, clarifying expectations and responsibilities, and monitoring student progress when the internships begin. We will turn to our most well established connections in this first year. The staff/faculty team will also use this international opportunity to identify and secure more internship sites for year two. In year two we will grow the program by bringing additional students to each country and expanding the placement sites. We propose to place three to six students in the second year.

Internships are only as valuable as the pre-departure preparation and the post-experience reflection sessions. In addition to general country-specific orientation sessions, the staff/faculty team will work intensively with the students to develop a program that complements each

student's interests and course preparation. In addition, methods for maintaining contact with the students will be explained and clarified. These methods will include regular e-mail contact, blogging, and occasional video conferencing. This sort of preparation is a normal part of St. Olaf's work with students involved in international internships. Our plan is to expand the interactions that occur when the students return to campus. In addition to the conventional debriefing, we will involve language faculty to engage students in country-specific language discussions. We will also bring the returning students into regular contact with our Asian Conversations course and monthly dinner sessions. The purpose here is to create a sort of language and cultural multiplier, using the experiences and insights from the internships to inform and motivate other students.

No federal funds are requested for student participation in the internships. Matching funds will support student activities. It is important to fund internships because Asian Studies has increasingly drawn first-generation college students whose financial needs may prevent them from fully benefiting from the college's international studies offerings.

Grant Activities

In the first year of the grant we will do the following to implement Strategy #1:

A) Adapt content-based approaches to Chinese and Japanese language courses, the Asian Conversations program, and the course on "Interdisciplinary Research in Asian Studies"

- Hold a workshop for the entire department led by on-campus consultants, including readings, explanation of models of content-based instruction from the European languages, discussion of adaptations for Asian languages.

- Bring the Asian Studies faculty together with the external reviewer, who is an expert in Japanese pedagogy, and a consultant in Chinese with experience in content-based instruction to review the work accomplished on content-based materials and to resolve problems specific to Chinese and Japanese.
- Hire and train student workers, one in Chinese, one in Japanese, to identify and test authentic “texts” to draw on for content-based materials and to assist with other aspects of the project.
- Determine specific goals for summer work on faculty curricular projects.
- Organize faculty curricular projects to begin creating content-based materials with the intent of introducing them in courses beginning in the spring semester, 2010.
- Evaluate, reflect upon, and revise the content-based materials.
- Train faculty in digital technologies that support cooperative work or that aid in visualizing, synthesizing, connecting and presenting data and information, especially from different formats and different disciplines (such as integrating GPS data, photographs and environmental data).
- Offer a two-day workshop at the end of the summer for all participating faculty to share materials they have created, develop goals for the next academic year and receive feedback.

B) Undertake more rigorous assessment of language proficiency:

- Develop greater faculty competence in testing by sending two faculty members to the ACTFL Oral Proficiency Inventory (OPI) workshop in San Diego in November 2009.

- Define intended learning outcomes for the Chinese and Japanese language programs and evaluate the outcomes achieved by students.
- Assess the proficiency of our first year language students in both Chinese and Japanese at the end of the academic year to establish a benchmark; pilot a process for assessing the proficiency in Japanese of graduating majors.
- Reflect on the results and revise courses, as appropriate, to respond to what we learn about student skills.

In the first year of the grant we will do the following to implement Strategy #2 (Developing international internships):

- Contact alumni in China and Japan to identify businesses, educational institutions and social service agencies where we would be able to develop internships.
- Visit prospective internship sites and make arrangements for student participation.
- Based on our already-successful model for other internships abroad, develop an on-campus process for establishing opportunities in Asia by defining academic goals and credit, establishing the mechanism for guided supervision, feedback and evaluation.
- Identify a task-based language component for each internship.
- Provide both pre- and post-internship orientation.
- Offer three internships, one or two each in China and Japan.

In the second year of the grant, we will do the following to implement Strategy #1:

- Introduce the newly created content-based materials into selected classes.
- Evaluate and discuss results with all Asian Studies faculty and consultants.

- Adapt materials revise existing components.
- Select additional components to develop during the year and the following summer.
- Assess first-year Chinese- and Japanese-language students at the end of the academic year.
- Evaluate what we have accomplished over two years during a two-day faculty workshop.
- Draft a plan for development of a content-based curriculum beyond the life of the grant.
- Develop conference presentations about our experience with content-based instruction and present our model to others at venues such as the annual conference of the Association for Asian Studies (AAS) or ASIANetwork.
- Write a collaborative paper for publication in a journal such as *Education About Asia* about the model we create.
- Make our project freely available on the ASIANetwork (a consortium of 170 liberal arts colleges) web site and other appropriate venues.

We will do the following to implement Strategy #2:

- Visit existing and additional prospective internship sites in China and Japan.
- Offer three to six internships in China and Japan.
- Evaluate the internship program by considering feedback from the international host, the on-campus supervisor, and students.
- Assess the academic strength of the internship program, its integration with the goals of the Asian Studies curriculum, and the proficiency gains of the students.

Key Personnel

The grant will be implemented by the project director and a five-member steering committee that will take responsibility for individual sections of the project.

Phyllis Larson, Professor of Japanese and Asian Studies, Associate Dean for

Interdisciplinary and General Studies, will be the project director. She has taught Japanese language, literature and film and various Asian Studies courses over a period of 25 years. At St. Olaf College she has led or had direct responsibility for writing and directing numerous grants, the largest of which was a \$1.2 million grant from the Freeman Foundation. In the Department she has championed the development of the curriculum and faculty resources. In recent years, she has acted as an external reviewer for foreign language or Asian Studies programs at numerous colleges. She has served on the executive boards of several national organizations: the Association for Departments of Foreign Languages (ADFL), the Association of Teachers of Japanese (ATJ), and ASIANetwork (a consortium of 170 liberal arts colleges). With a colleague she presented a paper on the Asian Conversations Program at the International Humanities Conference at the University of Cambridge; more recently she gave an invited presentation at De Paul University on the topic “Bridging Japanese Language and Japanese Studies in Higher Education: Forum on Integrative Curriculum and Program Development” sponsored by the Japan Foundation. She currently teaches in the Asian Conversations Program.

In her role as project director, she will arrange for and attend most of the workshops, convene the Steering Committee, monitor the progress of the grant projects, and work with the external evaluator and consultants.

Members of the Steering Committee:

Bruce Dalgaard, Professor of Economics and Asian Studies, Executive Director of the Center for Experiential Learning at St. Olaf., teaches the economics of Japan, as well as other Asian Studies courses. Professor Dalgaard brings expertise in experiential learning, especially internships. He is experienced in grant writing and directing, as well as curriculum development, including faculty workshops conducted abroad.

Luying Chen, Assistant Professor of Chinese and Asian Studies, who has developed a new third-year course entitled “Chinese Language and Society through the Media” and is currently at work on a fourth-year course. She currently teaches in the Asian Conversations Program.

Robert Entenmann, Professor of History and Asian Studies, who teaches Chinese and Japanese history and Asian Studies courses such as the senior seminar. As a China specialist, he brings an expertise in developing a FLAC (Foreign Languages Across the Curriculum) component for his two Chinese history courses.

Rika Ito, Associate Professor of Japanese and Asian Studies, is a sociolinguist who has developed content-based components for language courses, developed a Topics course for third-year Japanese, and attended conferences and workshops on Japanese-language pedagogy. She will be teaching in the Asian Conversations Program next year.

Karil Kucera, Associate Professor of Art history and Asian Studies, incoming Director of the Asian Conversations Program, who brings her China specialty, a strong interest in

interdisciplinary teaching, and expertise in the academic uses of technology. She will teach in the Asian Conversations Program for the next two years.

Kris MacPherson, Associate Professor of Asian Studies, Reference Librarian, has a background in Japanese studies, specifically on women in Japan, and expertise in teaching students how to conduct research in an interdisciplinary major. She is the principal developer and current coordinator of our distinctive course, *Interdisciplinary Research in Asian Studies*.

Plan of Evaluation

This project to develop our language and cultural studies program on and off campus will be evaluated by Professor Seiichi Makino, Professor of Japanese at Princeton University. He is one of the most noted scholars and language pedagogy specialists in this country. He worked with the original OPI (Oral Proficiency Inventory) workshops for Japanese 25 years ago. Since then, he has been active in all aspects of Japanese language. Professor Makino is a past president of the Association of Teachers of Japanese. He is now offering workshops on developing CBI for Japanese. But his scope is broader than Japanese and he is regularly in touch with language specialists in other languages, European as well as Asian.

We will invite Professor Makino to meet with us twice during grant period, once early in the first year to help develop plans for on-going assessment, and once near the end of the project for summative assessment. We anticipate that he might be willing to include in his visit a lecture on language pedagogy that would interest the St. Olaf community beyond Asian Studies, as well as our colleagues at Carleton College.

On campus, three of our own nationally recognized experts on content-based instruction have agreed to work with us over the two-year period of the grant: Wendy Allen, Professor of French, Chair of Romance Languages; Gwen Barnes-Karol, Professor of Spanish; and Maggie Broner, Associate Professor of Spanish. They will provide regular feedback as we develop content-based components.

We will rely on Professor Makino for specific feedback regarding Asian languages, and will also consult with a Chinese specialist for specific guidance for that language.

This project will be evaluated by data we collect, including:

- The number of content-based components developed in Chinese- and Japanese-language courses, Asian Conversations, and the interdisciplinary research course.
- The number of international internships established.
- Student proficiency as measured at end of second semester of language instruction and again at exit from the college.

Qualitative data for evaluation include:

- feedback from Professor Makino
- feedback from our three on-campus consultants
- feedback from students regarding the effectiveness of the components
- feedback from students and host entity regarding the success of the internship
- exit interviews with students
- analysis and reflection by faculty participants in the grant
- amount, kind of curricular change in specific language courses, Asian Conversations, and the interdisciplinary research course.

Based on these evaluations, we will develop plans to continue the development of a content-based curriculum on campus and for internships off campus.

Commitment to International Studies

In its mission statement St. Olaf College states that it “provides an education committed to the liberal arts, rooted in the Christian Gospel, and incorporating a global perspective.” This is elaborated in a statement from a Faculty Learning Community: "Incorporating a global perspective is an intellectual habit or practice that grows out of a constellation of factors, including knowledge, skills and dispositions. It enables one to view and examine oneself and others and the wider issues confronting the world today, by relying on the tools learned in different disciplines brought together in a robust multidisciplinary framework."

St. Olaf College offers instruction and majors in French, German, Norwegian, Russian, and Spanish, as well as the language programs in Chinese and Japanese described above. Area studies are offered in Hispanic Studies, Mideast Studies, Nordic Studies, and Russian and Central European Studies.

The commitment of St. Olaf to international studies is also demonstrated by these measures:

- More than two-thirds of all St. Olaf students study abroad before graduating.
- According to the Institute of International Education’s Open Doors 2008 Report on International Educational Exchange, St. Olaf ranked second among baccalaureate institutions in the total number of students studying abroad for the 2006–2007 academic year.

- St. Olaf consistently ranks as one of the "Top 25" small colleges and universities in the nation (5,000 students or fewer) in the number of graduates who serve in the Peace Corps.
- For 2009, St. Olaf placed second among its peers in current Peace Corps volunteers: 463 St. Olaf College alumni have served in the Peace Corps since its founding in 1961.
- Three St. Olaf students were named Fulbright Scholars for 2008–2009. Since 1993, 72 St. Olaf students have received prestigious Fulbright scholarships.

The Asian Studies Department offers students the opportunity to study for a semester or a year at East China normal University in Shanghai, China; Waseda University, Ferris University, Nagoya University and Nagasaki University of Foreign Studies, all in Japan; Yonsei University in South Korea; and Chiang Mai University in Thailand. St. Olaf offers a Term in Asia, a faculty-led five-month travel/study program that travels to Japan, China, Thailand and Vietnam.

Asian Studies has created and led programs abroad during our January Term; it has also led short-term research projects abroad. Several faculty have won Fulbright research awards. Faculty regularly travel abroad to present at international conferences. Our faculty have made extensive use of grant-funded opportunities to study and travel abroad in the interest of developing their teaching. International work, particularly interfacing with Asia, is at the center of our working and teaching lives.

Other Resources

The World Languages Center supports all language departments, offers computer programs for languages not taught at St. Olaf, staffs a computer lab and foreign language resource room, provides audio and video recording and editing studios, and offers satellite

broadcasting. Renata Debska-McWilliams, the full-time director, holds masters degrees in German and philosophy from the University of Stuttgart and a bachelor's degree in education from the University of Toronto.

The St. Olaf libraries include more than 420,000 books, 22,000 media items, and 5,000 periodical titles. More than \$90,000 in books and other materials for Asian Studies have been purchased with foundation grant funds in the past seven years.

Equal Access and Treatment

Any student who meets the requirements for participation, chiefly enrollment in either Chinese- or Japanese-language courses, will be eligible for participation in the curriculum described in this grant application.

We will advertise the availability of international internships, and deadlines for application in our regular venues: on the CEL (Center for Experiential Learning) website, the Asian Studies Department website, in emails to majors and concentrators, and in classroom announcements.

St. Olaf College seeks to enroll a diverse student body, and actively recruits students from populations traditionally underrepresented in higher education. The Asian Studies Department shares this goal and will continue to invite students from any background to study in our programs.

St. Olaf College will use this Federal assistance under the UISFL Program to supplement and not supplant non-Federal funds it expends for undergraduate instruction in international studies and foreign languages.

National Need

Lack of knowledge of Asia and particularly of critical Asian languages such as Chinese and Japanese has long been identified by our government as a grave concern. The students who graduate from our program are productive citizens who work in companies and NGOs or teach in this country or in Asia, join the Foreign Service, the Peace Corps, or Teach for America, or go on to graduate school in art history, history or sociology with the intention to teach at the college level.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-Other Attachments St. Olaf.pdf**



*Provost and Dean
of the College*

St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057 USA

507-786-3004
507-786-3870 FAX
stolaf.edu

April 27, 2009

Undergraduate International Studies and Foreign Language Program
U. S. Department of Education

Colleagues:

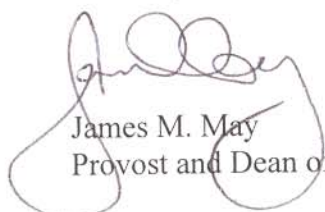
I write to offer my strong endorsement of the proposal submitted by faculty in Asian Studies at St. Olaf College. The goals of the project are fully consistent with the priorities of the college, and the activities described will enhance our already strong programs related to Asia.

St. Olaf College includes in its mission statement a commitment to incorporating a global perspective. Asian Studies has played an important role in realizing this goal for generations of students. At St. Olaf they have enjoyed instruction in Chinese and Japanese languages, a rich array of disciplinary and interdisciplinary courses, and opportunities for study and travel in Asia. The project proposed here provides important opportunities for faculty and curriculum development as we expand and enhance course offerings in Chinese and Japanese languages and develop academic internships in Asia.

A grant now, together with the matching funds provided by the college and others, will further enhance Asian Studies. We are committed to sustaining the new program activities beyond the life of the grant.

I appreciate the opportunity to submit this proposal.

Sincerely,



James M. May
Provost and Dean of the College



April 28, 2009

Undergraduate International Studies and Foreign Languages Program
U.S. Department of Education

Dear Colleagues:

As chair of the Department of Asian Studies, I enthusiastically support this proposal for a grant that will allow us to further integrate Asian language studies and area studies as well as establish new internship opportunities in Asia.

The initiatives described in this proposal come out of long-term planning by departmental colleagues. In our self-study and review in 2005 we recognized our need to offer more advanced and more integrated language training for our students of Chinese and Japanese language. As the enrollments in Chinese and Japanese language classes have significantly increased in recent years, we have worked hard to find ways to teach more students and more advanced classes. We have been given a grant to increase Chinese and Japanese language staffing for the next three years; we now need to develop new teaching strategies to further improve and assess student language proficiency in these languages.

Members of my department have developed an innovative, interdisciplinary program called "Asian Conversations" that begins to integrate students' study of Chinese and Japanese language with interdisciplinary courses on East Asia, including one taught in China and Japan. We want to build on this strong beginning, to more fully integrate Chinese and Japanese language study into our course work. This "Asian Conversations" program is already fully enrolled again for next year with students eager for integrated, task-based instruction in their chosen languages.

Members of the Department of Asian Studies, both those who teach languages and those who teach in a variety of humanities and social science disciplines, seek to prepare our students for important work in a world that demands knowledge of East Asian languages and societies.

Thank you for considering our proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara E. Reed".

Barbara E. Reed
Chair of the Department of Asian Studies
Professor of Religion and Asian Studies

April 21, 2009

A Letter for Support of the Proposal for UISFL grant.

This is a letter of support for *UISFL* (Undergraduate International Studies and Foreign Languages) grant proposal prepared by faculty members (headed by Professor Phyllis Larson) of Department of Asian Studies at St. Olaf College in Northfield, Minnesota.

The two objectives of the proposal, that is, (1) *Integration of Asian languages and area studies through the creation of Task/Content-Based Components* and (2) *Establishment of International Internships in Asia* (built on the objective (1)) are extremely important for any department of Asian Studies in the nation. Both of these objectives intrigue me a great deal. They point to eventual “fusion” of languages and Asian study content courses. Since 70’s foreign language instruction in the U.S. has become almost universally *Task-Based*. But since 80’s foreign language instruction has moved towards *Content-Based Instruction* without discarding *Task-Based Instruction*, yet as far as I know very few schools have succeeded to create “fusion” between language and content courses. The Department of Asian Studies at St. Olaf College is the right place for the “fusion” because I have been told that most of the language instructors are simultaneously teaching Asian Study courses. In other word, one and the same instructor already has internal “fusion” inside his/her brain. The second objective is contingent on the success of the first one. The learner of Chinese or Japanese language gradually grows from task-based learning to content-based learning as his/her proficiency level goes up, and further into *language cum content/content cum language* stage. For the success of the project the objective (2) is *sine qua non*. And I believe that the two-year project will become an exemplar case of task/content-based project for China/Japan studies in the nation.

Seiichi Makino

Professor of Japanese and Linguistics

Department of East Asian Studies

Princeton University



St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057 USA

www.stolaf.edu

April 27, 2009

To whom it may concern:

I am writing to express my support for St. Olaf College's UISFL grant application. Two aspects of the application, in particular, impress me: the grant's curricular and programmatic objectives, and the quality and expertise of the faculty and staff who will carry out the actual work. Let me speak briefly about each of these aspects.

The St. Olaf grant sets out two objectives: to integrate Asian languages and area studies into first- and second-year Chinese and Japanese courses and into our Asian Conversation program through the creation of content- and task-based components; and to build on language and area studies training carried out on campus by establishing international internships in Asia. These two objectives focus on both ends of the learning spectrum. Infusing first- and second-year language courses with area studies content will attract incoming, first-year students to these languages, while also enriching their study of Chinese and Japanese. Similarly, the addition to our Asian Conversation program of more, focused language work will demonstrate for students in a concrete way the vital link existing between area studies and language study. The new first- and second-year program of study that will result from successful realization of the first objective will keep students in Chinese and Japanese and Asian Studies' classrooms after the end of the language requirement, spurred on in part by the possibility—created by realization of the grant's second objective—of participating in an internship in China or Japan. Our students will be well prepared for these internships because of the strong, content-rich language program they will have had at the first- and second-year levels, together with the rich, language-enriched area studies background they will have acquired in Asian Studies courses.

Vision is one element of a successful grant project—and I believe the present application lays out a comprehensive, programmatic vision for the study of Asian languages and cultures at St. Olaf—but what is no less important is the faculty and staff who will implement the vision. We are fortunate to have in our midst some truly outstanding faculty and staff—language teachers, art historians, economists, political scientists, individuals working in instructional technology—all of them knowledgeable, accomplished and having a documented track record of success in grant-related work. The project director, Prof. Phyllis Larson, enjoys a national reputation in the area of language study and area studies. She, too, has been responsible for obtaining a number of grants, all of which she has brought to successful conclusion.

While our grant application calls for bringing in several outside specialists to assist in various ways, St. Olaf is not without experience in content- and task-based instruction. I, together with two colleagues in Spanish—Professor Gwendolyn Barnes-Karol and Associate professor Maggie Broner—have had primary responsibility for mounting a content-based second-year curriculum in French and in Spanish. The three of us have made presentations at national meetings, and Prof. Barnes-Karol and I have led workshops on content-based instruction and Languages Across the Curriculum at more than twenty post-secondary institutions. We are very enthusiastic about the present grant application—about the curricular advances it envisions and the conversations it will foster, and we look forward to working with our colleagues in Chinese and Japanese and Asian Studies.

Sincerely,

A handwritten signature in cursive script that reads "Wendy W. Allen".

Wendy W. Allen
Professor of French; Chair,
Dept. of Romance Languages

Curriculum Vitae

Phyllis Hyland Larson

Associate Dean for Interdisciplinary and General Studies
Professor of Japanese and Asian Studies
Department of Asian Studies
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057
Tel: 507-786-3744
Fax: 507-786-3732
Email: larsonph@stolaf.edu

Education

Ph.D. University of Minnesota, 1985; Japanese language and literature
M.A. University of Minnesota, 1973, English major
M.A.T. College of St. Thomas, 1971, Education major
B.A. St. Olaf College, 1969, in English

Professional Activities

Publications: Literary Studies

“Narratives of Resistance: Tamura Toshiko’s Fiction of the Taisho Period,” *US-Japan Women’s Journal*, Number 28, 2005, 32-48.
“Re-reading Tamura Toshiko: A Failed ‘New Woman’?” in *Revisionism in Japanese Literary Studies: Its Potential and Pitfalls*, Proceedings of the Midwest Association for Japanese Literary Studies, Summer, 1996.

Publications: Language Pedagogy

“The Return of the ‘Text’: A Welcome Challenge for LCTs,” *Modern Language Journal*, Summer, 2006.
“Rethinking Japanese Language Pedagogy,” *Associated Department of Foreign Languages (ADFL) Bulletin*, Spring, 2003.
“‘Doing’ Language: Making New Links,” *Associated Departments of Foreign Languages (ADFL) Bulletin*, Spring, 1999.

Publications: Integrative (Area) Studies

“Asian Conversations: Establishing an Integrated, Interdisciplinary Approach to the Study of Asia,” with Katherine Tegtmeier Pak, *International Journal of the Humanities*, 2006 (refereed e-journal).

Presentations: Literary Studies

“Writing ‘Home’: Asian Writers Outside Asia,” paper presented for panel
“Leaving/Arriving ‘Home’: Asians in Diaspora,” ASIANetwork Conference at Marriott Conference Center, Lisle, Illinois, March 14, 2009.

“*As We Saw Them: Japanese Writers’ Views of the West and China at the Turn of the 19th Century*,” faculty seminar presentation at University of Wisconsin, River Falls, September 19, 2008.

“A Sino-Japanese Friendship in Wartime Shanghai: The Case of Lu Xun and Uchiyama Kanzo,” at “Japan in Transition” Conference, October 13-15, 2006, Lawrence University, Appleton, Wisconsin.

Presentations: Language Pedagogy

“Bridging Japanese Language and Japanese Studies in Higher Education: Forum on Integrative Curriculum and Program Development,” invited participant in forum sponsored by Japan Foundation-Los Angeles, March 26, 2009, at DePaul University, Chicago, Illinois.

“Using Handhelds for the Teaching of Japanese,” with Craig Rice, at Thursday Seminar of the Association of Teachers of Japanese (ATJ), San Diego, California, March 4, 2004.

“Using Handhelds: Learning Languages Anytime, Anywhere,” presentation at 2003 EuroCALL Conference at the University of Limerick, Ireland, September 3-6, 2003, with Craig Rice (IIT).

Presentations: Integrative (Area) Studies

“How to build and Manage an Asian Studies Program,” talk to Asian Studies faculty seminar, University of Wisconsin at River Falls, August 29, 2008.

“Asian Conversations: Establishing an Integrated, Interdisciplinary Approach to the Study of Asia,” with Katherine Tegtmeyer Pak, at International Humanities Conference, University of Cambridge, Cambridge, UK, August 2-5, 2005.

Consulting

External Reviews: Colorado College (March, 2009); Colby College (2008); Lake Forest College (2008); Wake Forest University (2006-07); St. Mary’s College of Maryland (2006); Ursinus College (2005); Union College (2003); University of Dayton (2002); Connecticut College (2001).

Outside evaluator, NEH project, “Teaching Japanese in the Schools,” John Carroll University, 1995-96.

Grant Writing/Directing (initiated with colleagues, written by me in whole or part)

Programmatic Grants:

ACM-Mellon Post-Doctoral Teacher-Scholar Fellowship to hire a postdoc in ethnomusicology with an Asian music specialty, 2009-2011 (\$135,480).

Freeman Foundation Grant for “Enhancing Asian Studies at St. Olaf College,” 2009-2012 (\$300,000 from Freeman Foundation matched by \$150,000 raised by St. Olaf College).

Fulbright Language Teaching Assistants for Chinese and Japanese, 2008.

Japan Study, for *taiko* drums, 2004 (\$10,125).

Freeman Foundation Grant for Asian Studies Initiative, 2002-06 (\$1,277,565).

Luce Foundation Grant in East Asian Visual Arts, 2002-05 (\$268,000).

Foundation for Independent Higher Education (FIHE) Grant, 1998-99.

U.S. Department of Education Grant for “The Asian Conversations Program,” 1998-00 (\$126,607).

CURRICULUM VITAE

BRUCE R. DALGAARD

EDUCATION

Ph.D. (Economics) University of Illinois, Urbana-Champaign, 1976
M.S. (Economics) University of Illinois, Urbana-Champaign, 1974
B.A. (History, cum laude) University of Illinois, Urbana-Champaign, 1969

EMPLOYMENT HISTORY

2002 to present Professor of Economics and Asian Studies and
Executive Director, Center for Experiential Learning
1992-2002 Husby-Johnson Professor of Business and Economics
St. Olaf College

Spring 2008 Leiv Erikson Visiting Research Fellow, Norwegian School of Economics and Business Administration,
Bergen, Norway

Summer 2003, 2004, 2006, 2007 and 2008 Visiting Lecturer, Hochschule Bremerhaven Summer School

1999 (Fall) Visiting Scholar, Hogeschool Voor Economische Studies
Rotterdam, The Netherlands

1997-1998 Visiting Professor of Economics, International Division
Waseda University, Tokyo, Japan

1980-1992 Assistant, Associate and Full Professor of Economic Education
University of Minnesota, Minneapolis-St. Paul, MN

1990-1991 Fulbright Research Fellow
Chiba University, Chiba, Japan

1976-1980 Assistant Professor of Economics
Lehigh University, Bethlehem, PA

PUBLICATIONS--BOOKS

Macroeconomic Policy Studies: Readings to Accompany the Macroeconomic Policy
Lectures, Dubuque, IA: Kendall/Hunt Publishing Company, 1989, 196 pp. + iv.

Money Financial Institutions and Economic Activity, Glenview, IL: Scott, Foresman Company, 1987, 604 pp. + ix
(includes Student Workbook and Instructor's Manual)

Variations in Business and Economic History (B. R. Dalgaard and R. K. Vedder, contributing editors), Greenwich,
CT: JAI Press, 1982, 215 pp. + xv. (Reviewed in *Business History Review*, Vol. 57 #4, Winter 1983, pp. 578-580).

South Africa's Impact on Britain's Return to Gold, 1925 New York, NY: The Arno Press, 1981, 195 pp. + ix.
(Reviewed in *Journal of Economic History*, Vol. 62 #4, December 1982, pp. 931-932).

SELECT PUBLICATIONS--ARTICLES (* Juried Journals)

*"Harvesting Insights from Rice in East Asian Studies" Education About Asia, Winter 2004 (with Kathy Tegtmeier Pak).

"Casting the First Stone: Reflections on the Japanese Financial Scandals" Audenshaw Papers (publication of The Hinksey Network), Torquay, Great Britain, #174 (February 1998).

*"Conditionality and Financial Reform in China: The Kemmerer Mission of 1929" Waseda Journal of Asian Studies, Vol. 20 (1998), pp. 41-56.

*"Cost Effectiveness of Computer-Assisted Economics Instruction" American Economic Review Vol. 75 #2 (May 1985), pp. 91-96. (with D. Lewis and C. Boyer).

"Cost and Effectiveness Considerations in the Use of Computer-Assisted Instruction in Economics" Journal of Economic Education, Vol. 15 #4 (Fall 1984), pp. 309-323. (with D. Lewis and C. Boyer).

*"Inflation, Intrigue and Monetary Reform in Guatemala, 1919-1926" The Historian, Vol. 66 #1 (November 1983), pp. 21-38. (with D. L. Kemmerer).

*"Monetary Reform 1923-1930: A Prelude to Colombia's Economic Development" Journal of Economic History Vol. 40 #1 (March 1980), pp. 98-104.

SELECT RECENT PRESENTATIONS

"Financial Free Fall: Japan's Lost Decade" Invited Lecture, Cornell College, Mt. Vernon, IA, March 23, 2009

"The Influence of Marginal Religious Groups on Business Development: A Comparison of Norway and Britain" Invited Seminar, Norges Handelshoyskole, Bergen, Norway, June 10, 2007

"Comparing Economic Performance: U.S., Europe, Japan and China" East China Normal University Department of Finance, Shanghai, China, May 16, 2006.

"Making Experiential Learning Academic, and Scholarly" Keynote Address, Associated Colleges of the Midwest Conference on Service and Civic Engagement, Beloit College, October 28, 2005

"Do Productivity Differences Explain Economic Performance and Labor Market Differences in U.S. and Japan?" Invited Lecture, National Graduate Institute for Policy Studies, Tokyo, Japan, April 9, 2004

"Employment Trends, U.S. and Japan: Do American Market Forces Suggest a Direction for Japanese Workers?" Invited Lecture, Department of Industrial Engineering, Waseda University, Tokyo, Japan, April 15, 2004

"Explaining Differences in Performance: U.S., Japan and Europe" Invited Lecture, Department of Industrial Management, Waseda University, Tokyo, Japan, June 9, 2003.

"Restarting the Japanese Economy" Toshiba Foundation Lecture on Contemporary Japan, DePauw University, Greencastle, IN, November 16, 2001.

"Conditionality Before the IMF: Financial Reform in Pre-Maoist China" Pacific Rim Allied Economic Organizations Conference, Bangkok, Thailand, January 13-18, 1998.

CURRICULUM VITAE

Karil J Kucera

Depts of Asian Studies and Art & Art History

Office: 507/ 786-3129

Email: kucera@stolaf.edu Website: <http://www.stolaf.edu/people/kucera>

EDUCATION

PhD in Art History - History of Art Dept, University of Kansas, January 2002

Dissertation: "Cliff Notes: Text and Image at Baodingshan"

Comprehensive Exams Passed with Honors, April 1998

MA in Art History - University of Oregon, June 1995

Masters thesis – "Lessons in Stone: Baodingshan and Its Hell Imagery"

BA with Distinction Asian Studies and French - University of Wisconsin, 1987

Certificate - National Taiwan Normal University, Taipei, 1990-1992

Certificate - l'Institut Catholique, Paris, France, 1981-1983

EMPLOYMENT & TEACHING EXPERIENCE

Luce Associate Professor of Asian Visual Culture – fall 2002 – present

- Tenure and promotion granted spring 2008
- Asian Conversations program, incoming Director – 2009-2012

PROFESSIONAL ACTIVITY

Publications

- *Refereed Articles and Papers*

"Remembering the Unforgettable: The Memorial at My Lai",

Studies on Asia, , spring 2008.

"Re-contextualizing Kanjingsi: Finding Meaning in the 'Emptiness' at Longmen",

Archives of Asian Art, vol. XVI, 2007.

"Hoping for Heaven, Landing in Hell: Lessons Learned at a Medieval Chinese

Grotto", *At the Interface: Probing the Boundaries*, vol. 4, 261-282,

Amsterdam: Rodolpi publishers, 2006.

"Lessons in Stone: Baodingshan and Its Hell Imagery," *The Bulletin of the*

Museum of Far Eastern Antiquities no. 67 [1995]: 81-157.

- *Digital Publications*

Project leader, [Image Database to Enhance Asian Studies \[IDEAS\]](http://www.ideasproject.org),2004-2009

url: <http://www.ideasproject.org>

Image editor, [Luce Asian Art in the Undergraduate Curriculum](http://www.asianetwork.org/grants/luce.html), ASIANetwork,

url: <http://www.asianetwork.org/grants/luce.html>

- *Scholarly Reviews*

Book review, Chinese Steles: Pre-Buddhist and Buddhist Use of a Symbolic

Form, *CAA Reviews* on-line, summer 2006.

Book review, Performing the Visual: The Practice of Buddhist Wall Painting in

China and Central Asia, 618-960, *Journal of Asian Studies* (Summer 2004).

Book review, Summit of Treasures, *Artibus Asiae* (Spring 2004).

- ***Juried Presentations***

- “Re-Presenting the Past: Photograph as Artifact at My Lai and Nanjing”, Association for Asian Studies national conference, March 2008.
- “Remembering the Unforgettable: The Memorial at My Lai”, Midwest Conference on Asian Affairs, 2006.
- “Virtual Collaboration: Speedbumps on the Road to IDEAS”, ASIANetwork national conference, 2006, Lisle, Illinois.
- “Getting IDEAS: Liberal Arts Colleges Collaborating on Digital Collections for Asian Studies”, group presentation at EDUCAUSE conference 2005.
- “Not Permanent, Just Painful! Lessons Learned from Buddhist Hell Depictions at a Medieval Chinese Grotto”, paper presented at Sixth Global Conference on Wickedness and Evil, 2005, Prague, the Czech Republic.
- “IDEAS – Creating a Collaborative Image Database to Enhance Asian Studies”, NITLE national conference, 2004, Illinois.
- “When Visual Meets Verbal: Constructing an Image Database for Asian Studies”, ASIANetwork, 2004, Lisle, Illinois.
- “Text as Relic: Another Reading of the Baodingshan Inscriptions”, Association for Asian Studies national conference, 2004, San Diego.
- “Universal Appeal: Transmitting the Dharma through Text and Image at Baodingshan”, American Academy of Religions 2003, Atlanta.

Honors, Awards, Grants

- *CILA Teaching with Technology Fellow*, St Olaf College, fall 2007
- *Japan Study Individual Research Grant*, summer 2007.
- *Summer Faculty Development grant*, 2006, research on Asian memorial sites.
- *Silk Road Foundation*, grant for on-site Silk Road research, summer 2004.
- *Midwest Instructional Technology Center*, 2004-2005, grant for collaborative work on an image database for Asian Studies [IDEAS project].
- *Freeman Post-Doctoral Fellowship in Chinese History and Culture* University of Washington, winter and spring 2002.
- *Asian Cultural Council Travel Grant*, winter 2000.
- *Metropolitan Center for Far Eastern Studies Research Grant*, summer 2000.
- *Samuel Kress Foundation Travel Grant*, fall 1999.
- *Laurence Sickman Scholar of Chinese Art* University of Kansas Department of the History of Art, 1998 – 1999.
- *Foreign Language and Area Studies Scholarship - Japanese language study* United States Department of Education, 1997 – 1998.
- *Morris Family Scholarship in Art History* University of Kansas Department of the History of Art, 1996 – 1997.

Kris MacPherson

Reference and Instruction Librarian
Associate Professor
macphers@stolaf.edu

St. Olaf College Libraries and
Department of Asian Studies
St. Olaf College, Northfield, MN 55057

Education

Masters in Library Science from the University of Michigan, 1979.
BA in Environmental Education from Earlham College, 1974.
Additional academic emphasis in Japanese Studies at Waseda University, 1972/73, and at International Christian University (Tokyo), Summer 2006.

Teaching Experience

Bibliographic/library instruction and information literacy:

1982 to date at St. Olaf College, Northfield MN, including collaboration with departments in the Humanities, Social Sciences, Interdisciplinary and General Studies, and the Natural Sciences. Classes are generally course-integrated and assignment-specific, typically taught in one session with a mixture of lecture and hands-on laboratory experience. Have been working with the Asian Studies Program/Department since 1982.

Interdisciplinary Approaches to Asia, each semester beginning Spring 2006.

Course is designed to introduce newer Asian Studies majors and concentrators to the interdisciplinary nature of the field and to prepare them for the senior seminar. Includes "decoding disciplines," resources for research, and an introduction to the professional structure of Asian Studies.

Other credit-bearing courses:

- "Organic Farming in Japan" Oversight and teaching of academic internship for 3 students, Aug. 2008.
- "Food, Farming and Families" [in Japan, China, Thailand & Vietnam, Fall & Interim 2007/08.
- "Saving Wild Places" co-taught with Gary Deason, Dept. of Environmental Studies, Interim 2001.
- "Family and Work in East and Southeast Asia" [in Indonesia, China, Thailand], Fall & Interim 1996/97.
- "Chinese and Japanese Women" co-taught with Pin Wan, Dept. of Asian Studies, Interim 1991.

Administrative Experience

St. Olaf College Libraries: College Librarian/Department Chair, June 1993-January 1999.

Wolf Ridge Environmental Learning Center (Finland, MN), Superior Studies Program, Director and Librarian, 1999-2003.

Major Publications/Presentations

Books:

- *Women in Japanese Society: An Annotated Bibliography of Selected English Language Materials*. Westport: Greenwood Press, 1992. (485p.)

Conference Papers and Presentations, last 5 years:

- "Framing Student Learning: Information Literacy and the Disciplines." With Dolores Peters. Council of Independent Colleges/NITLE Transformation of the College Library Workshop, February 2007 & March 2008; Monmouth University, Sept. 2008.
- ISSoTL Annual Meeting, "Interdisciplinarity and Integrating Research Skills into an Area Studies Major, July 2007 [Sydney, Australia].

- Council of Independent Colleges/NITLE Transformation of the College Library Workshop, March 2007. Portland, OR Invited paper: "The Arts, The Library, and Asia: Integrating Information Literacy with Digital Resources in the Classroom." With Karil Kucera.
- Minnesota Oberlin Group Libraries, April 2006, St. Paul, MN. "Image Database to Enhance Asian Studies [IDEAS]." With Karil Kucera
- "Braided Streams: Collections, Connections, and Information Literacy in Asian Studies at St. Olaf College." With Yunshan Ye. In: Thompson, Hugh A. 2005. *Currents and Convergence: Navigating the Rivers of Change: Proceedings of the ACRL 12th National Conference, April 7-10, 2005, Minneapolis, MN*. ACRL, pp. 340-345
- Researching and Teaching Resources about East Asia in the New Millennium, St. Olaf College, Feb 2005. Co-organizer. "Asian Studies and Information Literacy: An Integrated Approach." With Barbara Reed.

Additional Conferences & Seminars Attended, last 6 years

Council on East Asian Libraries and Association of Asian Studies, 2005, 2006, 2007, 2009.
 Association of College and Research Librarians [ACRL; biannual] 2009
 Experiential Learning in East Asia, St. Olaf College, March 2006.
 GIS Workshop, St. Olaf College, Feb. 2005.
 Asia and the Environment, Ohio Wesleyan University, October 2004.
 Freeman Seminar on Asia, St. Olaf College, June 2004.
 ALCTS Workshops, "Metadata for Digitized Resources" & "Project Management for Digital Imaging, 2004.

Mentoring of Asian Librarians

Pusadee Nonthacumjane (Kob), Professor of Library Science from Chiang Mai University, Thailand, Fall 2006
 Nahoko Ishii, Ritsumeikan University, Japan, Library Information Literacy Mentor Program, Feb.-April 2006.
 Yunshan Ye, St. Olaf College, East Asia Library Project (Freeman Foundation funded), 2003-2005.
 Angsana Thonchai, Visiting Librarian from Chiang Mai University, Thailand, January 2000.
 Wu Dexiang, Visiting Librarian from East China Normal University, China, 1995-1996.

Current Professional Memberships

Bibliography of Asian Studies, Advisory Board
 Beta Phi Mu (Library Honorary) Association of College and Research Libraries
 American Library Association American Association of University Professors
 Association for Asian Studies Council of East Asian Librarians
 International Society for the Study of Teaching and Learning

College Activities (Selected)

Faculty Governance Committee (elected), 2008-to date
 CILA Learning Communities: Interdisciplinarity (2006/07), Sustainability (Spring 2008), Underprepared Students (2008/09)
 Academic Advisor, 1998-2001, 2003-to date
 Faculty Advisor for the Yonsei University program, Asia House, and Korea Club, 2008-2009.
 Faculty Development Committee (elected), 2003-2006, chair 2004-2005.
 International and Domestic Off-Campus Studies Committee (appointed, then elected), 1983-1986, 1990-1992; 1998-2000, chair: 1985-1986 and 1999-2000, 2006-2007.

Review and Planning Committee (*ex officio*, then elected), 1993-1998; Long Range Planning Subcommittees, 1993–95, chair 1994–95; Budget Subcommittee, 1995-1996, 1997-1998.

Rika Ito, Ph.D.

Department Asian Studies
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057
Tel: 507-786-3637
E-mail: ito@stolaf.edu

EDUCATION

Ph.D. in Linguistics, Michigan State University, 1999
M.A. in Linguistics, Michigan State University, 1995

AREAS OF EXPERTISE AND SPECIAL INTERESTS

Sociolinguistics, language and identity, Japanese linguistics, language in media, technology in language instruction, content-based language instruction

ACADEMIC POSITIONS

Associate Professor, Department of Asian Studies, St. Olaf College, Northfield, MN. 2008
– present
Assistant Professor, Department of Asian Studies, St. Olaf College, Northfield, MN.
January 2002 – Summer 2008
Post-Doctoral Research Fellow, Department of Language and Linguistic Science,
University of York, York, the United Kingdom. January 2000- November 2001

COURSES TAUGHT

JAPANESE COURSES—All levels (from JPN 111: Beginning Japanese to JPN 252: Advanced Japanese)

ASIAN STUDIES COURSES

ASIAN 212: National Identity in China and Japan (*Off-campus*); ASIAN 240: Talking in Japan and the US; ASIAN 116/226: Japanese Language in Society; ASIAN 300: Understanding East Asian Linguistics (Topics in Asian Studies)

INDEPENDENT STUDIES (SELECTED)

“Reading of Authentic Materials: An Autobiography of a Disabled Japanese” (Fall 2005)
“Reading in Japanese Sociolinguistics” (Spring 2005); “Advanced Japanese” (Fall 2004)
“Translation of *Anime* and Examination of Scholarship of Asian Pop Culture” (Fall 2003)
“Japanese Dialects” (Spring 2003)

PROFESSIONAL ACTIVITY

PUBLICATIONS (SINCE 2006)

“Accommodation to the local majority norm by Hmong Americans in the Twin Cities, MN”
(Under review for *Journal of English Linguistics*)
“*BOKU or WATASHII*: Variation in Self-Reference Terms among Japanese Children,” 2006.
Innovation and Continuity in Language and Communication of Different Language Cultures,
ed. by Rudolf Muhr. Berlin/New York: Peter Lang Publishing Group, 123-142.
“How to Get to be One Kind of Midwesterner: Accommodation to the Northern Cities Chain
Shift,” 2006. *Language Variation and Change in the American Midland: a New Look at
“Heartland” English*, eds. by Thomas Murray and Beth Lee Simon.

Amsterdam/Philadelphia: John Benjamins Publishing Company, 179-197. With Betsy Evans, Jamila Jones, and Dennis R. Preston.

CONFERENCE PRESENTATIONS: SOCIOLINGUISTICS (IN 2008)

- “Generational difference in Accommodation: The vowels of Hmong Americans in the Twin Cities,” *New Ways of Analyzing Variation-37*, Houston, TX, November 6-9, 2008.
- “Kansai Dialect in Anime: A Look at Stereotypes in Japanese Media,” *Midwest Conference on Asian Affairs*. With Heather D’Evelyn ’09, Northfield, MN, October 10-12, 2008.
- “Stereotype or Emerging Identity? Japanese Women’s Language in Anime,” *Midwest Conference on Asian Affairs*. With Dain Thompson ’09, Northfield, MN, Oct. 10-12, 2008.
- “The Art of Accommodation: A Case Study of a Twin Cities Hmong-American Hip-Hop Artist,” *Midwest Conference on Asian Affairs*. With Dain Thompson ’09, Northfield, MN, October 10-12, 2008.
- “Because I’m Hmong”: The vowels of Hmong Americans in the Twin Cities, MN, *11th International Conference on Language and Social Psychology*, Tucson, AZ, July 16-20, 2008.

CONFERENCE PRESENTATIONS: LANGUAGE PEDAGOGY

- “Growing with Grants: To support Asian Studies as a whole,” *ACTFL*, November 21-23, 2008.
- “Imitation...But it Helped Me and My Students!: Making and Using Multimedia Listening Exercises with a Japanese Popular TV Program,” *Midwest Association for Language Learning Technology*, Northern Illinois University, Dekalb, October 24-26, 2003.

PARTICIPATION IN WORKSHOPS & CONFERENCES (SELECTED)

- The 21st Annual Meeting of the Central Association of Teachers of Japanese (CATJ 21)*, East Lansing, MI, April 11-12, 2009.
- Enhancing Study Abroad: the Role of Technology*, Dickinson College, Carlisle, PA, March 28-30, 2008.
- Experiential Learning in East Asia*, St. Olaf College, Northfield, MN. March 10, 2006.
- Culture as Core in the Second Language Classroom*, Center for Advanced Research on Language Acquisition, University of Minnesota, Twin Cities, August 2004.
- 8TH Biennial Conference of the International Association for Language and Learning Technology, The University of Michigan, Ann Arbor, June 2003.
- Workshops on Minnesota e-Folio Project, Classrooms of the Future (COFT)-IX, Augsburg College, Minneapolis, May 2003.
- Foreign Languages Across the Curriculum: A Familiarization Workshop, St. Olaf College, May 30, 2006.

LANGUAGES

- Japanese: Native
- English: Near native-proficiency
- Korean: Novice (Intensive summer language course at Korea University, Summer 2007)

PROFESSIONAL MEMBERSHIPS

- Association for Asian Studies; American Dialect Society;
Linguistic Society of America; Association of Teachers of Japanese

Robert Eric Entenmann

St. Olaf College
Northfield, MN 55057-1098
(507) 786-3427; fax (507) 786-3462
e-mail: entenman@stolaf.edu

Education:

1982 Ph.D. Harvard University, History and East Asian Languages
1975-76 Chinese and Japanese language study at the Inter- University Program for Chinese
Language and Area Studies, Taipei, Taiwan
1973 M.A. Stanford University, East Asian Studies
1971 B.A. University of Washington, Far Eastern Studies

Teaching positions held (non-St. Olaf appointments all part-time):

1996- Professor of History and Asian Studies, St. Olaf College
2002-2003 Benedict Distinguished Visiting Professor of History, Carleton College
1998-99 Visiting Professor of History, Carleton College
1988-96 Associate Professor of History, St. Olaf College
1993-94 Visiting Associate Professor of History, Carleton College
1982-1988 Assistant Professor of History, St. Olaf College
1980-1981 Instructor in History, Harvard University

Book:

Yan Huayang 鄢華陽 [Robert Entenmann] et al., *Zhongguo Tianzhujiào lishi yiwénjí* 中國天主教歷史譯文集 (Collected translated essays on the history of Chinese Catholicism). Gu Weimin 顧衛民, trans. Taipei: Jidujiao Yuzhouguang 基督教宇宙光, 2006

Recent Articles and book chapters (since 2000):

“Christian Virgins in Early Qing Sichuan,” in Jessie Lutz, ed., *Pioneer Chinese Christian Women: Gender, Christianity, and Social Mobility* (Bethlehem, PA: Lehigh University Press, forthcoming).

“The Chinese Writings and Translations of Andreas Ly,” in Staf Vloeberghs, ed., *History of Catechesis in China*, Leuven Chinese Studies XVIII (Leuven: Ferdinand Verbist Institute, K. U. Leuven, 2008).

“Chinese Catholics and Their Relations with the State during the Campaign Against the White Lotus,” in Peter Chen-Main Wang, ed., *Contextualization of Christianity in China: An Evaluation in Modern Perspective* (Collectanea Serica, Monumenta Serica Institute; Nettetal: Steyler Verlag, 2007).

“The Myth of Sonom, the Hmong King,” *Hmong Studies Journal*, 6 (2005), 1-14.

“Linus Zhang Feng (1669?-1743): A Catholic Lay Evangelist in Early Qing Sichuan,” in Bettina Gransow, Pál Nyíri, Shiao-Chian Fong (eds), *China: New Faces of*

Ethnography, Berliner China-Heft, no. 28 (Muenster: LIT, 2005).

“Students need a wider view of the world than these standards offer,” *Minneapolis Star Tribune*, November 7, 2003.

“The Creation of Christian Communities” (Ninth period: 1721-1800), in N. Standaert, ed., *Handbook of Christianity in China*, volume I:635-1800 (*Handbuch der Orientalistik*, vol. 15.1; Leiden: E. J. Brill, 2001).

“The Problem of Chinese Rites in Eighteenth-Century Sichuan,” in Stephen Uhalley, Jr., and Xiaoxin Wu, eds., *China and Christianity: Burdened Past, Hopeful Future* (Armonk, NY: M. E. Sharpe, 2001).

Lectures and presentations to general audiences (partial list):

“China As An Imagined Community,” Asian History Symposium: China Kaleidoscope, Minnesota State University Mankato, April 13, 2007.

“China and the East/China and the West,” with Karil Kucera. Minnesota Humanities Commission Teacher Institute Seminar, St. Paul, November 4, 2006.

“Hmong 101: Introduction to Hmong Culture and Society,” Harambe Conference, St. Olaf College, March 11, 2006.

“Clandestine Christianity in Early Modern China and Japan,” Davidson College, January 23, 2006.

Panelist, “Echoes of Empire: America and the Contest for Cultural Preeminence,” University of Minnesota, November 4, 2004.

“Chinese Muslims and Other Muslims in China,” Presidential Panel on Islam in Asia, Midwest Conference on Asian Affairs, Wittenberg University, September 27, 2002.

“Chinese Language Components in Chinese History Courses,” Panel on Interdisciplinarity in Asian Studies Courses, ASIANetwork Annual Meeting, St. Petersburg, Florida, April 23, 1995.

“National Standards in History,” commentary, WCAL-FM Radio, February 5, 1995.

Recent major professional activities:

President, Midwest Conference on Asian Affairs , 2008-2009

Program Chair, 57th Annual Meeting of the Midwest Conference on Asian Affairs, 2008

Organizer, Midwest Conference on Asian Affairs outreach event, “Hmong in Asia and America: A Workshop for Teachers,” St. Olaf College, October 10, 2008

Courses taught:

Chinese civilization, Japanese civilization, modern China, modern Japan, Vietnam, seminar on East Asian history, Asian studies seminar.

Foreign Languages Across the Curriculum (FLAC) component in Chinese offered in Chinese civilization and modern China history courses.

WENDY WILLSON ALLEN

Professor of French
 Dept. of Romance Languages
 St. Olaf College
 1520 St. Olaf Ave.
 Northfield, MN 55057-1098
 e-mail: wallen@stolaf.edu
 tel.: (507) 646 3247
 fax: (507) 646 3732

I. Education:

1970-1979 Indiana University, Bloomington IN
 Degree: Ph.D., Major in French, Minor in Spanish
 Dissertation: A Study of Pierre LeMoyne's *Lettres Morales et poétiques* (1665)
 1968-1970 Indiana University, Bloomington IN
 Degree: M.A, French
 1967-1968 Fulbright Scholar, Faculté des Lettres,
 Université de Montpellier, Montpellier (Hérault), France
 1963-1967 Connecticut College, New London CT
 Degree: B.A., *Cum Laude*, French Major

II. Employment:

Feb. 2009- Chair, Department of Romance Languages, St. Olaf College, Northfield MN
 1994- Professor of French, St. Olaf College, Northfield MN
 1985- Associate Professor of French, St. Olaf College, Northfield MN
 1984-1986 Director of Studies, Undergraduate Program of the Council on International Educational
 Exchange (CIEE), Université de Haute-Bretagne, Rennes, France
 1978-1985 Assistant Professor of French, St. Olaf College, Northfield MN
 1973-1974 Program Associate, The Institute for Social Research, Indiana University-Bloomington
 1968-1973 Associate Instructor, Department of French & Italian, Indiana University-Bloomington

III. Professional Activity**(1) Publications**

- Allen, Wendy. "Teaching Languages and Cultures in a Post-9/11 World: A Personal Reflection." *The Modern Language Journal* 88, 2 (Summer 2004): 285-289.
- Bennett, Janet M., Milton J. Bennett, & Wendy Allen. "Developing Intercultural Competence in the Language Classroom," in Lange, Dale L. & Paige, R. Michael, eds., *Culture As The Core: Perspectives on Culture in Second Language Education*. Greenwich, CT: Information Age Publishing, Inc., 2003: 237-270.
- Bennett, Janet M., Milton J. Bennett, & Wendy Allen. "Developing Intercultural Competence in the Language Classroom." Minneapolis, MN: University of Minnesota Center for Applied Research in Language Acquisition, Working Paper #15, Nov. 1999.
- Anderson, K., W. Allen & L. Narváez. "The Applied Foreign Language Component in the Humanities and the Sciences." Krueger, Merle & Frank Ryan, eds., *Language and Content: Discipline-Based Approaches to Language Study*. Lexington, MA: D C Heath, 1992: 103-113.
- Allen, W., K. Anderson & L. Narváez. "Foreign Languages Across the Curriculum: The Applied Foreign Language Component." *Foreign Language Annals* 25 (February 1992): 11-19.
- Allen, W. "Toward Cultural Proficiency." In Omaggio, A., ed., *Proficiency, Articulation, Curriculum: The Ties that Bind*. Reports of the Northeast Conference on the Teaching of Foreign Languages. Middlebury, VT: Northeast Conference, 1985: 137-66.

(2) Selected Consulting

- Outside reviewer, Department of Foreign Languages & Literatures, Wittenberg University, Feb. 2005
- Outside consultant & reviewer, Foreign Languages Across the Curriculum Program, Buffalo State College, Buffalo, NY, June 2004.
- Outside consultant, "Languages 2000: A Multiple Intelligences Approach to Content-Based Language Learning (NEH Focus grant), Missouri Southern State College, Joplin MO.
- Intercultural Studies Project, Meeting of the Advisory Board of the Center for Applied Research in Language Acquisition, National Language Research Center, Univ. of Minnesota-Minneapolis, May 12-13, 1995.
- Outside consultant and faculty seminar leader, NEH-funded project, "Preparing the Foreign Language Professoriate of the Future," Brown University, Providence RI, June 3-4, 1993.
- (with Gwen Barnes-Karol, Assoc. Prof. of Spanish, St. Olaf), Institutional mentors, ACE-NEH "Spreading the Word Project," 1991-93 (aided three institutions in the planning and establishment of Language Across the Curriculum programs: Agnes Scott College, Decatur GA; Drury College, Springfield MO; and St. Michael's College, Colchester VT).

(3) Selected Editing and reviewing

- Member, Editorial Board, *Teaching Language, Literature and Culture* series, Modern Language Association of America, 2004-
- Chair, Joint selection committee for the Shaughnessy and Mildenerger Prizes, Modern Language Association of America, 2003-04
- Review of Stryker, Stephen R. & Betty Lou Leaver, Eds., *Content-Based Instruction in Foreign Language Education: Models and Methods*. *Modern Language Journal* 83, 2, 278-280.
- Editorial Board, Southern Council on Language Teaching (reviewed articles for inclusion in the annual "Dimension" volume]

(4) Selected Presentations

- (with Gwen Barnes-Karol & Maggie Broner) Use of Cultural Artifacts to Promote Curricular Continuity. American Council on the Teaching of Foreign Languages, Chicago, IL, Nov. 19, 2004.
- (with Maggie Broner) Strengthening the Weave of Curricular Elements: Two Approaches toward Implementing a More Holistic Curriculum. American Council on the Teaching of Foreign Languages, Philadelphia, PA, Nov. 21, 2003.
- (with Jean Moore of Viterbo College, Lacrosse WI) "Standardizing Culture or Culture Standards?" Annual Meeting of the American Council on the Teaching of Foreign Languages, Philadelphia PA, Nov. 22, 1996.
- "Is this a language course, a literature course, or a culture course? Redefining the boundaries of our discipline." Stanford University, Stanford CA, Oct. 28, 1996.
-

(5) Selected Workshops Presented

- (with Gwen Barnes-Karol and Maggie Broner) Imag(in)ing Culture Learning Anew. Pre-conference workshop, Northeast Conference on the Teaching of Foreign Languages, New York, NY, April 1, 2005.
- (with Gwen Barnes-Karol and Maggie Broner) Implementing a Content-Based Curriculum: Steps toward a Comprehensive Program, Post-conference workshop, American Council on the Teaching of Foreign Languages, Salt Lake City, UT, Nov. 24, 2002
- (with Gwen Barnes-Karol & Gail Riley), Content-Based Instruction: A Framework for Curricular Change. Pre-conference workshop, American Council on the Teaching of Foreign Languages, Boston, Nov 16, 2000

Gwendolyn Barnes-Karol

Department of Romance Languages
St. Olaf College
Northfield, MN 55057
(507) 786-3383 / barnesg@stolaf.edu

I. EDUCATION

- 1988 Ph.D. in Hispanic and Luso-Brazilian Literatures (Peninsular Literature) with Minor in Education (Curriculum and Instruction/Second Languages and Cultures), University of Minnesota, Minneapolis, MN
- 1978 M.A. in Spanish, Middlebury College, Middlebury, VT
- 1977 B.A. in Spanish with Secondary Education Certification (7-12) in Spanish and French, Central College, Pella, IA

II. PROFESSIONAL EXPERIENCE

- 2004-present Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- 1993-2004 Associate Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- 1988-1993 Assistant Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- Summer, 1991 Lecturer (Limited Teaching Status in the Graduate School, Hispanic Linguistics), Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- Summer, 1989 & 1990 Faculty and Coordinator (1990 only) for Materials Development Courses, The Quintennial Summer Program for Spanish Teachers, Fundación Ortega y Gasset, Madrid, Spain (graduate courses)
- 1986-1988 Research Assistant, Departments of Curriculum and Instruction/ Spanish and Portuguese, University of Minnesota / Fundación Ortega y Gasset, Spain
- 1985-1986 Instructor in Spanish and Coordinator of Spanish Teaching Assistants, Carleton College, Northfield, MN
- 1984-1985 Coordinator of Language Instruction, Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- 1982-1985 Teaching Assistant, Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- 1978-1982 Instructor of Spanish, Central College, Pella, IA

III. PROFESSIONAL ACTIVITY

Selected Publications: Foreign Language Pedagogy (since 1995)

- Klee, Carol A., and Gwendolyn Barnes-Karol. "Content-Based Approaches to Spanish Language Study: Foreign Languages Across the Curriculum." *The Art of Teaching Spanish*. Ed. Rafael Salaberry and Barbara A. Lafford. Washington, DC: Georgetown Univ. Press, 2006. 23-38.
- Barnes-Karol, Gwendolyn. "Teaching Literature to the Undergraduate Foreign Language Major: A Framework for a Methods Course." *ADFL Bulletin* 34.2 (Winter 2003): 20-27.
- DeLaney, Jeane, and Barnes-Karol, Gwen[dolyn]. "Modern Latin America." *A Languages Across the Curriculum Resource Primer*. Ed. Hans J. Rindisbacher and Roswitha Burwick. CD-ROM. Columbus: Ohio State UP, 2002.
- Barnes-Karol, Gwendolyn. "Literature Across the Curriculum: One View of Spanish from an Undergraduate Liberal Arts Perspective," *ADFL Bulletin* 33.3 (Spring 2002): 13-19.
- Barnes-Karol, Gwendolyn. "Revising a Spanish Novel Class in the Light of *Standards for Foreign Language Learning*." *ADFL Bulletin* 31.2 (Winter 2000): 44-48.
- Barnes-Karol, Gwendolyn. "Voices From Beyond the Classroom: Foreign Language Learners in Non-

Traditional Environments." *Voices From the Field*. Ed. Trisha R. Dvorak. Northeast Conference Reports. Lincolnwood, IL: National Textbook, 1995. 33-77.

Selected Conference Papers, Invited Lectures, and Workshops: Foreign Language Pedagogy (since 2002)

- "Teaching Cultural Perspectives through Visual Images." With Maggie A. Broner. Teaching and Learning Culture Special Interest Group, American Council on the Teaching of Foreign Languages, Orlando, FL, November 22, 2008.
- "Focusing on Content and Form in the Classroom: A Model for CBI in Post-Secondary Contexts" (three-hour invited workshop). With Maggie Broner. Center for Advanced Research in Language Acquisition Summer Institute, "Focusing on Learner Language: Second Language Acquisition Basics for Teachers." University of Minnesota, Minneapolis, MN, July 20, 2007, and July 24, 2008.
- "Using 'Texts' to Mediate Culture and Language Learning in the Foreign Language Classroom: A Content-Based Approach" (one-hour invited lecture). With Maggie A. Broner. Foreign Language Acquisition Research and Education (FLARE) Program, University of Iowa, Iowa City, IA, October 7, 2005.
- "Enhancing the Cultural Context of First-Year Spanish through Visual Images" (one-hour invited lecture). With Maggie A. Broner. Graduate Methodology Course, Department of Spanish and Portuguese, University of Iowa, Iowa City, IA, October 7, 2005.
- "Imag(in)ing Culture Learning Anew" (three-hour pre-conference workshop). With Wendy Allen and Maggie A. Broner. Northeast Conference on the Teaching of Foreign Languages, New York, NY, April 1, 2005.
- "Use of Cultural Artifacts to Promote Curricular Continuity." With Wendy Allen and Maggie A. Broner. American Council on the Teaching of Foreign Languages, Chicago, IL, November 19, 2004.
- "Using Visual Images to Mediate Culture and Language Learning in the Spanish Classroom" (two-hour workshop).
With Maggie A. Broner. Special Session, "8th Hispanic Linguistics Symposium and 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages," University of Minnesota, Minneapolis, MN, October 16, 2004.
- "Fostering the Integration of Foreign Language Study and Study in Other Disciplines through FLAC" (one and one-half day workshop). Birmingham-Southern College, Birmingham, AL, May 24-25, 2004.
- "Implementing a Content-Based Curriculum: Steps Toward a Comprehensive Program" (three-hour post-conference workshop). With Wendy Allen and Maggie A. Broner. American Council on the Teaching of Foreign Languages, Salt Lake City, UT, November 24, 2002.

Other Selected Professional Activity (since 1995)

- Executive Committee, Division on the Teaching of Language, Modern Language Association (2009-2014)
- Kenneth W. Mildenberger Prize Selection Committee, Modern Language Association (2009-2011)
- External Reviewer, Department of Foreign Languages, Northern Arizona University, Flagstaff, AZ (March, 2009)
- External Reviewer, "A Global Studies Program," U.S. Department of Education/Undergraduate International Studies and Foreign Language Program Grant, St. Michael's College, Colchester, VT (November, 2003)
- External Reviewer, Spanish Program, Department of Modern and Classical Languages, St. John's University, Collegeville, MN / College of St. Benedict, St. Joseph, MN (April, 2003)
- External Reviewer, "Creating and Supporting an Interdisciplinary International Studies Major," U.S. Department of Education/Center for International Education Grant, Webster University, St. Louis, MO (April, 2001)
- External Reviewer, "FLAC at FLA: Enriching and Integrating International and Foreign Language Studies at the University of Florida," U.S. Department of Education/Undergraduate International Studies and Foreign Language Program Grant, University of Florida-Gainesville (April, 1997)
- External Reviewer, "Forging Linkages: A Project to Enhance the Teaching and Learning of Modern Languages, Business and the Social Sciences," U. S. Department of Education/Center for International Education Grant, St. Michael's College, Colchester, VT (April, 1996)

CURRICULUM VITAE
April 2009

Name: Maggie Araoz Broner

broner@stolaf.edu

Former Name: Joaquina Claudia Aráoz Durand de Broner

EDUCATION

University of Minnesota B.A. Linguistics, 1988
 M.A. Hispanic Linguistics, (Literature, related field), 1990
 Ph.D. Hispanic and Luso-Brazilian Literature and Linguistics
 Related Field: Second Language Acquisition, January 2000
Dissertation:
"Impact of Interlocutor and Task on First and Second Language Use in a Spanish Immersion Program"

PROFESSIONAL EXPERIENCE: (SELECTED)

2005-to present Associate Professor, Department of Romance Languages St. Olaf College
2000-2005 Assistant Professor of Spanish, Department of Romance Languages St. Olaf College
1997-2000 Instructor of Spanish, St. Olaf College

PUBLICATIONS: (SELECTED)

- *Overcoming Barriers to Immersion*. Language Magazine, July 2002. Pages 18-21.
- *Is it fun? Language play in a fifth grade Spanish immersion classroom*. 2001 Modern Language Journal, 85 (3) 363-379. With Elaine Tarone.
- *Impact of interlocutor and task on first and second language use in a Spanish Immersion program*. Carla Working Paper #18, February 2001.
- *English and Spanish language use by three fifth graders attending a full immersion classroom*. The ACIE Newsletter, May 2000 issue. Pages 8-11.
- *Language play in immersion classroom discourse: Some suggestions for language teaching*. Australian Review of Applied Linguistics Series, No. 16, 2000. Pp.121-133: With Elaine Tarone.

PAPERS/WORKSHOPS PRESENTED: SELECTED

- "
- "Basics of Second Language Acquisition for Teachers" Bridging Contexts, Making Connections: Fifth international conference on language teacher education. May 31-June 2, 2007
- "Teaching Cultural Perspectives Through Visual Images." Paper Presented at ACTFL 2008, Culture SIG, Orlando, Florida November 12-22, 2008. With Gwendolyn Barnes-Karol.
- "Basics of Second Language Acquisition for Teachers." Pre-Conference Workshop presented with Elaine Tarone at Bridging Contexts, Making Connections: Fifth International Conference on Language Teacher Education. Minneapolis, MN May 31-June 2nd. 2007.
- "Making Content-Based Instruction Happen: Focus on Preservice Teacher" Department of Curriculum and Instruction. University of Minnesota. March 10, 2005. With Gwendolyn Barnes-Karol. Repeated, Thursday, February 2nd. 2006.
- "Enhancing the Cultural Context of First-Year Spanish through Visual Images" Iowa State University. Iowa City, Iowa. October 7th, 2005. With Gwendolyn Barnes-Karol.
- "Using "Texts" to Mediate Culture and Language Learning in the Foreign Language Classroom: A Content-Based Approach." The FLARE Forum. Iowa State University. Iowa City, Iowa. October 7th, 2005. With Gwendolyn Barnes-Karol.
- "Imag(in)ing Cultural Learning Anew" (Workshop). Northeast Conference on the Teaching of Foreign Language. New York, N.Y. April 1st, 2005. With Wendy Allen and Gwendolyn Barnes-Karol.

- “Use of Cultural Artifacts to Promote Curricular Continuity” 38th American Council of Foreign Languages (ACTFL) Conference. Chicago, November 19, 2004. With Wendy Allen and Gwendolyn Barnes-Karol.
- “Using Visual Images to Mediate Culture and Language Learning in the Spanish Classroom” Special session for teacher, cosponsored by AATSP, Minnesota Chapter. 8th Hispanic Linguistic Symposium and 7th Conference on the Acquisition of Spanish and Portuguese as Second Languages. Coffman Memorial Union, University of Minnesota. October 15-17, 2004. With Gwendolyn Barnes-Karol.
- “Strengthening the Weave of Curricular Elements: Two Approaches Toward Implementing a More Holistic Curriculum.” 37th American Council of Foreign Languages (ACTFL) Conference. Philadelphia, November 21, 2003. With Wendy Allen.
- “Implementing a Content-Based Curriculum: Steps toward a Comprehensive Program.” Workshop presented at the American Council on the Teaching of Foreign Languages (ACTFL) Post-convention Workshop (3 hours). Salt Lake City, Utah, November 24, 2002. With Wendy Allen and Gwen Barnes-Karol.
- “Interaction and first and second language output by three preadolescent Spanish immersion students.” American Association for Applied Linguistics (AAAL) 2000, Vancouver, Canada, March 13, 2000.
- “Spanish and English language use by children attending an elementary Spanish immersion program in the U.S.: work in progress.” With Susana Blanco-Iglesias. AILA 11th. World Congress of Applied Linguistics, Jyväskylä, Finland, Congress was held August 4-9, 1996. [I do not have exact date of presentation].

MANUSCRIPTS IN PROGRESS (Tentative titles).

- Book Review of PHILP, JENERFER, RHONDA OLIVER & ALISON MACKEY. (Eds.) *Second Language Acquisition and the Younger Learner: Childs Play?* Amsterdam/Philadelphia: John Benjamins Publishing Company, 2008 (submitted to MLJ)
- "Using Visual Images as Springboards to Teach Cultural Perspectives." (Tentative Title. Manuscript in preparation with Gwendolyn Barnes-Karol)
- "From Struggle to Triumph: Students' Perceptions of Reading Literature in Non-Literature Classes." (Tentative Title. Manuscript in preparation with Gwendolyn Barnes-Karol)
- “Learner-initiated language learning in a fifth grade classroom.” (Tentative Title. Manuscript in preparation with Martha Bigelow)
- Who am I anyway? Language use, language play and identity formation in preadolescent immersion students. (Manuscript in preparation).

OTHER PROFESSIONAL ACTIVITY (SELECTED)

- Proposal evaluator Conference on Language Teacher Education 2007, 2009
- OPI certified tester 2006-current. OPI refresher course, November 2008 (Orlando, Florida).
- Organizing committee member for the Conference Bridging Contexts, Making Connections: Fifth International Conference on Language Teacher Education. Minneapolis, MN May 31-June 2nd. 2007.
- Strand proposal organizer Conference on Language Teacher Education 2007
- Proposal evaluator, for the Language Acquisition and Language Attrition strand for AAAL 2004 Annual conference. October, 2003.
- Organizing committee member for the Conference *Pathways to Bilingualism: Evolving Perspectives on Immersion Education*. To be held at the University of Minnesota, Fall 2004.
- Proposal evaluator, for the Language Acquisition and Language Attrition strand for AAAL 2004 Annual conference. October, 2003.
- Judge, Spanish contest (Concurso Estatal/Festival Quijote). St. Cloud State, MN. May 3, 2002, and May 2, 2003, 2004, 2005, 2006, 2007, 2008
- Named Submission reader *Modern Language Journal*, 2003.
- Assistant Editor of the journal *Hispanic Linguistics*, 1989-1995
- Applied Linguistic section Chair, Midwest Modern Language Association (M/MLA) Annual conference. (duties include: Call for papers, Topic selection, review of abstracts, chairing the session) 2001-2002.

CURRICULUM VITAE
Seiichi Makino, Ph.D. in Linguistics

Professor of Japanese and Linguistics
Ph.D. in Linguistics
Department of East Asian Studies,
Director of the Japanese Language Program
211 Jones Hall, Princeton University
Princeton, NJ 08544

Telephone:

(Office) (609) 258-5365
(FAX) (609) 258-6984

E-mail: smakino@princeton.edu

Education:

1954-58: Waseda University, Tokyo (B.A. English literature)
1958-60: Waseda University, Tokyo, Japan (M.A. English literature)
1960-62: Department of linguistics, University of Tokyo, Japan (B.A. in Linguistics)
1962-64: Department of Linguistics, University of Tokyo, Japan (M.A. in Linguistics)
1965-68: Department of Linguistics, University of Illinois, Champaign-Urbana, (Ph.D.)

Occupations:

1962-64: Research Assistant. Institute of Language Teaching, Waseda University,
Tokyo, Japan
1968-83: Assistant, Associate Professor of Japanese and Linguistics, University of
Illinois at Urbana –Champaign.
1984-90: Professor of Japanese and Linguistics, University of Illinois
1991- present: Professor of Japanese and Linguistics, & Director of the Japanese Program ,
Department of East Asian Studies, Princeton University.

Summer:

1993 – 1995: Director of the Institute of Japanese Language Pedagogy, Columbia
University, New York City.
1996 – present: Academic Director of the M.A. Program of Japanese Pedagogy at the
Department of East Asian Languages and Cultures, Columbia University,

Selected List of Publications

Books:

- . (With Yukiko Hatasa, Kazumi Hatasa) *NAKAMA: Communication, Context, Culture*. Volume 1, Boston: Houghton Mifflin Co., 1998, 487 pages.
- (With Yukiko Hatasa, Kazumi Hatasa) *NAKAMA: Communication, Context, Culture*. Volume 2, Boston: Houghton Mifflin Co., 1999, 580 pages.

- (With S. Nakada & M. Ohso) *Kodansha's English-Japanese Dictionary*
(*Nichijoo Nihongo Bilingual Jiten*) Tokyo: Kodansha International, 1999.
- (With S. Kuno, S. Strauss & S. Makino, edited) *Aspects of Linguistics: In Honor of Noriko Akatsuka*, Tokyo: Kurosio Shuppan, 2007.
- (With M. Tsutsui) *A Dictionary of Advanced Japanese Grammar*, (with Michio Tsutsui), Tokyo: Japan Times, 2008, 795 pages.
- (With M.E. Hudson) editors *A special issue of Japanese Language and Literature*, Journal for Association for the Teachers of Japanese. (To appear: 2009)
- (To appear in 2009) *A Dictionary of Japanese and English Metaphors*, (with Mayumi Oka, Tokyo: Kurosio Shuppan.

Courses taught:

- (1) All levels of Japanese language courses (1st year through 5th year) since 1965.
- (2) Japanese linguistic courses, 1968-1990 at University of Illinois, 1992- present at Princeton University.
- (3) Introductory Japanese culture courses 1970-1990, 1999.
- (4) Teaching Japanese as a second language course since 1980.
- (5) Pedagogy courses and Cognitive linguistics, Discourse Analysis, Cultural Linguistics, since the summer of 1996 at Columbia University.

Current research and other projects:

- (1) Japanese cognitive analysis with focus on semantics and metaphors.
- (2) Discourse analysis of both non-native and native speakers as evidenced in the data of the Oral Proficiency Interview. The same data will be used for discourse analysis.
- (3) Research on universal theory of human culture.

Selected Site Reviewings and Professional Advising/Workshop:

- Site review of the East Asian Program at University of Washington, Seattle, April 20-21, 1995
- Site review of the Japanese Program at Osaka University, May 29 – June 2, 2005
- Site review of the Department of Japanese Language and Literature Russian and East Asian Languages, Emory University, October 24-26, 2007.
- Review of Nanzan University's Project funded by Japanese Ministry of Education and Science, January 29 – February 2, 2008.
- Site review of the Department of Japanese Studies, the Chinese University of Hong Kong, October 26 – November 5, 2008.

St. Olaf College Asian Enrollment 2005-2009

	2005-Fall	2006-Spr	2006-Fall	2007-Spr	2007-Fall	2008-Spr	2008-Fall	2009-§
Japanese								
JAPN 111	36		20		32		46	
JAPN 112		33		16		29		
JAPN 231	22		28		19		32	
JAPN 232		15		17		14		
JAPN 251	11		7		10		6	
JAPN 252		7		10		6		
IS	1		4		3	1	3	
Total Sem	70	55	59	43	64	50	87	
Total Year		125		102		114		
	2005-Fall	2006-Spr	2006-Fall	2007-Spr	2007-Fall	2008-Spr	2008-Fall	2009-§
Chinese								
CHIN 111	26		53		53		44	
CHIN 112		24		44		44		
CHIN 231	14		19		32		41	
CHIN 232		9		11		23		
CHIN 251	4		7		6		9	
CHIN 252		9		10		8		
CHIN 371								
IS	1	2	1		1		4	
Total Sem	45	44	80	65	92	75	98	
Total Year		89		145		167		

Asian Studies Courses 2008-09

121 Asian Cultures in Comparative Perspectives

This course examines major cultures of Asia from interdisciplinary and comparative perspectives with attention to theories of human behavior. Themes vary from year to year but may include Asian cities, heroic ideals, village and family life, population growth, gender roles, and medicine and healing traditions. No prerequisites.

124 Introduction to Japanese Film (in English translation)

This course studies 8 to 10 Japanese films by well-known directors such as Ozu, Kurosawa and Itami. Consideration is taken of the way in which their angle of vision affects the development of themes, such as the conflict between duty and feeling, the sense of family, or satire of the family. Includes both historical samurai films and contemporary social problem films. Offered during Interim.

126 Japanese Language in Society

This course explores major aspects of language use that reflect Japanese culture and society. Issues covered include the characteristics of the Japanese language, loan words, regional differences, politeness, gender differences, and communication styles. The course is taught in a combination of lectures, class discussions, subtitled Japanese films, anime (Japanese animation), and student presentations. There are no prerequisites for 126; knowledge of Japanese helpful but not necessary. Readings, lectures, and discussions are all in English.

156 Contemporary China Through Film (in English translation)

Students study basic concepts and approaches of film analysis, while examining aesthetics, themes and techniques of masterworks directed by Chinese Fifth Generation directors. Through readings of cinema theory and criticism and class discussions, students explore artistic merits in these films and aspects of Chinese society and culture in contemporary China, particularly the changes that have occurred since 1978 with China's Four Modernizations. All readings are in English.

177 Power and Press in East Asia

Is the press free to shape a nation's politics? How do news media shape international relations? Through the assigned readings, students explore the answers to these questions in the context of East Asian countries (including China, Korea, Japan, Malaysia, Singapore, and Taiwan). Additionally, each student will conduct an up-to-date investigation of how news media, such as newspapers, television, and the Internet, contribute to national images within Asia.

226 Japanese Language in Society

This course explores major aspects of language use that reflect Japanese culture and society. Issues covered include the characteristics of the Japanese language, loan words, regional differences, politeness, gender differences and communication styles. The course is taught in a combination of lectures, class discussions, subtitled Japanese films, anime (Japanese animation), and student presentations. There are no prerequisites for 126; knowledge of Japanese helpful but not necessary. Readings, lectures, and discussions are all in English. Prerequisite: Japanese 231.

235 Modern Japanese Literature (in English translation)

This survey of Japanese novels and short stories from the middle of the 19th century to the present includes works by Soseki, Tanizaki, and two recent Nobel recipients, Kawabata and Oe. Women writers such as Ichiyo, Ariyoshi and Enchi are considered. Students will also view four or five films to supplement their readings. The course focuses on the cultural context of the writings. Offered in alternate years.

236 Chinese Literature (in English translation)

Students explore the major genres of Chinese literature -- poetry, short story, novel and drama -- in English translation. A small number of major works are singled out for close attention.

237 Modern Chinese Literature and Society

This core course of Asian Studies introduces students to modern Chinese literature and society. It examines canonical and popular works of Chinese writings including fiction, drama, autobiography, correspondences, and poetry written in classical and modern styles from the late nineteenth century to the early twenty-first century. Films also serve as supplementary material when appropriate. Students read texts in translation and approach them in the context of modern Chinese society. They also study the literature as it reflects China's interaction with the West and the country's struggle to define itself as a modern nation. This course is offered annually.

240 Talking in Japan and the U.S.: Language, Identity and Beyond

This course looks at language as it creates and responds to its cultural and social environments. Students compare and contrast major aspects of language use in Japan and the United States. Students explore the general underlying elements of talk (e.g., standard vs. regional dialects, language attitude and ideologies, politeness, gendered speech patterns, communication styles) and learn to understand how speakers convey subtle meanings, sometimes unconsciously. Knowledge of Japanese is helpful but not necessary. Taught in English.

268 The Art of Chinese Calligraphy: Techniques and Appreciation

This course introduces students to the art form of brush-written Chinese calligraphy. Students explore the aesthetic concepts, the evolution of different styles, and the practical techniques of Chinese calligraphy. Class lectures complement hands-on practice in which students master the

basic strokes, the structure and compositions, and the line movements that are involved in producing artistic calligraphy. No knowledge of Chinese language is required. All readings and visual demonstrations will be in English. Materials fee.

270 Visual Culture of Modern China

This course highlights major visual arts movements within China over the last century, from the end of the imperial era to current times. Students look at a variety of issues: class and gender; China in the world art market, Chinese art past and present, and a variety of "isms" now seen as defining Chinese art. A major theme is to define "visual culture" in all its nuances.

275 Interdisciplinary Approaches to Asia

This course prepares sophomores and juniors for upper level study in Asian Studies by providing methodologies for individual research, including disciplinary and interdisciplinary perspectives on select issues. Students use research tools systematically and compile annotated bibliographies using bibliographic software.

294 Internship

298 Independent Study

300 Topics in Asian Studies

This course offers in-depth study of a topic. The specific topic depends on the instructor. The course may be repeated if topics are different. Offered periodically.

310 Buddhism through Text and Image

This course examines Buddhist images and their relationship to textual sources. Beginning with a close reading of Buddhist texts in translation, students study how Buddhist images and architecture derive from textual sources -- and often move beyond them. The course considers the interrelatedness of text and image in Buddhist practice. Attention is also paid to Western notions of Buddhism and the development of Buddhist art studies in the West.

396 Directed Undergraduate Research: "Topic Description"

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Prerequisite: Determined by individual instructor. Offer based on department decision.

397 Seminar: Human Rights/Asian Context

The Universal Declaration of Human Rights proclaims that "the inherent dignity and ... the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world." Who speaks to human rights in East Asia? What ethical perspectives are voiced? Case studies presented through memoirs, films, reports, and multidisciplinary analyses provide the material for exploring diverse normative claims about individual rights in East Asia. Prerequisites: Asian Studies 275 or permission of the instructor and completion of BTS-T. Offered annually.

394 Internship

398 Independent Research

399 Seminar

The seminar intensively studies topics in Asian studies. Prerequisite: Asian Studies 275 or permission of the instructor.

CHINESE LANGUAGE COURSES

111 Beginning Chinese I

This course offers an introduction to speaking, reading, and writing Chinese, as well as mastery of basic grammar and command of 500 characters for reading and writing. Class meets four times weekly. Individual language laboratory visits are also required.

112 Beginning Chinese II

This course offers an introduction to speaking, reading, and writing Chinese, as well as mastery of basic grammar and command of 500 characters for reading and writing. Class meets four times weekly. Individual language laboratory visits are also required. Prerequisite: Chinese 111 or equivalent.

231 Intermediate Chinese I

Students continue to develop listening and reading comprehension and use of basic structures through speaking, and writing. The vocabulary for reading and writing increases to 1,000 characters. Class meets four times weekly. Individual language laboratory visits are also required.

232 Intermediate Chinese II

Students continue to develop listening and reading comprehension and use of basic structures through speaking, and writing. The vocabulary for reading and writing increases to 1,000 characters. Class meets four times weekly. Individual language laboratory visits are also required. Prerequisite: Chinese 231 or equivalent.

251 Advanced Chinese I

This course provides continued practice in speaking, reading, and writing at the third-year level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. These courses are recommended for students seeking a concentration in Chinese language. Prerequisite: Chinese 232 or equivalent.

252 Advanced Chinese II

This course provides continued practice in speaking, reading, and writing at the third-year level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. These courses are recommended for students seeking a concentration in Chinese language. Prerequisite: Chinese 232 or equivalent.

294 Internship

298 Independent Study

394 Internship

398 Independent Research

Students who have completed Chinese 252 are encouraged to continue their Chinese language study with faculty through individual and small group tutorials by registering for Chinese 298 or Chinese 398. Through individual tutorials students may pursue readings and projects in their area of interest.

JAPANESE LANGUAGE COURSES

111 Beginning Japanese I

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required.

112 Beginning Japanese II

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Prerequisite: Japanese 111 or equivalent.

231 Intermediate Japanese I

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Prerequisite: Japanese 112 or its equivalent.

232 Intermediate Japanese II

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Prerequisite: Japanese 231 or its equivalent.

251 Advanced Japanese I

This course, which is comprised of speaking, reading, and writing Japanese at the third-year level, is recommended for students seeking a concentration in Japanese language. Prerequisite: Japanese 232 or equivalent.

252 Advanced Japanese II

This course, which is comprised of speaking, reading and writing Japanese at the third-year level, is recommended for students seeking a concentration in Japanese language. Prerequisite: Japanese 251 or equivalent.

294 Internship

298 Independent Study

398 Independent Research

Students who have completed Japanese 252 are encouraged to continue their Japanese language study with faculty through individual and small group tutorials by registering for Japanese 298 or Japanese 398. Through individual tutorials students may pursue readings and projects in their area of interest.

COURSES IN OTHER DEPARTMENTS APPROVED FOR ASIAN STUDIES CREDIT

In addition to the following, Interim courses, Carleton courses and other courses may be submitted to the chair of the Asian Studies Department for approval.

Art 259, The Arts of China

Art 260, The Arts of Japan

Economics 218, Economic Progress in China

History 135, Vietnam

History 240, Major Seminar: Non-Western History (Depending on Content)

History 250, Chinese Civilization

History 251, Modern China

History 252, Japanese Civilization

History 253, Modern Japan
History 340, East Asian Seminar
Philosophy 251, Asian Philosophy
Political Science 245, Nationalism, Regionalism, and Globalization: Asia
Political Science 254, Japanese Politics and Society
Psychology 226, Human Development in East Asia: Perspectives from China and Japan
Religion 253, Hinduism
Religion 256, Religions of China And Japan
Religion 257, Buddhism
Religion 289, Buddhism, Peace and Justice
Sociology/Anthropology 239, Modern Southeast Asia

210 Asian Conversations I: Mapping Journeys

How do pilgrims, travelers and migrants make sense of their journeys in Asia? Students explore maps, histories, tales, and guides that define Asia today and in years past, including at least one of the classic Asian texts; study how cultural, linguistic, economic, religious, social, and political connections and divisions create and sustain communities in Asia; spend the last few weeks of the term planning related projects for their Interim course. Prerequisite: Chinese 112 or Japanese 112 or permission of instructor. Offered Fall Semester.

215 Asian Conversations II: Meeting Sojourners

Students pursue guided fieldwork experience in the country whose language they study, either Japan or China. Activities and readings in this course build on the topics from AS 210 and three semesters of language study. Students explore the double meaning of "sojourner" throughout the course: first, as it applies to their own month-long experience, and second, with regard to local informants who lived elsewhere previously. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today.

216 AsianCon2:Meet Sojourners

Students pursue guided fieldwork experience in the United States. Activities and readings in this course build on the topics from AS 210 and three semesters of language study. Students explore the double meaning of "sojourner" throughout the course: first, as it applies to their own month-long experience, and second, with regard to local informants who lived elsewhere previously. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today.

220 Asian Conversations III: Interpreting Journeys

Having looked at how people journey through Asia, this final semester in Asian Conversations considers how ideas travel over time and space. Students examine a range of interpretations of

Asia, including the spiritual, literary, philosophical and linguistic; and students present the ideas gathered from contacts made during Interim at the beginning of the semester. Additional materials include memoirs, novels, films that share individualized interpretations of Asian journeys. Prerequisite: Chinese 231 or Japanese 231 and Asian Studies 215. Offered Spring Semester.

List of faculty in Asian Studies

Phyllis Larson, Professor of Japanese and Asian Studies, Associate Dean for Interdisciplinary and General Studies

Barbara Reed, Professor of Religion and Asian Studies, Chair, Asian Studies Department

Shannon Cannella, Visiting Assistant Professor of Chinese and Asian Studies

Luying Chen, Assistant Professor of Chinese and Asian Studies

Bruce Dalgaard, Professor of Economics and Asian Studies, Executive Director of the Center for Experiential Learning

Robert Entenmann, Professor of History and Asian Studies

Tomoko Hoogenboom, Visiting Assistant Professor of Japanese and Asian Studies

Rika Ito, Associate Professor of Japanese and Asian Studies

Karil Kucera, Associate Professor of Art History and Asian Studies

Kris MacPherson, Reference Librarian and Asian Studies

Kathy Tegtmeyer Pak, Political Science and Asian Studies, Director of Asian Conversations

Pin Wan, Associate Professor of Chinese and Asian Studies

Budget Narrative

Budget Narrative

Attachment 1:

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

U.S. DOE UISFL		
St. Olaf College		
Title: Integrating Asian Languages and Area Studies through Content-Based Instruction		
Project Director: Phyllis Larson		
Project Dates: August 1, 2009-July 30, 2011	Year 1	
	FEDERAL	ST. OLAF
<u>1. Personnel</u>		
.5 FTE faculty position in Chinese language @ \$52,500		\$ 26,250
.5 FTE faculty position in Japanese language @ \$52,500		\$ 26,250
Fall 2009 Faculty workshop: 11 faculty x 5 days x \$50 per day	\$ 1,550	\$ 1,200
2009-2010: Language pedagogy experts at STO to serve as consultants to project. \$2,000 x 3 faculty. Maggie Broner, Associate Professor of Spanish; Wendy Allen, Professor of French; Gwendolyn Barnes-Karol, Professor of Spanish.	\$ 6,000	
2009-2010: Student workers to compile and test teaching materials. 10 hrs/week x 30 weeks x \$8/hr x 2 students	\$ 4,800	
Summer 2010: Faculty curricular projects (4-6 weeks to revise courses) \$3,000 x 7 faculty *(see list below)	\$ 21,000	
Spring 2010: Assessment of first-year Japanese and Chinese language students. \$500 x 2 faculty	\$ 1,000	
Spring 2010: Faculty workshop to wrap-up year, prepare for summer projects. 11 faculty x 2 days x \$50 per day.	\$ 1,100	
Personnel Total	\$ 35,450	\$ 53,700
<u>2. Fringe Benefits</u>		
Faculty Fringe AY-\$57,350 x 38%**	\$ 1,387	\$ 20,406
**Fringe benefits are estimated at 20% of salary plus a proportional share of the cost of the college's contribution to the health insurance plan.		
Faculty Fringe summer-20% (Pedagogy & Curricular Projects)	\$ 5,400	
Fringe Benefits Total	\$ 6,787	\$ 20,406
<u>3. Travel</u>		
Two faculty to attend the ACTFL-OPI workshop. Fee-\$685, Lodging and meals-\$1,000, Travel-\$450, Ground Transportation-\$150	\$ 4,570	
Project Director to UISFL meeting. Transportation, lodging and meals-\$2,000	\$ 2,000	

Setting up internships in Japan and China. Airfare-\$1,800 x 2 people, ground transport-\$450 x 2 people. <u>Lodging</u> : Japan, \$150/day x 4 days x 2 people-\$1,200. China, \$125/day x 4 days x 2 people-\$1,000. <u>Per diem</u> : Japan, \$45/day x 2 people x 4 days-\$360. China, \$35/day x 2 people x 4 days-\$280.	\$	6,440	
Student internships in Asia. <u>Ground transport</u> -\$200/student x 3 students. <u>Housing</u> -\$15/night x 120 nights x 3 students. <u>Per diem</u> -\$8/day x 120 days x 3 students. <u>Incidentals</u> -\$150/student x 3 students.			\$ 9,300
Travel Total	\$	13,010	\$ 9,300
4. Equipment	\$	-	\$ -
5. Supplies			
Materials for faculty workshops	\$	1,100	
Materials for Japanese and Chinese instruction	\$	8,400	\$ 600
Supplies Total	\$	9,500	\$ 600
6. Contractual		N/A	N/A
7. Construction		N/A	N/A
8. Other			
Fall 2009 a preliminary visit by external evaluator. Per diem \$600 x 3 days, airfare-\$450, ground transport-\$150, Lodging and meals (2 days) \$300.	\$	2,700	
Consultant in Chinese: Fall 2009 a preliminary visit by external evaluator. Per diem \$600 x 2 days, airfare-\$450, ground transport-\$150, Lodging and meals (2 days) \$300.	\$	2,100	
Other Total	\$	4,800	\$ -
9. Total Direct Costs	\$	69,547	\$ 84,006
10. Indirect Costs-8% of Total Direct Costs	\$	5,564	\$ 6,720
11. Training Stipends		N/A	N/A
12. Total Costs.	\$	75,111	\$ 90,726
		Year 2	
		FEDERAL	ST. OLAF
1. Personnel			
.5 FTE faculty position in Chinese language @ \$55,250			\$ 27,625
.5 FTE faculty position in Chinese language @ \$55,250			\$ 27,625
Spring 2011: Faculty workshop to wrap-up year, prepare for summer projects. 11 faculty x 2 days x \$50/day	\$	-	\$ 1,100

2009-2010: Language pedagogy experts at STO to serve as consultants to project. \$2,000 x 3 faculty. Maggie Broner, Associate Professor of Spanish; Wendy Allen, Professor of French; Gwendolyn Barnes-Karol, Professor of Spanish.	\$ 6,000	
2009-2010: Student workers to compile and test teaching materials. 10 hrs/week x 30 weeks x \$8/hr x 2 students	\$ 4,800	
Summer 2011: Faculty curricular projects (4-6 weeks to revise courses). 9 faculty x \$3,000. *(see list below)	\$ 27,000	
Spring 2011 Assessment: St. Olaf faculty member to assess students in first-year Japanese-\$500, to assess first-year Chinese-\$600, to assess second-level Japanese-\$500.	\$ 1,600	
Personnel Total	\$ 39,400	\$ 56,350
<u>2. Fringe Benefits</u>		
Faculty Fringe AY-\$57,950 x 38%**	\$ 608	\$ 21,413
**Fringe benefits are estimated at 20% of salary plus a proportional share of the cost of the college's contribution to the health insurance plan.		
Faculty Fringe summer-20% (Pedagogy & Curricular Projects)	\$ 6,600	
Fringe Benefits Total	\$ 7,208	\$ 21,413
<u>3. Travel</u>		
Project Director to UISFL meeting. Transportation, lodging and meals-\$2,000	\$ 2,000	
Two St. Olaf faculty to present findings at national conferences. Fees, airfare, lodging and per diem-\$2,000 x 2 people.	\$ 4,000	
<u>Setting up internships</u> in Japan and China. Airfare-\$1,800 x 1 person, ground transport-\$450 x 1 person. <u>Lodging</u> : Japan, \$150/day x 3 days x 1 person-\$450. China, \$125/day x 3 days x 1 person-\$375. <u>Per diem</u> : Japan, \$45/day x 1 person x 3 days-\$105. China, \$35/day x 1 person x 3 days-\$105.	\$ 2,835	
<u>Student internships</u> in Asia. <u>Ground transport</u> -\$200/student x 6 students. <u>Housing</u> -\$15/night x 120 nights x 6 students. <u>Per diem</u> -\$8/day x 120 days x 6 students. <u>Incidentals</u> -\$150/student x 6 students.		\$ 18,660
Travel Total	\$ 8,835	\$ 18,660
<u>4. Equipment</u>		

<u>5. Supplies</u>		
Teaching materials for Chinese- and Japanese-language courses: Children's books, books, DVDs CDs, etc.	\$ 6,000	\$ 600
Supplies Total	\$ 6,000	\$ 600
<u>6. Contractual</u>	N/A	N/A
<u>7. Construction</u>	N/A	N/A
<u>8. Other</u>		
Spring 2011 a final visit by external evaluator. Per diem \$600 x 3 days, airfare-\$450, ground transport-\$150, Lodging and meals (2 days) \$300.	\$ 2,700	
Consultant in Chinese: Spring 2011 a final visit by external evaluator. Per diem \$600 x 2 days, airfare-\$450, ground transport-\$150, Lodging and meals (2 days) \$300.	\$ 2,100	
Other Total	\$ 4,800	\$ -
<u>9. Total Direct Costs</u>	\$ 66,243	\$ 97,023
<u>10. Indirect Costs-8% of Total Direct Costs</u>	\$ 5,299	\$ 7,762
<u>11. Training Stipends</u>	N/A	N/A
<u>12. Total Costs.</u>	\$ 71,542	\$ 104,785
<u>*Faculty Curricular Project Participants-Year 1</u>		
Rika Ito, Associate Professor of Japanese and Asian Studies		
Tomoko Hoogenboom, Visiting Professor of Japanese and Asian Studies		
Luyen Chen, Assistant Professor of Chinese and Asian Studies		
Shannon Canella, Visiting Assistant Professor of Chinese and Asian Studies		
Kris MacPherson, Reference Librarian and Asian Studies		
Karil Kucera, Associate Professor of Art History and Asian Studies		
Robert Entenmann, Professor of History and Asian Studies		
<u>*Faculty Curricular Project Participants-Year 2</u>		
All faculty listed above and two additional faculty		
Kathy Tegtmeier Pak, Political Science and Asian Studies, Director of Asian Conversations		
Phyllis Larson, Professor of Japanese and Asian Studies, Associate Dean for Interdisciplinary and General Studies		