

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 # P016A090028

Grants.gov Tracking#: GRANT10294036

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

Narratives

1. Project Narrative - (Abstract Narrative...)	e15
Attachment - 1	e16
2. Project Narrative - (Project Narrative...)	e17
Attachment - 1	e18
3. Project Narrative - (Other Narrative...)	e59
Attachment - 1	e60
Attachment - 2	e59
Attachment - 3	e71
Attachment - 4	e115
Attachment - 5	e116
4. Budget Narrative - (Budget Narrative...)	e115
Attachment - 1	e116

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:
 University of Notre Dame du Lac

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	\$ 20,000	\$ 20,800	\$ 0	\$ 0	\$ 0	\$ 40,800
2. Fringe Benefits	\$ 4,000	\$ 4,160	\$ 0	\$ 0	\$ 0	\$ 8,160
3. Travel	\$ 2,500	\$ 4,426	\$ 0	\$ 0	\$ 0	\$ 6,926
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,500	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 4,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 56,000	\$ 51,500	\$ 0	\$ 0	\$ 0	\$ 107,500
9. Total Direct Costs (lines 1-8)	\$ 84,000	\$ 83,886	\$ 0	\$ 0	\$ 0	\$ 167,886
10. Indirect Costs*	\$ 6,000	\$ 5,991	\$ 0	\$ 0	\$ 0	\$ 11,991
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 90,000	\$ 89,877	\$ 0	\$ 0	\$ 0	\$ 179,877

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2011 (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:
 University of Notre Dame du Lac

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	\$ 58,883	\$ 61,238	\$ 0	\$ 0	\$ 0	\$ 120,121
2. Fringe Benefits	\$ 11,777	\$ 12,248	\$ 0	\$ 0	\$ 0	\$ 24,025
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,500	\$ 1,100	\$ 0	\$ 0	\$ 0	\$ 4,600
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 34,500	\$ 34,500	\$ 0	\$ 0	\$ 0	\$ 69,000
9. Total Direct Costs (lines 1-8)	\$ 108,660	\$ 109,086	\$ 0	\$ 0	\$ 0	\$ 217,746
10. Indirect Costs	\$ 31,500	\$ 31,452	\$ 0	\$ 0	\$ 0	\$ 62,952
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 140,160	\$ 140,538	\$ 0	\$ 0	\$ 0	\$ 280,698

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-ND09_UISFL_ED abstract.pdf**

A New Paradigm for Asian Studies at ND: Innovation, Integration, and Distinction

The University of Notre Dame (ND) aims to advance Asian Studies in a new paradigm that adopts innovation, integration, and distinction as core strategic values. The Kellogg Institute for International Studies (KI) and the Center for Asian Studies (CAS), in collaboration with the College of Arts & Letters (A&L), propose to develop, integrate, and expand existing undergraduate major and minor programs in Asian language and area studies. New, innovative, and effective courses, pedagogies, and assessment tools will promote the growth of Asian Studies and optimize proficiency outcomes for East Asian languages. Integration of University resources and expertise will ensure that the development of Asian Studies is a collaborative endeavor that benefits the University broadly across disciplines.

Guiding the project are goals outlined in 2006 by the University Task Force on Asian Studies:

- To provide opportunities and experiences that educate ND students with regard to Asia and to prepare them for the changing global landscape increasingly influenced by Asia;
- To engage ND faculty and students with important economic, political, social, and theological issues affecting Asia and the global community;
- To produce ND graduates who can become leaders in various enterprises in Asia and to educate future Asian leaders; and
- To develop Asian-focused initiatives that build on ND's strengths, and are of the highest quality, distinctive, and consistent with our Catholic character and institutional identity.

To accomplish these goals, we propose an interdisciplinary project with 7 components:

1. New content courses in Asian language and area studies that build upon ND's traditional strengths as well as emerging areas of focus and expertise;
2. Integrated Asia-specific co-curricular programming and language learning resources developed, coordinated, and shared between CAS, which offers a major and a minor in Asian Studies; the Department of East Asian Languages and Cultures (EALC), which offers majors, minors, and honors tracks in Chinese and Japanese language, as well as instruction in Korean language; and the newly created Center for the Study of Languages and Cultures (CSLC);
3. New library resources for Asian language and area studies;
4. New foreign language pedagogy and learning assessment initiatives;
5. Targeted professional/curriculum development opportunities for faculty;
6. Regional mini-conferences that bring Asian Studies faculty from Midwest universities together to explore common academic interests and develop linkages; and
7. A new outreach initiative to provide Asia-specific curriculum resources to teachers in elementary and secondary schools in Indiana, Michigan, and Illinois.

These activities dovetail with the University's 10-year strategic plan (2004), as well as with the report to the provost of the Task Force on Asian Studies (2006), and specifically support the University's priority of extending the undergraduate curriculum on Asia. The proposed activities will expand course offerings and opportunities for learning Less Commonly Taught Languages (LCTLs) of Asia, build the collection of resource materials crucial for the development of Asian language and area studies, improve pedagogy and assessment for the study of Asian languages, and create new initiatives to reach students in the early stages of their college education and to deepen the educational experience of more advanced students of Asia.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1242-ND09_UISFL_project narrative.pdf**

Table of Contents

Introduction.....1

1. Plan of Operation4

2. Quality of Key Personnel.....22

3. Budget and Cost Effectiveness26

4. Adequacy of Resources.....26

5. Plan of Evaluation.....28

6. Commitment to International Studies32

7. Elements of Proposed International Studies Program35

8. Need for and Prospective Results of the Proposed Program38

10. Competition Program Priorities40

Appendices

- A. Letters of Support
- B. Curriculum Vitae of Key Personnel
- C. Evaluation Tools
- D. Timetable

Table of Commonly Repeated Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
A&L	College of Arts & Letters
CAS	Center for Asian Studies
CSLC	Center for the Study of Languages and Cultures
EALC	Department of East Asian Languages and Cultures
EAS	East Asian Studies
ISLA	Institute for Scholarship in the Liberal Arts
KI	Kellogg Institute for International Studies
LCTL	Less Commonly Taught Language
MLA	Modern Language Association
ND	University of Notre Dame
NFLRC	US/ED Title VI National Foreign Language Resource Center
NRC	US/ED Title VI National Resource Center
OPI	Oral Proficiency Interview
UISFL	US/ED Undergraduate International Studies & Foreign Language Program
US/ED	US Department of Education

A New Paradigm for Asian Studies at ND: Innovation, Integration, and Distinction

INTRODUCTION

The University of Notre Dame (ND) is committed to advancing Asian Studies by developing a new paradigm that adopts innovation, integration, and distinction as its core strategic values.

This new paradigm guides our vision for enhancing Asian Studies throughout the University's curriculum and aims to achieve greater distinction for our faculty, students, and University community. The development of new, innovative courses, effective pedagogies, and assessment tools will promote the growth of Asian Studies and ensure that the University is applying the latest pedagogical methods to optimize proficiency outcomes for East Asian languages.

Integration of University resources and expertise ensures that the development of Asian Studies is a collaborative endeavor that benefits the University broadly across disciplines.

In recent years ND has taken significant strides, including institutional and leadership changes, to advance the interdisciplinary study of Asian languages and cultures. In June 2006, a new position within the Provost's Office was created to foster the development and coordination of University programs and initiatives related to Asia, with the overarching goal of strengthening interaction with Asia. Toward this goal, ND has established new links to universities in Asia: an intensive Chinese language program at Fu Jen Catholic University in Taipei was established in 2007 and an exchange program with the Chinese University of Hong Kong was launched in fall 2008, complementing existing programs in Beijing, Shanghai, Nagoya, and Tokyo. Strategic partnerships with several other major universities in East Asia are under discussion. Other important milestones were the 2008 launch of the Korean studies program, which includes instruction in Korean language, culture, and society, and the creation of the new Center for the Study of Languages and Cultures (CSLC), which opened its doors to students in January 2009.

The Kellogg Institute for International Studies (KI) and the Center for Asian Studies (CAS), in collaboration with the College of Arts & Letters (A&L), propose to develop, integrate, and expand existing undergraduate major and minor programs in Asian language and area studies at ND. Our aim is to improve undergraduate instruction by building a vibrant, well-integrated Asian Studies program that strives for pedagogical excellence and academic distinction. This project is guided by the following overarching goals, which were outlined in a May 2006 report to the provost by the University Task Force on Asian Studies:

- To provide opportunities and experiences that educate ND students with regard to Asia and to prepare them for the changing global landscape increasingly influenced by Asia;
- To engage ND faculty and students with important economic, political, social, and theological issues affecting Asia and the global community;
- To produce ND graduates who can become leaders in various enterprises in Asia and to educate future Asian leaders; and
- To develop Asian-focused initiatives that build on ND's strengths, and are of the highest quality, distinctive, and consistent with our Catholic character and institutional identity.

To accomplish these goals, we propose an interdisciplinary project with 7 components:

1. New content courses in Asian language and area studies that build upon ND's traditional strengths as well as emerging areas of focus and expertise;
2. Integrated Asia-specific co-curricular programming and language learning resources and opportunities developed, coordinated, and shared between:
 - the Center for Asian Studies (CAS), which offers a supplementary (second) major and a minor in Asian Studies;

- the Department of East Asian Languages and Cultures (EALC), which offers majors, minors, and honors tracks in both Chinese and Japanese language and culture, as well as instruction in Korean language, culture, and society; and
 - the newly created Center for the Study of Languages and Cultures (CSLC) in A&L;
3. New library resources for Asian language and area studies;
 4. New foreign language pedagogy and learning assessment initiatives;
 5. Targeted professional/curriculum development opportunities for faculty;
 6. Regional mini-conferences that bring Asian Studies faculty from Midwest universities together to explore common academic interests and develop linkages; and
 7. A new outreach initiative to provide Asia-specific curriculum resources to teachers in elementary and secondary schools in Indiana, Michigan, and Illinois.

These activities dovetail with the University's 10-year strategic plan (April 2004), as well as with the aforementioned report of the Task Force on Asian Studies (May 2006), and specifically support the University's priority of extending the undergraduate curriculum on Asia. The proposed activities will expand course offerings and opportunities for learning Less Commonly Taught Languages (LCTLs) of Asia, build the collection of resource materials crucial for the development of Asian language and area studies, improve pedagogy and assessment for the study of Asian languages, and create new initiatives to instill knowledge about Asia among students in the early stages of their college education and to deepen the educational experience of more advanced students of Asia.

1. PLAN OF OPERATION

The proposed project is designed to accomplish the UISFL objective of meeting the nation’s security and economic needs through the development of capacity in foreign languages and world regions identified by the Secretary of Education as areas of national need. It specifically aims to improve language instruction and student proficiency in 3 priority languages on the US Department of Education (US/ED) LCTL list: Chinese (Mandarin), Japanese, and Korean.

Asia is a force to be reckoned with around the globe and shows no signs of slowing down. Over 60% of the world’s population lives in Asia. Economies throughout Asia have expanded at an unprecedented pace, and the economy of the US is increasingly intertwined with that of Asia. Given the increased political, economic, and cultural visibility of Asia, as well as the region’s strategic importance to global security, there is a pressing need for mutual understanding between US and Asian cultures. The major global issues of the 21st century may very well be shaped by the relationship between the United States and the peoples of Asia.

To be informed citizens—and competitive ones in the marketplace of ideas, goods, and services—ND faculty, students, and graduates need to have a sophisticated understanding of the cultures of this large and important region of the world. And the research and creative expression of ND faculty and students will be more significant to the extent that it is applicable to, responsive to, and informed by Asia. As the recent Task Force on Asian Studies at ND put it, “All Notre Dame students need some understanding of Asian cultures; some students need the opportunity to develop complex and profound understanding.” In the tradition of ND’s mission to educate students who are committed to bettering the world, we aim to enable our undergraduates to pursue this mission with a better knowledge and understanding of Asia, thereby serving as exemplars for their peers and for youth throughout the United States.

Building on ND's proven track record in international education, our project will meet the University's goals to advance Asian Studies, strengthen undergraduate instruction of East Asian languages, and internationalize the curriculum. The components of our operational plan, described in detail below, center on two overall objectives: first, to integrate a variety of University activities on Asia, currently undertaken piecemeal, into one coherent program; and second, to incorporate ND's traditional strengths and emerging areas of expertise into the program in order to develop Asia-focused initiatives that are of the highest quality, distinctive, and consistent with our institutional identity. Both objectives will serve to build excellence in Asian Studies on par with that of more well-established ND international studies programs.

All proposed activities are integral parts of a comprehensive plan to enhance undergraduate instruction in Asian language and area studies. Each component in our plan of operation identifies the key ND units that will carry out the project goals and ensure that all aspects of this project are accomplished by the end of the grant period. Each participating unit is dedicating its personnel and resources to a cohesive, coordinated, university-wide effort to achieve the objectives outlined in this proposal. Codirectors from CAS and KI will work with an interdisciplinary steering committee composed of key faculty and administrators from the most closely involved units to manage the project (see personnel section).

A key component of our plan is its integration of assessment and evaluation (see evaluation section). Successful coordination, implementation, and evaluation will enable ND to establish best practices and models that will not only distinguish our program but also make it of interest to other US universities or colleges that wish to strengthen Asian Studies programs.

ND's strategic plan and infrastructure will facilitate the successful implementation of the proposed interdisciplinary project, and successful program implementation will assist ND in

achieving other strategic goals. Focusing on East Asia, the nexus of current faculty expertise, the program will be available as a model when the University moves to develop its capabilities in South Asian and Southeast Asian Studies. Likewise, the project will be instrumental in ND's aspirations to establish a National Foreign Language Resource Center (NFLRC).

In hiring, awarding grants to faculty, and promoting our programs to students or area schoolteachers, ND actively seeks to provide equal access and treatment to members of underrepresented groups. ND's mission statement clearly states that in order to achieve academic excellence, the University must be a diverse community: "The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students." Creating a diverse community is included as one of the four overarching academic goals in the University's strategic plan. ND makes special effort to ensure diversity in our programs by recruiting applications from underrepresented groups (which include racial and ethnic minorities, women, handicapped persons, and the elderly). Selection criteria for awards prioritize diversity of participants in disciplines, experiences, and needs, aiming for an equitable balance in terms of gender, race, color, religion, and national or ethnic origin. For more on how we will provide equal access and treatment to underrepresented groups, see the attached statement addressing the requirements of Section 427 of the General Education Provisions Act.

Plan Components

1. Course development grants to expand offerings in Asian language and area studies

We propose to offer 6 course development grants with UISFL and ND funds to encourage and enable faculty to expand Asian Studies offerings by developing a new course or substantially revising an existing one to include an Asian dimension. UISFL funds will provide a summer

stipend for each faculty member. ND's Institute for Scholarship in the Liberal Arts (ISLA)¹ will provide supplementary funding for teaching materials (e.g., new subscriptions to foreign newspapers), research (e.g., books, payment for services), or related travel. Materials purchased with course development funds will be housed in the CSLC and promoted for use by other faculty and/or students. In addition, KI will fund outside speakers to further enrich the courses. Courses will be developed during the summer and offered the subsequent academic year.

Three new courses outlined below have been envisioned by faculty involved in this proposal and vetted by department heads, deans, and the provost's advisor on Asian initiatives, and will be further developed in the project's 1st year. Designed to build upon traditional ND strengths as well as emerging areas of focus and expertise, the courses will meet current student demand; interest new students in the study of Asia; enhance our existing major/minor programs in Asian language and area studies; and help internationalize the undergraduate curriculum.

Three additional course development grants will be awarded in a competitive process during the project's 2nd year. To ensure that the new courses meet project goals and objectives, the selection committee will include the project directors and a subcommittee of the steering committee. All full-time members of the ND faculty will be eligible, with a letter of support from the applicant's departmental chair required. Three types of courses will be given preference: 1) content-based courses with a strong Asia component taught by faculty whose primary areas of expertise are not related to Asia, 2) courses demonstrating innovation in Asian language teaching, and 3) courses aimed at students returning from study abroad/field research in Asia.

¹ ISLA helps build and sustain a distinguished faculty in the arts, humanities and the social sciences, and enhances intellectual life on campus by providing grants for faculty research and travel, speakers and conferences, publication subventions and other research expenses, as well as seed money for special projects.

- *New team-taught “gateway” course in East Asian Studies: East Asia through Media*

This freshman- or sophomore-level, “gateway” course will introduce students to Asia using the lens of the popular media to present key themes, such as the environment, ethnic diversity, economy, religion, popular culture, and various social issues. Drawing on the expertise of faculty members Sylvia Lin (EALC/Chinese), Deborah Shamoan (EALC/Japanese) and Aaron Magnan-Park (Film, Television & Theatre/Korean Studies) and building on student enthusiasm around our Asian Film Festival, now in its 6th year, this course will focus on the variety and diversity of East Asian culture and societies. The gateway course will be team-taught in English by 2 of the 3 faculty developers on a rotating basis, providing students with broad exposure to their regional expertise. Fiction, narrative films and documentaries, and new Internet-based media will engage students in learning both about East Asian cultures and societies as well as the ways in which these cultures are represented, displayed, and mediated by contemporary forms of media.

While we hope the gateway course will funnel students into area studies minors or majors and/or study abroad programs in these regions—thus fulfilling a requirement for students subsequently choosing to major or minor in Asian Studies—it will also be promoted as an elective in the First Year of Studies and in various academic programs in A&L. Ultimately, the goal is to encourage more students in the early stages of their college education, regardless of their majors, to think about the intellectual and practical importance of learning about Asia. By actively publicizing the course among groups currently underrepresented in area studies, foreign language, and study abroad programs, we also hope to promote more diversity among participants in these programs.

The dean of the College of Arts & Letters has expressed support for adding such a course to the curriculum, and has agreed to allow full credit for both instructors teaching the team-taught

course the first 3 years it is taught, with no enrollment requirements (assuming it may need time to build interest). He will then review the situation in terms of providing teaching credit: enrollment on an upward trajectory and of 16 or more students will be seen as a positive indicator for continuing to allow full credit for both instructors. Faculty in languages, area studies, and international study programs also have endorsed the idea, citing the need to reach a more diverse audience of students earlier in their program of study than is currently the norm.

- ***New bridge course between A&L and Business: Chinese Business and Culture***

A second team-taught course on Chinese business and culture, with an optional summer immersion component, aims to bridge the colleges of A&L and Business while leveraging ND's traditional academic strength in ethics. The course, targeting students in both colleges, will encourage students to gain leadership skills in cultural and business issues critical to East Asia. This course is aimed at business students interested in work in China as well as A&L students interested in pursuing international careers in business.

Collaborating to develop the course are Jonathan Noble, the Provost's Advisor for Asia Initiatives and Georges Enderle, the John T. Ryan Jr. Professor of International Business Ethics. Instrumental in developing the field of business ethics in China, Enderle believes increasing undergraduate business students' know-how in business, culture, and ethics in East Asia is of vital importance. The course will leverage developing relationships with partner institutions in China, including the An Tai Business School at Shanghai Jiao Tong University and Tsinghua University, which have both expressed keen interest in hosting a summer immersion component to be integrated with Noble and Enderle's course. The summer component would include lectures by Chinese scholars and visits to businesses in China.

The Mendoza College of Business, ranked #2 among the nation's top undergraduate

business schools by *Business Week* in 2009 and headed by Dean Carolyn Woo, has strong ties with Chinese institutions and businesses at the MBA, MSA, and Executive MBA levels but lacks such a connection for undergraduates. The creation of an undergraduate course on Chinese business and culture with the option for a summer immersion program will greatly strengthen the education received by ND undergraduate business students and put them at a marked advantage when entering the workforce. In addition, since business is the primary recruiter of students from A&L, this course aims to assist A&L students—especially majors and minors in Asian Studies and East Asian languages—to integrate their liberal arts education with business practices.

The deans of both colleges have expressed support for the proposed course, which will be colisted in Business and A&L, adhering to the Provost Office’s initiative to encourage the development of intra-college courses and team-teaching between the colleges.

- *New East Asian language course that connects Culture, Language, and Media*

This new language course aims to strengthen the integration of linguistic skills and cultural knowledge through media, technology, and popular culture and serve as a model for developing similar courses in other Asian languages. In developing the course, Noriko Hanabusa (EALC/Japanese) will focus on linguistic and cultural competency for intermediate and advanced Japanese language learners through the use of popular culture and media, an emerging area of Asian Studies teaching and research expertise at ND. The goal is to build competency by incorporating electronic media to complement students’ exposure to print media, and to increase levels of aural comprehension and pragmatic and culturally appropriate communicative skills. Distance learning technology will team ND students with Japanese counterparts.

This course is endorsed by A&L’s “Languages Across the Curriculum” initiative, which promotes the interdisciplinary acquisition of linguistic skills by incorporating language learning

into a wide range of courses.

- ***Content-based course concerning Asia***

To complement the targeted professional development opportunities discussed below, faculty whose primary areas of expertise are not related to Asia, but who have an interest in expanding into the region, will be invited to apply for course development grants offered in the project's 2nd year. The goal is to encourage faculty to stretch their knowledge of a particular field into these regions, of international concern but currently underrepresented in the curriculum. Course proposals with an in-country experiential learning component will be encouraged.

- ***Course demonstrating innovation in Asian language teaching***

Complementing the professional development opportunities and pedagogy initiatives discussed below, Asian language faculty will be invited to apply for course development grants offered in the project's 2nd year. The goal is to encourage the integration of new pedagogical practices and new technologies into innovative courses that will build higher levels of student proficiency in Chinese, Japanese, or Korean. "Language across the Curriculum" courses aimed at advanced language students for whom no further language studies are available will be encouraged.

- ***Course for students returning from abroad***

Students returning from abroad are uniquely motivated to share their recent experiences with others and deepen their knowledge of a region's history and culture. They also need to integrate their experience abroad into their academic programs and process and learn from intercultural experiences once they return. This is especially important for programs in Asia, where students often encounter more significant cultural differences than do those who study in the West.

Spearheaded by the provost's "Asia Initiatives," units across campus are increasing their ties to partners in Asia in order to bolster existing and create new study abroad, internship, and

service learning opportunities. In summer 2008, undergraduates participated in 35 internships and service learning programs in Asia. With the Career Center's Global Internship Initiative, expansion of programs in Asia by KI and the Center for Social Concerns, and new partnerships with Yuan Ze University and the Far Eastern Group in Taiwan and Sogang University in South Korea, summer opportunities in Asia are expected to exceed 50 in 2009.

Therefore, the 2nd-year course development grants will prioritize the development of innovative courses to enable students returning from Asia to integrate and apply their experiences. These should be upper-level courses that focus on elucidating cultural experiences and/or enhancing foreign language and cultural competency.

2. Integration of Curriculum and Programming between CAS, EALC, and CSLC

A primary goal of this project is to truly integrate curriculum and programming across the three major A&L units that play key roles in the study of Asian languages and cultures at ND: (1) the Center for Asian Studies (CAS), which offers a supplementary (second) major and a minor in Asian Studies; (2) the Department of East Asian Languages and Cultures (EALC), which offers majors, minors, and honors tracks in both Chinese and Japanese language and culture, as well as instruction in Korean language, culture, and society; and (3) the newly launched Center for the Study of Languages and Cultures (CSLC), which has a strong focus on pedagogy and assessment. While each of these units has its own expertise and resources, when coordinated in a unified effort they will be able most effectively impact undergraduate learning. Some coordination already exists between CAS and EALC, but the addition of the new CSLC provides new opportunities for collaboration, as well as new challenges.

To improve the study of Asian languages and cultures on campus and to enhance students' ability to achieve advanced language competency, "engagement time" in the target language

cannot be limited to the classroom, but should include activities such as working with audio-visual materials on the Internet or watching foreign-language programming on satellite television. Some of these independent activities can be credited as part of regular coursework; however, a more structured environment in which students work to improve their language abilities under faculty supervision falls under the heading of co-curricular instruction. As opposed to extra-curricular activities—offered on an ad hoc basis and dependent on the good will of the faculty and the voluntary participation of students—co-curriculars offer foreign language and area studies departments a more structured way to support learning goals outside of class and form an integral part of the students' learning experience. The CSLC provides both the environment and the technical and pedagogical know-how to implement co-curricular learning and to ensure that faculty are well equipped to meld these experiences with the learning goals established by their programs.

In contrast to a traditional language lab filled with computers and audio-visual materials, CSLC is an innovative space that provides programming for foreign language-culture exposure, interaction, and communication via technology (e.g., video conferencing, computer-aided language instruction) as well as effective foreign language pedagogy emphasizing a learner-centered communicative approach. In addition to new instructional technologies, it offers peer-tutoring programs, conversation partnerships with native speakers, language discussion tables, language-culture debates, and a variety of language/cultural events and other targeted programming for student interaction and learning. Key CSLC goals are advanced language and cultural competence; internationalism; and diversity across and beyond the ND campus.

To further the integration of CAS, EALC, and CSLC, we propose hiring a two-year East Asian Studies (EAS) coordinator to work with the project codirectors, EALC faculty and

department chair, the CSLC director and pedagogy/assessment specialist, and external consultants to develop and coordinate an integrated curriculum, co-curricular programming, and language learning resources. S/he would also assist in developing and implementing program-level assessment initiatives in Asian languages, and in the identification of Asia-specific materials for the CSLC and the University library. The ideal candidate would be a post-doc scholar in a discipline emphasizing Chinese, Japanese, and/or Korean area studies from a humanities or educational perspective, who also has experience with curricular and pedagogical development. (CVs of two candidates who have expressed interest in the position are included in the Appendix.) ND will fund 50% of this position; we request 50% from UISFL.

The EAS coordinator's most important responsibilities will be to pull together key project elements and provide an important communication bridge between participating units during the implementation of this project; to bring Asia-specific knowledge to new CSLC programming and assessment initiatives; and to help establish an integrated curriculum that will endure well beyond the grant period. In two years, this position has the potential to have a significant impact on Asian Studies at ND and to greatly enhance the quality and cohesiveness of Asian area studies across the University's centers and departments.

Significant new investment in infrastructure and faculty positions means a tight acquisitions budget for the CSLC, with language- or area-specific resources necessarily focused on the most commonly taught languages. UISFL funding would allow the center to establish a solid base of resources for the study of East Asian languages—Chinese, Japanese, and Korean—with particular emphasis on materials useful in co-curricular programming, both to prepare students to study abroad in Asia and to reinforce their learning experiences after they return.

3. New library resources for Asian language and area studies

Of the major area studies library collections at ND, that of Asian Studies is among the weakest and is insufficient to support the present and projected needs of students and faculty. Other collections (e.g., Latin America) have been strengthened by endowments and funding by the US/ED's Title VI National Resource Center (NRC) program, but materials for Asia lag behind. While collections for some countries such as China and Japan are adequate, materials related to other parts of Asia, including Korea and Southeast Asia, are almost non-existent.

In 2001, a report on ND library holdings on Asia by Kenji Niki, Curator of the Japanese Collection of the Asia Library at the University of Michigan, identified significant weaknesses and offered concrete suggestions for developing a “practical” Chinese/Japanese/Korean collection, to include not only foreign language materials but also area resources. Given current library holdings and the academic programs offered at ND, Niki concluded that the expense of developing a substantial collection of scholarly resource materials could not be justified. Rather, he argued that ND should focus on collecting Asian language and area studies reference materials, which would benefit not only Asian Studies students and faculty but be an asset for their counterparts in the humanities, social sciences, and international studies more broadly. This would enable faculty and students to access comparative data and/or basic reference materials at ND before traveling to other libraries² or requesting materials through inter-library loan.

By adopting this strategy, a modest investment in library acquisitions would provide fundamental support essential to undergraduate instruction. We propose that 10% of ND's UISFL proposed budget (\$9,000 per year) be allotted to the acquisition of library materials in Asian Studies. The University will commit at least an equal sum to develop the library's Asia

² Niki noted that ND is “nicely located between two large academic research libraries, the University of Chicago's and the University of Michigan's.” Grants are available from both institutions to defray the cost of research trips.

reference collection, with an emphasis on support of undergraduate study on China, Japan, and Korea, as well as comparative international studies in the humanities and social sciences.

In her consultant report on the Asian collections at ND in summer 2008, Maureen Donovan, Japanese Studies Librarian and Associate Professor at The Ohio State University Libraries, stated frankly, “The absence of a professional librarian with appropriate language skills and training in Asian Studies is the most significant gap in library support for Asian Studies at ND.” Her report also noted the lack of synergy across the Asian collections and the need to determine exactly what resources—especially electronic ones—are in hand before expanding them.

Until the University is able to realize its preliminary plans to hire a full-time Asian bibliographer, the EAS coordinator will play a vital role in coordinating efforts between CSLC, CAS, EALC, and the library to identify electronic resources that can enhance the University’s overall capability in Asian Studies, while also assisting faculty to fully utilize allocated library funds in an effective and strategic way. Since the EAS coordinator will not be a librarian, we are requesting funds for further consulting by Maureen Donovan to assist in this process.

4. New Pedagogy and Assessment Initiatives

Critical to the project are the implementation of new pedagogical practices and emerging foreign language technologies in Asian language classrooms and the development of Asian language curricula and assessment instruments. The A&L Specialist in Foreign Language Pedagogy and Assessment, Virginie Askildson, and the EAS coordinator will work closely to identify pedagogical foci key to Asian Studies and to strengthen the assessment of language proficiency in Asian languages. In particular, they will identify effective online assessment instruments to gather data on student proficiency; develop formal oral proficiency assessments that will provide regular feedback to both students and instructor in every course; and implement random

sampling groups that allow periodic review of program goals. The resulting data will be available to the faculty steering committee and our external evaluator.

In addition, we propose to replicate for the Asian language programs an assessment program currently being piloted by ND's Romance Languages faculty with the goal of improving formal proficiency assessment in relation to program learning goals. The objectives of the pilot project—overseen by the Committee for the Studies of Romance Languages and Cultures—are: to create oral proficiency templates across all programs, all levels; to develop technical support (using the online voice tool WIMBA) to assist with collection, review, and storing of data; to develop protocols for program level assessment; and to include rating criteria and best practices.

Finally, we are requesting UISFL funds for the CSLC to invite guest speakers to give workshops for faculty on the key issues related to these pedagogical and assessment initiatives, especially as they relate to advanced language proficiency and best practices in the use of media and technology in language instruction. We are also requesting funds for John Norris, Associate Professor in the Department of Second Language Studies, University of Hawai'i at Mānoa, who has been involved with the development of ND's CSLC, to consult with the steering committee and CSLC on the design and evaluation of the proposed workshops.

5. Targeted professional/curriculum development opportunities for faculty

Faculty need support for their efforts to restructure curricula, improve teaching methods, expand and sharpen professional expertise, develop proficiency in the classroom, and enhance learning opportunities for students. Although faculty are encouraged to attend conferences and workshops (such as those sponsored by ACTFL), travel funding from departments or A&L is limited, and professional development in pedagogy and curriculum development often takes second place to scholarly activities. In order to promote the goal of improving Asian language and area studies

instruction, we propose creating a small pool of funding dedicated to faculty professional development specifically focused on pedagogy and curriculum development.

A call for proposals will be issued to faculty in Asian language and area studies and selection of awardees will be competitive. Proposals will be accepted for pedagogy and curriculum-related professional development. Since members of this project's steering committee may be candidates for these awards, the selection process will be administered through ISLA's well-established, peer-reviewed faculty grants program, with award amounts based on actual expenses. The funding can be used to: add new technology to courses; participate in workshops; acquire materials (including computer software but not hardware); confer with faculty teaching relevant courses elsewhere; develop language teaching materials for classroom use (e.g., creating a picture file or a list of newspaper articles with corresponding activities ready for use by the teacher); and train faculty to use this material in innovative and effective ways (e.g., how to use a Course Management System [CMS], online voice tools to practice pronunciation, and video boards to assess oral proficiency and pragmatics, etc.).

In addition, in order to increase interaction among ND colleges around Asian themes, promote the visibility of Asia initiatives, and encourage ND faculty to facilitate projects that involve people and institutions in Asia, we also propose instituting a program of competitive grants for ND faculty, in all colleges, to further scholarly or pedagogical activities that require contact with Asia. Faculty whose scholarly and pedagogical interests do not normally or formally involve Asia, but who wish to include the region in a particular project could apply for up to \$5,000 to help cover expenses in carrying out that aspect of the project. Among the possible uses are: traveling to an Asian country to develop linkages, inviting Asian counterparts to campus, attending a conference or meeting on an Asian theme relating to the applicant's work, or hiring a

consultant in Asia for the project. Funding would come both from grant funds (2/3) and from the Office of the Assistant Provost for International Studies (1/3). To ensure that proposals meet project goals and University objectives, the selection committee will include the project codirectors, a subcommittee of the faculty steering committee and a representative from the Office of International Studies. All full-time members of the ND faculty will be eligible, with a letter of support from the applicant's departmental chair required.

6. Regional mini-conferences on topics relating to Asian languages and area studies

In order to capitalize on the increased excitement surrounding Asian languages and area studies among various departments and institutes at the University, we propose hosting two regional mini-conferences modeled on KI's successful regional workshops on Latin America (supported by US/ED Title VI NRC funding). These mini-conferences will bring Asian Studies faculty from Midwest universities together to explore common academic interests, as well as to develop professional ties and institutional linkages, and will include outreach to high school teachers. We will work in conjunction with Indiana's Department of Education, which has expressed interest in collaborating with ND on this initiative. The aim is to increase the potential for future collaboration among Asia experts in the region by including faculty from smaller colleges and universities, as well as leading scholars from regional NRCs/NFLRCs. The mini-conferences will be organized by the Kellogg Institute, in consultation with CAS and the project's steering committee. KI has many years of experience organizing academic conferences and workshops, including the similar Midwest regional workshops mentioned above.

The first mini-conference, in spring 2010, will focus on religion in Asia. Theology is one of ND's premier departments—and one that reaches all ND undergraduates, since they are required

to take a minimum of two theology courses.³ Notwithstanding ND’s core identity as a Catholic university, the department includes a wide range of religious perspectives, and its academic offerings are deliberately ecumenical. Courses on Asian religion are extremely popular. “Chinese Ways of Thought,” which introduces students to Chinese religion and philosophy, typically attracts as many as 100 students, and senior scholars Robert Gimello and Lawrence Sullivan in particular, are renowned for their expertise in Asian religion. In March 2009, CAS and KI collaborated on organizing and sponsoring the symposium “The Church in Asia,” which featured three scholars on Catholicism in East Asia. A mini-conference focusing on Asian religion would not only contribute to the dialogue between Catholicism and other religions—a major University goal—but would also enhance a program in Asian culture, as well as complement our existing strengths in Asian Studies and international studies more broadly.

While the topic for the second mini-conference, in spring 2011, has not yet been decided, it will tentatively focus on the emerging theme of popular culture and the media in Asia, which dovetails with the proposed gateway course “East Asia Through Media.”

7. Outreach to elementary and secondary education institutions

Congruent with the public service dimension of ND’s Catholic mission and the overall goals of US/ED Title VI programs, we propose an Asian Studies outreach program for area elementary and secondary schools that aims at expanding intercultural literacy and global understanding beyond the boundaries of our university while contributing, on a small scale, to strengthening national capacity to prepare young students for life in the 21st century.

With UISFL funding, CAS and KI plan to replicate a successful KI teacher outreach program. In 2001, with Title VI NRC funding, KI established a “Traveling Trunks of Latin

³ The Department of Theology enrolls approximately 2,500 students per semester in its various courses.

America” program to help teachers integrate Latin American culture into K-12 curricula. A local curriculum developer and KI’s outreach coordinator, who had an MA in Latin American studies, designed the resource kits to include artifacts, musical instruments, literature, and curriculum guides aligned with Indiana academic standards. Customized for different regions of Latin America, the trunks provide K-12 teachers with appropriate materials to use in helping students learn about the diverse cultures of each region. In 2007, under the direction of a new outreach coordinator with experience in Africa, KI expanded the program to include “Traveling Trunks of Africa,” which have proven to be just as popular as the Latin America trunks.

Promoted at teacher workshops, curriculum fairs, and regional conferences, the “Traveling Trunks of Latin America and Africa” have been used in classrooms in 11 school districts in Indiana, Michigan, and Illinois, as well as for extracurricular events aimed at school children and community youth. In the 2007–08 academic year, the trunks reached over 5,500 children. Teachers report that the program helps them to develop their increasingly diverse student population’s understanding of and connections to our increasingly global world.

We propose to create three new “Traveling Trunks of Asia”: similar resource kits for China, Japan/Korea, and South/Southeast Asia. KI will purchase materials for the trunks, with input from the EAS coordinator and an Asia curriculum specialist identified in consultation with the Indiana Department of Education. The curriculum consultant would be funded by the UISFL grant to align the Asia resource kits with Indiana state standards. KI will use its own resources to integrate the new Asia traveling trunks into its existing outreach program, and CAS would use them as a basis for developing new partnerships with elementary and secondary institutions.

This outreach initiative will also strengthen newly established ties between ND international and area studies programs and South Bend’s John Adams High School, a public high school with

a magnet program in International Baccalaureate and Global Studies. Thirty ND faculty members, including several in EAS, wrote letters expressing their willingness to help Adams teachers develop and enhance the curriculum in international studies. The traveling trunks, developed for K-12 classrooms, would facilitate this interaction.

2. QUALITY OF KEY PERSONNEL

CVs for all personnel named in this proposal are included in the Appendix.

ND's project codirectors are Howard Goldblatt, Director of the Center for Asian Studies and Research Professor of Chinese, and Sharon Schierling, Associate Director of the Kellogg Institute for International Studies. They will be assisted in the administration of the grant and implementation of the proposed activities by 11 members of KI's full-time professional and administrative staff.

Goldblatt is the founding editor of the scholarly journal *Modern Chinese Literature* (1984), the author/editor of a dozen scholarly and literary books, and the translator of more than 40, four of which have won national and international prizes. The recipient of a Guggenheim fellowship, a Fulbright fellowship, a senior fellowship from the Committee on Scholarly Communication with the People's Republic of China (CSCPRC), two NEA Translation Grants and several Chiang Ching-kuo Foundation awards, he sits on the editorial and advisory boards of a dozen periodicals and served on the PEN Translation Jury, the ALTA Translation of the Year Jury, the NEA Translation Panel, and the Neustadt International Literary Jury. Goldblatt was a member of the aforementioned Provost's Task Force on Asian Studies and subsequently chaired a Provost Working Group to identify and prioritize Asian initiatives.

Schierling is responsible for KI operations and financial management. She previously

codirected a UISFL-funded project to strengthen majors in Arabic and Russian languages, enrich minors in Middle East and Russian/East European studies, and contribute to Africana studies.

She also codirected the Institute's Title VI NRC program in Latin American studies.

A faculty steering committee, chaired by Jonathan Noble, Advisor for Asia Initiatives in the Office of the Provost, will help guide, oversee, and evaluate the project. Noble is responsible for assisting the University to enhance its profile in Asia while also advancing its Asian Studies programs. Before this appointment, he taught Chinese language, literature, and culture at ND, The Ohio State University, and the College of William and Mary. His research focuses on contemporary Chinese culture, primarily film and theatre.

The faculty steering committee, comprised of key faculty and administrators from across disciplines at the University, will work closely with the project codirectors and the proposed EAS coordinator to ensure that the project reaches its maximum potential. The 12 members of the faculty steering committee are:

Lance Askildson, Director, CSLC

Virginie Askildson, CSLC Foreign Language Pedagogy/Assessment Specialist

Susan Blum, Associate Professor of Anthropology, and former Director, CAS

Georges Enderle, John T. Ryan Jr. Professor of International Business Ethics

Agustin Fuentes, Professor of Anthropology, and Director, ISLA

Robert Gimello, Research Professor, Department of Theology

Noriko Hanabusa, Associate Professional Specialist, EALC (Japanese)

Jung-Hyuck Lee, Associate Professional Specialist, EALC (Korean)

Sylvia Lin, Associate Professor, EALC (Chinese)

Aaron Magnan-Park, Assistant Professor, Department of Film, Television & Theatre

Dian Murray, Chairperson, EALC, and Professor of History

Deborah Shamoon, Assistant Professor, EALC (Japanese)

Two members of the faculty steering committee who have additional responsibilities specified in this proposal are Lance and Virginie Askildson, CSLC director and foreign language pedagogy and assessment specialist, respectively. Lance has a PhD in Second Language Acquisition and Teaching and a masters degree in Multilingual-Multicultural Education. Prior to coming to ND, he served as assistant director for language teaching at the University of Arizona's Center for ESL. Virginie holds a PhD in Second Language Acquisition and Teaching, is a native speaker of French, is fluent in English and German and is a beginner in Chinese. Her research interests include foreign language pedagogy, computer assisted language learning, computer-mediated communication, educational assessment, and program evaluation.

Each codirector will commit to this project *at least* the amount of time corresponding to the percentage of his/her salary that is cost-shared in the budget (10%) to help ensure the effective management of the project. The steering committee chair will commit 7.5%; the CSLC director and foreign language pedagogy specialist will each commit 5%; and the other 10 members of the committee will each commit 2% of their time. (These percentages are estimates for cost-sharing purposes.) Since their activities related to the project fall within the realm of their core job responsibilities, all key personnel are prepared to dedicate as much time as needed to ensure successful implementation and effective management of the project.

The EAS coordinator will be a full-time post-doctorate-level position (50% funded by UISFL and 50% split between KI and A&L) reporting to the Associate Dean of the College. The EAS coordinator will work closely with the project codirectors and steering committee, CSLC director and pedagogy specialist, EALC faculty and department chair, KI's outreach coordinator,

and a collection development librarian, as well as 3 external consultants (Asian Studies librarian Maureen Donovan of Ohio State, second language acquisition professor John Norris of the University of Hawai‘i, and a curriculum specialist on Asia to be identified in consultation with the Indiana Department of Education), and our external evaluator (Galal Walker, Director of the National East Asian Languages Resource Center and Professor of East Asian Languages and Literatures at The Ohio State University).

ND has more than sufficient faculty and staff with expertise in Asia and/or comparative international studies to support the development and implementation of the new initiatives proposed in this project. In its May 2006 report, the Task Force on Asian Studies identified more than 30 full-time faculty with significant research and teaching expertise relevant to China, Japan, Korea, India, Southeast Asia, and South Asia across the Colleges of Arts & Letters, Law, and Business. The expertise of these faculty, more than 60% of whom are tenured, reflects a broad array of disciplines and topics of research and scholarly inquiry. More than 50 faculty and staff are affiliated with CAS, and 16 faculty teach in EALC (including visiting faculty).

ND is dedicated to equal employment opportunity and to implementing positive programs designed to ensure the prevention of any discriminatory practices, intentional or inadvertent. Its nondiscriminatory employment practices encourage applications from underrepresented groups. Over and above its EEO policy, ND’s commitment to equal access and treatment is long-standing. In 1970 then President Rev. Theodore M. Hesburgh, a charter member of the US Commission on Civil Rights and its chair from 1969 to 1972, oversaw the creation of ND’s affirmative action plan. President Malloy reaffirmed ND’s commitment to affirmative action in 1996, and in 1998 the provost established a Task Force on Diversity and Community, which recommended a broad range of initiatives that since have been undertaken. In 2000, for example,

the academic affirmative action committee appointed college diversity officers and established additional affirmative action plans aimed at the recruitment, promotion, and tenure of minority faculty. In 2002, the Office of Institutional Equity was created to further diversity initiatives. ND also has several permanent committees devoted to diversity-related issues, including the University Committee on Cultural Diversity, the University Committee on Women Faculty and Students, and the University Advisory Committee on the Disabled.

3. BUDGET AND COST EFFECTIVENESS

Please see the budget and budget narrative for a summary and explanation of the costs of the components of this program described above, as well as our institutional matching commitments. Estimated costs are based on similar grants administered by the Kellogg Institute.

UISFL funds will be used to reinforce ND's already strong commitment to international and Asian Studies by building on existing resources and leveraging grant monies to obtain commitments for University cost-sharing or matching funds. The two-year UISFL project budget is based on a solid foundation of institutional support. Our request to the Department of Education is less than half of the total program direct costs. Finally, our budget allocations fit well within US/ED recommendations.

4. ADEQUACY OF RESOURCES

ND goes to great efforts to provide adequate resources for the administration of educational programs. The facilities of the various units administering this program are excellent and will be utilized to the full extent needed to achieve the goals stated in this proposal. The personnel and facilities of the Kellogg Institute (KI), Center for the Study of Languages and Cultures (CSLC),

Center for Asian Studies (CAS), and the Hesburgh Library will be dedicated to ensuring the success of the proposed program.

The Hesburgh Center for International Studies, which houses KI, is a tangible expression of ND's commitment to international educational and scholarly activities. The \$8 million structure built in 1991, with a \$2.5 million expansion completed in 2002, has ample offices for faculty and staff, a 125-seat lecture hall with translation facilities, two 40-seat seminar rooms and two 15-seat conference rooms with state-of-the-art audiovisual capabilities, and 16 on-site apartments for visiting faculty. Supplementing materials available in the main University library, the Kellogg Information Center holds a selection of international newspapers, working papers, newsletters, and journals, as well as a reference collection. Accessible to all members of the ND community, it serves as a link between KI and the main library and offers a variety of library services to facilitate access to library collections and electronic resources.

The CSLC provides space, technology and programming for foreign language-culture exposure, interaction and communication. Its innovative design features an open lounge and language discussion area alongside semi-private study booths for pair or small-group work; a multimedia room is dedicated to private study sessions and foreign language television, films, and video teleconferencing. A large multi-purpose classroom provides additional space for technology-based course instruction, small group-work as well as video recording for language class skits, and a variety of large language learning events.

The CSLC also provides a host of innovative foreign language instructional technologies. Laptop computers with a variety of language software applications are available throughout the center, and foreign language literature, periodicals, films, and audio can be checked out from the CSLC reception desk or accessed via a secure website. A small computer lab station within the

main lounge area features a live high-definition video connection (the ‘internet window’) with one of several universities in Asia and other parts of the world throughout the day.

The Center for Asian Studies office serves as a gathering site for students and faculty who wish to share Asia-related interests. Visitors can take advantage of Asia-related periodicals, information about study abroad, brochures on graduate programs, and publicity about events.

The Hesburgh Library is the main library at ND. The 14-story structure houses a collection of nearly 3 million volumes. Endowment income supports Chinese studies acquisitions. Japanese studies gets a small annual allocation, as does Asian Studies. In addition, funds in specific subject areas and library funds made available to individual faculty members are used to acquire materials for Asian Studies. As Maureen Donovan noted in her 2008 consulting report, “the library is starting to create synergies that extend Notre Dame’s strengths to Asia.” For example, a collection of significant Chinese and Manchu texts published by Jesuits in China in the early modern era adds an important new dimension to famous holdings on Catholic history. Recently Professor Julia Thomas (History) used her library funds to acquire rare Japanese photography books that complement and enhance ND’s important resources on 20th century photography. Professor Aaron Magnan-Park (Film, Television & Theatre) has similarly collected Korean films and related resources that enhance other film-related holdings.

5. PLAN OF EVALUATION

At ND, evaluation includes regular and periodic internal and external review of personnel, courses, and programs. Gathering both qualitative and quantitative information, regular reviews include student evaluation of teaching in all courses, college reviews of new courses and degree program changes, annual performance reviews of staff and faculty, annual internal reviews and

reports to the provost and dean by the KI and CAS directors, and budgetary reviews by the ND Office of Research (which oversees grants and contracts) and Sponsored Programs Accounting. In addition, the project team will continuously monitor and evaluate the project as we implement it, meeting with the faculty steering committee at least twice per semester, as well as annually with an expert external evaluator, to review our progress toward achieving the goals of our project and the UISFL program. Throughout the project period, data will be collected and used to document progress as well as make necessary modifications in order to facilitate summative outcomes. (See Appendix for examples of evaluation tools and an evaluation timetable.)

This is an iterative evaluation process in which project staff and faculty, in consultation with the external evaluator and consultants, work together to identify the conditions under which success is most likely and how best to measure the progress toward each goal, and then implement their findings. Ongoing evaluation will keep the underlying program rationale and goals at the forefront of our minds, provide us with new benchmarks to measure, and lead to periodic and summative improvements in the project. These two years of grant funding represent an opportunity to fine-tune our approach, in consultation with the outside evaluator, consultants, and US/ED program staff, so that at the end of the period the most successful practices will be institutionalized—alongside this process and culture of assessment and evaluation—and ND’s programs in Asian language and area studies will continue to grow.

As implementation proceeds, the project team will document progress, make facilitative changes as necessary, and provide a holistic evaluation of the project’s process and products on an ongoing basis. Evaluation will focus on measuring the effectiveness of the project in achieving our stated goals, which in turn contribute to the larger UISFL objective of meeting the

nation's security and economic needs through the development of national capacity in foreign language, area and international studies.

The evaluation of the project will be conducted at two levels: outputs (e.g., programs, services, and institutional data) and outcomes (e.g., impacts, benefits, or changes). With regard to outputs, the evaluation will include performance measures such as the number of faculty receiving course development and professional development grants; number of and enrollment in new language and area studies courses focused on Asia; number of new instructional materials for Asian languages, as well as materials for co-curricular programming and reference materials on Asia; and number of workshops on pedagogy and language assessment. With regard to outcomes, we will collect quantitative and qualitative data such as student attitudes, enrollment, retention, and completion in particular programs (majors and minors), and the utilization of resources such as library and instructional materials and the Traveling Trunks of Asia. We will measure student impact through innovative portfolio assessments (e.g., writing portfolios and oral performance portfolios using WIMBA), standardized language assessment exams (e.g., OPI computer-based pre & post testing), and intercultural competency indices (e.g., Intercultural Development Inventory), as well as through tracking student-reported achievement of learning goals and professional application of language skills. One of the responsibilities of the proposed EAS coordinator is to coordinate the implementation of assessment for Chinese, Japanese, and Korean in collaboration with the CSLC and a consultant who specializes in language acquisition and assessment (Norris).

The project codirectors will monitor this data, and convene the faculty steering committee periodically to discuss project implementation and the extent to which the project activities are contributing to strengthening Asian language and area studies at ND. The goal will be not only to

evaluate the success of the various activities, but also to identify weaknesses that need to be addressed and, more importantly, to link activities and processes to desired outcomes. Specific strategies will be designed to sustain areas of strength and to address any identifiable areas that need reinforcement during the implementation of the grant and beyond.

As mentioned earlier, Galal Walker, Director of the National East Asian Languages Resource Center and Professor of East Asian Languages and Literatures at The Ohio State University, has agreed to serve as our external evaluator. Walker not only has broad Asian expertise and experience in building an East Asian Languages and Literatures program, but also is a member of the Steering Committee of the National Council for the Organizations of Less Commonly Taught Languages and has administered a US/ED-funded NFLRC for East Asian Languages. Walker's distinguished career, which has focused on LCTL instruction, especially Chinese language study, makes him exceptionally well qualified for the task of evaluating and helping develop Asian Studies at ND.

Walker's evaluation will include: 1) a baseline evaluation and presentation on assessment goals during the 1st semester of the grant; 2) a mid-term consultation between the 1st and 2nd years; and 3) a comprehensive program evaluation at the close of the grant period. He will review the data gathered for our internal review and performance reporting process; interview key project personnel, faculty, and students; note unanticipated developments; make recommendations for achieving the project goals; and produce an objective final report evaluating a range of outcomes at different levels.

The goal of the evaluation process is to use the feedback gathered to further our efforts to advance Asian language and area studies at ND. The final report will be disseminated to the provost, A&L dean, and KI director, as well as to US/ED. Via the CSLC, we will also share what

we learn from this project with other ND language and area studies programs, as well as more broadly through presentations at ACTFL/MLA and through collaboration with Title VI NFLRCs.

6. COMMITMENT TO INTERNATIONAL STUDIES

ND has demonstrated considerable, long-standing, and growing commitment to international studies through broad-based initiatives and extensive core financial support. From its founding by French missionaries in 1842, ND has been an international enterprise with a core identity and intellectual tradition distinctively global in focus. It is one of a handful of truly national universities in the US—with all 50 states well represented in its student body—and has students from more than 100 foreign countries. ND stands 6th among research universities in the percentage of undergraduates who study abroad. Of *U.S. News and World Report's* top 20 national universities, ND ranks number one in that respect.

Each semester approximately 30 courses are offered in Asian language and area studies. In fall 2008, enrollment in Asian language and Asian Studies was approximately 650, including 250 students in Chinese, Japanese, and Korean, and 400 in courses that teach about Asia. This number has been increasing by at least 10% per year. One EALC's goals has been to increase the number of students reaching an advanced level of language proficiency. The total number of students enrolled in fourth- and fifth-year Chinese and Japanese has been steadily increasing. In fall 2008, enrollment in these classes totaled 35.

Top ND administrators are broadly supportive of international studies. Before becoming the University's 17th president in 2005, Rev. John Jenkins, CSC, served as vice president and associate provost for undergraduate education and international studies and, in that capacity, chaired the committee that prepared ND's strategic plan for Advancing International Studies.

Recently, Fr. Jenkins undertook extended trips to Asia and Africa to engage with his counterparts at foreign universities. Letters of support (see Appendix) from top University officers show their strong commitment to this project and to enhancing international studies as a centerpiece of excellence in teaching and research at ND. The provost's commitment to Asia in particular is evidenced by his appointment of Jonathan Noble as Advisor for Asia Initiatives; no other world region has a comparable post in the University's Office of the Provost.

In 2005, at the request of the president, the provost appointed a Task Force on Asian Studies at ND. The task force—which included tenured faculty members from 10 departments, the dean of Arts & Letters, the director of the Kellogg Institute, the assistant provost for International Studies (study abroad), and the assistant vice president for University Relations—solicited input from the CAS director, the EALC department chair, and faculty and students in Asian Studies at ND. Based on this information, the task force agreed on a set of overarching goals, proposed an aspirational vision for the development of Asian language and area studies at ND, and made recommendations for action, which inspired and guided the development of this project.

The task force identified the Kellogg Institute as a center of particular strength and quality that might serve as a core for developing collaborations with Asian universities, as well as for the development of program offerings consistent with a vision of excellence in niche program areas. Building on five research themes,⁴ all of which are relevant to Asia, KI fosters research on many world regions. KI's operating budget, exceeding \$3 million in FY09, supports faculty and staff salaries, fellowships and grants for faculty and students, conferences and academic events, and publications; these funds come from the Institute's endowment, supplemented by external grants.

The Center for Asian Studies, founded in 1996, constitutes an ND network of scholars and

⁴ Democratization and the quality of democracy; economic growth and development; public policies for social justice; religion and society; and social movements and organized civil society.

students committed to promoting the study of Asia. CAS has more than 50 affiliated faculty and staff from 12 departments or offices on campus. The center's academic programs include a supplementary (second) major and a minor in Asian Studies, both of which include a language requirement. Students are strongly encouraged to study abroad in Asia, and CAS offers Asian Summer Language Grants to support student learning of Asian languages not taught at ND.

The Department of East Asian Languages and Cultures offers first and supplementary majors and minors in both Chinese and Japanese, and launched a new Korean Studies Program in 2008. Currently 10 faculty teach in the Chinese program, 4 teach Japanese language or literature, and 2 offer courses in Korean language and culture. Qualified students majoring in Chinese or Japanese have the opportunity to attend East China Normal University in Shanghai, Peking University in Beijing, Nanzan University in Nagoya, or Sophia University in Tokyo during their sophomore or junior year. In addition, an intensive summer Chinese language program at Fu Jen Catholic University in Taiwan was established in 2007.

In 2005, Kuan-yi Rose Chang, Director of the Anderson Language Technology Center of the University of Colorado and Visiting Director of the ND Language Resource Center, presented findings of an inquiry into how to improve language and culture learning at ND. The dean of A&L took the five unranked goals—increased support for study abroad, improved language learning and assessment, increased extra-curricular activities and contact hours for language instruction, as well as appropriate professional development for language instructors—and asked the foreign language department chairs to devise an action plan to meet these goals. The key proposal of this “Action Plan” was to replace the existing language lab with a new Center for the Study of Language and Culture to provide new opportunities for revitalizing the curriculum, build on the achievements of individual language programs and share them with others. The first

director of the new CSLC was hired in 2008, and it opened in January 2009.

This project proposal was spearheaded by the provost’s advisor for Asia initiatives, in close collaboration with the leadership of the Kellogg Institute, CAS, and the CSLC, as well as faculty in EALC (Chinese, Japanese, and Korean), Anthropology, Marketing (Business), Theology, and Film, Television & Theatre—all of whom will remain involved throughout the implementation of the project. Moreover, this proposal is grounded in a broader strategic planning process that has involved and is supported by faculty and administrators throughout the University.

In addition to its strong ongoing commitment to and core financial support for international studies, ND has made significant commitments of institutional funds to support the proposed project (see budget) and is committed to utilizing its personnel and other resources for the project’s establishment, operation, and continuation beyond the grant period.

7. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM

The proposed activities contribute to the implementation of major, university-wide interdisciplinary initiatives for (1) advancing international studies and foreign languages, including making international studies one of the University’s signatures; (2) improving foreign language and culture learning; and (3) developing and enhancing Asian Studies in particular.

These initiatives are the product of much collective consideration and ongoing efforts on the part of the faculty and administration at ND, reflected in the University’s strategic plan (April 2004), the report of the Task Force on Asian Studies (May 2006), and the proposal “How to Improve Foreign Language and Culture Learning at ND: An Action Plan” (September 2006). Each of the components of the proposed project contributes in an integral way to these initiatives.

The strategic plan calls for internationalizing the curriculum across the disciplines by

attracting students to international studies; adding faculty and expanding course offerings, particularly in less-studied world regions, including Asia; strengthening instruction of LCTLs and adding new languages to the curriculum; and improving integration of study-abroad programs with academic programs on campus. As is described in detail in the plan of operation, the proposed project specifically aims to do all these things. In addition, it responds to and furthers the specific recommendations of the Task Force on Asian Studies and the “Action Plan” for improving foreign language and culture learning.

The proposed project is thoroughly interdisciplinary, involving 2 colleges and faculty from 6 disciplines (Anthropology; EALC; Film, Television & Theatre; History; Marketing; and Theology), as well as 3 interdisciplinary centers (CAS, CSLC, and KI). It strengthens an interdisciplinary area studies program (major/minor in Asian Studies), as well as majors in 2 LCTLs (Chinese and Japanese) and the study of another (Korean). From inception to implementation, if funded, this project will have been driven not only by advocates for and experts in Asian Studies, but also by the comparative international perspective of the Kellogg Institute, which views Asia as an important region for advancing its comparative interdisciplinary research agenda on themes of global importance in the 21st century.

In this project, at least 6 new courses will augment the curriculum in Asian language and area studies (see course details above):

- an interdisciplinary, team-taught “gateway” course in East Asian Studies
- a bridge course between Arts & Letters and Business: Chinese Business and Culture
- an East Asian language course: Japanese through Media
- a content-based course concerning Asia in a non-area-studies discipline
- an innovative Asian language course aimed at achieving advanced proficiency

- a course aimed at students returning from study/research in Asia

Given the relatively modest investment of grant funds, these courses represent a significant and important enhancement of the academic programs in Asian language and area studies. They will not only benefit students majoring or minoring in Asian Studies, Chinese, or Japanese, but will give students in any program of study at ND the opportunity to enhance their liberal arts education by learning about this large and important region of the world.

Beyond creating the CSLC, the “Action Plan” for improving language learning proposed by the foreign language department chairs in A&L identified the following goals:

- Improve curricula and assessment practices in foreign language and culture programs, with the goal of enabling more students to more efficiently achieve advanced competency;
- Provide students with a wide array of well-designed co-curricular programming, which is essential if they are to achieve advanced competency; and
- Make available to faculty appropriate professional development support, including workshops and training opportunities designed to support the above stated goals.

The proposed project has been designed to specifically address each of these points: The pedagogy and assessment specialist recently hired by A&L will work closely with the proposed EAS coordinator to apply new pedagogy and assessment initiatives in Asian languages.

Similarly, the EAS coordinator will work with the director of the CSLC to ensure that Asian language students are offered appropriate co-curricular programming. Finally, workshops and training opportunities will be offered for Asian language faculty.

8. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM

Enrollments in Asian language and Asian Studies have been increasing by at least 10% per year, in fall 2008 reaching 400 in courses that teach about Asia and 250 students in Chinese, Japanese, and Korean language courses, including 35 in fourth- and fifth-year Chinese and Japanese. There have also been steady increases in the numbers of Asian-American and Asian students at ND over the past decade. In 2009, 441 students from Asian countries are enrolled, 22.2% of these at the undergraduate level; and 709 Asian-American students, 82.7% at the undergraduate level. The largest numbers of undergraduate Asian students hail from South Korea and China.

Although student demand for and enrollments in ND's Asian language and area studies programs are growing rapidly, resources for international studies have primarily been directed toward European and Latin American area studies and language programs, which have the highest enrollments and are supported by endowment and other external funds dedicated for those areas. UISFL support would augment the resources available to enhance existing major and minor programs in the less well-endowed and newer program in Asian Studies, as well as in the less commonly taught Asian languages of Chinese, Japanese, and Korean.

One might reasonably ask why a private university such as Notre Dame requires the resources requested with this application in order to seed new initiatives in Asian Studies, particularly when it has the advantage of well-endowed institutes of international studies and a proven track record of supporting international studies. Given all the justifiably important competing priorities at a university that prizes excellence across the curriculum, as well as shrinking endowments in the current economic crisis, federal grants such as the UISFL can provide a considerable incentive as well as a mechanism by which deans and departments can leverage their increasingly limited resources to bring new initiatives to fruition.

It is worth stressing that many of the positive advances in international studies at ND in recent years have come about precisely because of the powerful incentive created by grants such as the UISFL. For example, designated as a Title VI NRC in Latin American Studies in 2000, ND expanded its Latin American area studies programming thanks to federal funding and resource leveraging. Similarly, previous UISFL support (2003–06) allowed the University to enhance programs in African, Middle East, and Russian/post-Soviet studies. The Kellogg Institute can serve as a magnet for capturing enhanced resources for Asian Studies and a fulcrum for leveraging them. It has a track record of doing this, and will continue to be aggressive in seeking federal and private foundation grants and in leveraging its own resources to enhance the University’s total resource base for international research and education.

Upon the project’s completion, ND will benefit from a greatly strengthened Asian Studies program, with enhanced curricular offerings and the coordination, resources, and assessment tools necessary to ensure excellent implementation and results. In addition, regional conferences and a new K-12 outreach initiative will position ND as a hub for Asian Studies in the area.

We expect the following specific measurable outcomes of the proposed project:

- At least 6 new Asian language and area studies course offerings
- Increased student enrollment in Asian language and area studies courses
- Asia-specific co-curricular programming integrated between CAS, EALC, and CSLC
- New co-curricular resources for Asian LCTLs (Chinese, Japanese, Korean)
- Better foreign language pedagogy and improved instruction in Asian language classrooms (as measured by improved course evaluations)
- Increased library holdings, reference materials, and electronic resources for Asian Studies
- Increased utilization of library and language resource materials on Asia

- New assessment tools geared specifically toward Asian languages
- Increased student proficiency in Asian languages, especially at the advanced level
- 3 new “Travelling Trunks” to provide Asia-specific curriculum resources to K–12 teachers

In addition to these quantitative results with measurable outcomes, we also expect the proposed project to result in increased student interest in the study of Asia, increased knowledge of Asia among non-Asian-Studies faculty and students, enhanced quality and cohesiveness of Asian area studies across the University’s centers and departments, stronger faculty and University linkages to Asian people and institutions, stronger ties and increased collaboration between ND Asian Studies faculty and their colleagues at other Midwest colleges and universities, and a host of related benefits. Finally, we anticipate that the proposed activities will help create a climate conducive to further internationalizing the curriculum across the University.

10. COMPETITION PROGRAM PRIORITIES

Competitive Preference Priority: ND requires the completion of two units of foreign language for admission. A unit is the credit for a year of satisfactory work in an accredited secondary school. The two language units required must be in the same language.

The College of Arts & Letters and the College of Science require language proficiency through intermediate level in one of the following: Arabic, Chinese, French, German, Greek, Irish ("Gaelic"), Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Although the College of Business does not have a language requirement, it strongly supports integration of language courses into its curriculum and encourages students to participate in study abroad programs.

Invitational Priorities: This project also satisfies invitational priorities 1, 2, and 4.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Profile Form.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-ND09_UISFL_AppA_Letters of Support.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-ND09_UISFL_AppB_CVs.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-ND09_UISFL_AppC_evaluation tools.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-ND09_UISFL_AppD_Timetable.pdf**

Letters of Support



UNIVERSITY OF NOTRE DAME
OFFICE OF THE PRESIDENT

Rev. John I. Jenkins, C.S.C.
President

April 23, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
U.S. Department of Education
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

I am writing to express my sincere interest in and enthusiastic support of the FY/2009 Undergraduate International Studies and Foreign Language (UISFL) Program project, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration and Distinction," proposed by the Kellogg Institute for International Studies and the Center for Asian Studies.

The University of Notre Dame is committed to enhancing international studies as a centerpiece of excellence in teaching and research, and to promoting the study of Asia through an integrated approach that stresses culture, society, and politics as well as language competency. This interdisciplinary perspective allows for a comprehensive, humanistic and realistic understanding of one of the fastest growing areas of the world.

The Kellogg Institute is widely recognized as one of the premier research institutes in international studies. Our Center for Asian Studies, founded in 1996, now has more than 50 affiliated faculty and staff, and offers more than 30 courses related to Asia each semester, with enrollment of approximately 600 students. The partnership of these two interdisciplinary centers in close collaboration with the Provost's Advisor for Asia Initiatives will be the foundation for strengthening Asian Studies at Notre Dame.

The proposed activities contribute to the implementation of major, university-wide interdisciplinary initiatives for (1) advancing international studies and foreign languages, including making international studies one of the university's signatures; (2) improving foreign language and culture learning; and (3) developing and enhancing Asian Studies in particular. These initiatives are the product of much collective consideration and ongoing efforts by the University's faculty and administrators, and are reflected in the university's strategic plan.

April 23, 2009
Page Two

I hope that you will support this important endeavor. Thank you and best wishes.

Sincerely,

A handwritten signature in black ink, appearing to read "Rev. John I. Jenkins". The signature is fluid and cursive, with a large initial "J" and "I".

Rev. John I. Jenkins, C.S.C.
President

/kim



UNIVERSITY OF
NOTRE DAME

OFFICE OF THE PROVOST

300 Main Building
Notre Dame, Indiana
46556 USA

tel (574) 631-3802
fax (574) 631-6897/4782
email provost@nd.edu

April 27, 2009

Ms. Christine Corey
U.S. Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey:

On behalf of the University of Notre Dame, I would like to offer my strong support of the program entitled, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration & Distinction." We at the University of Notre Dame believe that the objectives of the proposed program align with the University's academic vision and our mission to provide service to the community and the nation as a whole. In addition, the program fits within the priorities of the US Department of Education for strengthening undergraduate language instruction in an area of the world that is undergoing phenomenal growth and change.

Over the last ten years, the University has demonstrated a broad institutional commitment to the study of Asia, and we are committed to our investment of bringing a level of distinction to our interdisciplinary program in liberal arts, Asian studies, foreign field-based learning and faculty mentorship of undergraduate research in Asia. We support further development of a new paradigm for instruction and research in Asian studies that fosters the development of an ethically conscious global literacy that will be well-equipped to face the challenges of the 21st century.

We look forward to the opportunity to work with the U.S. Department of Education in this important endeavor.

Sincerely,

Thomas G. Burish
Provost



UNIVERSITY OF
NOTRE DAME

OFFICE OF THE PROVOST

Dennis C. Jacobs

Vice President and Associate Provost

300 Main Building
Notre Dame, Indiana
46556 USA

tel (574) 631-9488
fax (574) 631-6897
email Jacobs.2@nd.edu

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and members of the UISFL review board:

As Vice President and Associate Provost for Undergraduate Education and International Studies, I write to express my support in the strongest possible terms for the enclosed proposal submitted by the University of Notre Dame to the Undergraduate International Studies and Foreign Language program.

This proposal responds directly to the recommendations issued recently by the Task Force on Asian Studies—a university-wide committee formed at the request of the Reverend John I. Jenkins, CSC, President. In the fall of 2005, Provost Thomas G. Burish charged this task force with the responsibility of (1) conducting an inventory and assessment of Notre Dame's resources and strengths relevant to Asia, (2) reviewing study abroad programs and resources both at Notre Dame and at other universities, and (3) reviewing programs and activities at US universities with the best Asian Studies programs and other selected peer schools.

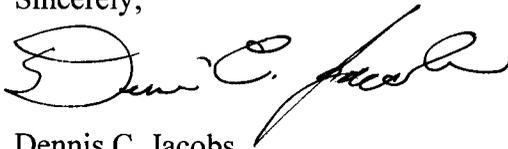
The final report issued by the Task Force on Asian Studies in May of 2006 suggests four overarching goals that should guide Notre Dame's continued investment and development in Asian studies. They are (1) to provide opportunities and experiences that educate ND students with regard to Asia and prepare them for the changing global landscape increasingly influenced by Asia; (2) to engage ND faculty and students with important economic, political, social, and theological issues affecting Asia and the global community; (3) to produce ND graduates who can become leaders in various enterprises in Asia and to educate future Asian leaders; and (4) to develop Asian-focused initiatives that build on Notre Dame's strengths, are of the highest quality, distinctive, and consistent with and enhancing of our Catholic character and institutional identity. The requested UISFL funding will help Notre Dame implement the proposed interdisciplinary project, which seeks to achieve these overarching goals.

From the inception of this proposal, the Provost's Advisor for Asia Initiatives, the director of the Center for Asian Studies, and the associate director of the Kellogg Institute for International Studies, worked closely with faculty and administrators in the College of Arts & Letters in the design of the project. The initiatives proposed will not only support the recommendations of the Task Force on Asian Studies but will also be critical for the achievement of the University's strategic objectives in international studies. This UISFL grant will be invaluable in supplementing the resources we have already committed and plan to commit in the near future.

As is demonstrated by our significant cost-sharing commitment to the proposed program, all of us here at Notre Dame place a high priority on international studies; we envision making international studies a signature of this University. I personally pledge my support to working with the various units involved to achieve the goals and objectives identified in the proposal, and to advancing international studies at the University of Notre Dame.

We hope to have the opportunity to work with the US Department of Education on this important initiative. Thank you very much for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis C. Jacobs". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Dennis C. Jacobs
Vice President and Associate Provost



 KELLOGG INSTITUTE

April 23, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

As Director of the Kellogg Institute for International Studies, I enthusiastically support Notre Dame's proposal for the UISFL initiative.

Kellogg's Associate Director, Sharon Schierling, will co-direct our UISFL project and will commit 10% of her time to that effort. She will work closely with Howard Goldblatt, Director of the Center for Asian Studies, and Jonathan Noble, the Provost's Advisor for Asia Initiatives, as well as the project's faculty steering committee, to achieve the objectives set forth in our proposal. She has extensive experience in managing our external grant initiatives, including two previous US/ED Title VI grants. She will be assisted in the administration of the grant and implementation of the proposed activities by the eleven members of the Kellogg Institute's full-time professional and administrative staff.

In collaboration with the College of Arts and Letters, the Mendoza College of Business, and other centers and institutes on campus we hope to develop an innovative and integrated program that will deepen the quality of undergraduate education in Asian Studies at Notre Dame within an increasingly interdisciplinary context.

We look forward to the opportunity to work with your agency again on this initiative. Thank you for your consideration,

Sincerely,

Ted Beatty
Interim Director



UNIVERSITY OF
NOTRE DAME

OFFICE OF INTERNATIONAL STUDIES

154 Hurley Building
Notre Dame, Indiana
46556 USA

Julia V. Douthwaite
Assistant Provost for International Studies

tel (574) 631-5203
fax (574) 631-5711
email Julia.V.Douthwaite.1@nd.edu
web <http://www.nd.edu/~ois/>

April 23, 2009

Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey & members of the UISFL Selection Committee:

We, in the Office of International Studies (OIS) at the University of Notre Dame, are delighted to support the grant application of the Kellogg Institute and the Center for Asian Studies to the Department of Education Undergraduate International Studies and Foreign Language program. The project "A New Paradigm for Asian Studies: Innovation, Integration, and Distinction" aligns with Notre Dame's vision to advance internationalism, which is the core mission of OIS.

I am particularly eager to support the professional and curricular development grants that could be used to encourage faculty to strengthen our relationships to strategic university partners in Asia. By developing opportunities for our faculty to pursue collaboration with these partner universities, Notre Dame faculty will be encouraged to create innovative curricula that aim to develop stronger links between Asian studies and various academic disciplines.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Julia Douthwaite'.

Julia Douthwaite
Assistant Provost for International Studies



UNIVERSITY OF
NOTRE DAME

COLLEGE OF ARTS AND LETTERS
OFFICE OF THE DEAN

100 O'Shaughnessy Hall
Notre Dame, Indiana
46556-5639 USA

tel (574) 631-7085
fax (574) 631-7743
web www.nd.edu/~alcoll

April 27, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

As Dean of the College of Arts & Letters at the University of Notre Dame, I write to express my enthusiastic support of the FY/2009 Undergraduate International Studies and Foreign Language (UISFL) Program proposal, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration and Distinction." The proposal is submitted by the Kellogg Institute for International Studies and the Center for Asian Studies. Several components of the proposed project will have a direct impact on the College of Arts & Letters, and I would like to make clear that I am fully committed to them.

A key element to the success of the proposed project is the hiring of a two-year post-doctoral scholar to serve as the East Asian Studies (EAS) coordinator. The grant would fund half the salary and benefits, and the College would split the other half with the Kellogg Institute. The EAS coordinator's most important responsibilities will be to bring Asia-specific knowledge to new CSLC programming and assessment initiatives; and to help establish an integrated curriculum that will endure beyond the grant period

A second component of this grant proposal that I find appealing is the development of courses that will enhance our undergraduate curriculum in Asian language and area studies. In particular, the proposed new team-taught "gateway" course in East Asian Studies, "East Asia through Media" is especially exciting. There is considerable student interest at Notre Dame in Asia, and I expect this course to attract a robust enrollment. It is my policy to encourage team-teaching, and I have agreed to allow full credit for both instructors teaching the team-taught course the first 3 years it is taught, with no enrollment requirements (assuming it may need time to build interest). I will then review the situation in terms of providing teaching credit, and enrollment on an upward trajectory and of 16 or more students will be seen as a positive indicator for continuing to allow full credit for both instructors.

I am also enthusiastic about the new bridge course between the College of Arts & Letters and the Mendoza College of Business: "Chinese Business and Culture." This course, which adheres to the Provost Office's initiative to encourage the development of intra-college courses will not only expose business students to Asian Studies but — since business is the largest recruiter of Arts & Letters graduates — it will also be helpful to Arts & Letters students (especially majors and minors in Asian Studies and East Asian languages) to integrate knowledge of business practices into their liberal arts education.

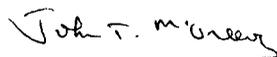
To support the abovementioned new courses, as well as four additional Asian language and area studies courses to be developed under the proposed project, the Institute for Scholarship in the Liberal Arts (ISLA) of the College of Arts & Letters will contribute up to \$3,500 per course in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or related travel.

To capitalize on the increased excitement surrounding Asian Studies among various departments and institutes at the University, Notre Dame will host two regional mini-conferences that will bring Asian Studies faculty from Midwest universities together to explore common academic interests, as well as to develop professional ties and institutional linkages. UISFL would fund half the cost of these regional mini-conferences, and the College would split the other half with the Kellogg Institute.

All of us here at Notre Dame place a high priority on international studies. I view this program as key to consolidating our strengths in undergraduate international studies and foreign language instruction. I am confident that we have the personnel, facilities, and resources to carry out the proposed activities, and as Dean of the College of Arts and Letters, I will work collaboratively with the various units involved in international studies at the University of Notre Dame to achieve the goals and objectives identified in the proposal.

We very much hope that you will support our initiative. Thank you very much for your consideration.

Yours sincerely,



John T. McGreevy
I. A. O'Shaughnessy Dean



UNIVERSITY OF
NOTRE DAME

MENDOZA COLLEGE OF BUSINESS
OFFICE OF THE DEAN

204 Mendoza College of Business
Notre Dame, Indiana
46556-5646 USA

Carolyn Y. Woo

Martin J. Gillen Dean and Ray and Milann Siegfried Chair in Entrepreneurial Studies

tel (574) 631-7992
fax (574) 631-4825
email woo.5@nd.edu

April 28, 2009

To Whom It May Concern

I endorse the bridge course to be offered for both Arts and Letters students titled Chinese Business and Culture. The immersion experience will provide students from both colleges with a rich understanding of Chinese culture and business environment. Professor Georges Enderle and Jonathan Noble are both familiar with practices and protocols of business transactions and enterprises of China. They will provide excellent direction for the students. The course has my unreserved support.

Respectfully,

A handwritten signature in cursive script that reads "Carolyn Y. Woo".
Carolyn Y. Woo



April 24, 2009

Ms. Christine Corey
Undergraduate International Studies and Foreign Language (UISFL) Program
US Department of Education
1990 K Street, NW, Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey & members of the UISFL Review Committee:

As Director of International Education at the Indiana Department of Education, I am delighted to endorse the University of Notre Dame's proposal to the U.S. Department of Education's Undergraduate International Studies and Foreign Language (UISFL) program. The project "A New Paradigm for Asian Studies: Innovation, Integration, and Distinction" includes outreach to elementary and secondary schools, which is of particular interest. Three "Traveling Trunks of Asia"—resource kits for China, Japan/Korea and South/Southeast Asia—will be added to an existing Notre Dame outreach program.

Dr. Jonathan Noble, with whom I met last year, contacted me for suggestions regarding a K-12 curriculum specialist for Asia who would work with them to help make sure that the "Traveling Trunks" align with Indiana State Standards. I was very pleased to put him in contact with several qualified colleagues, and would be glad to offer additional assistance to help ensure the success of their Asia outreach initiatives.

Sincerely,

A handwritten signature in black ink that reads "Caterina Cregor Blitzer". The signature is written in a cursive, flowing style.

Caterina Cregor Blitzer
Director of International Education
Indiana Department of Education

Letters of Support



UNIVERSITY OF NOTRE DAME
OFFICE OF THE PRESIDENT

Rev. John I. Jenkins, C.S.C.
President

April 23, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
U.S. Department of Education
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

I am writing to express my sincere interest in and enthusiastic support of the FY/2009 Undergraduate International Studies and Foreign Language (UISFL) Program project, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration and Distinction," proposed by the Kellogg Institute for International Studies and the Center for Asian Studies.

The University of Notre Dame is committed to enhancing international studies as a centerpiece of excellence in teaching and research, and to promoting the study of Asia through an integrated approach that stresses culture, society, and politics as well as language competency. This interdisciplinary perspective allows for a comprehensive, humanistic and realistic understanding of one of the fastest growing areas of the world.

The Kellogg Institute is widely recognized as one of the premier research institutes in international studies. Our Center for Asian Studies, founded in 1996, now has more than 50 affiliated faculty and staff, and offers more than 30 courses related to Asia each semester, with enrollment of approximately 600 students. The partnership of these two interdisciplinary centers in close collaboration with the Provost's Advisor for Asia Initiatives will be the foundation for strengthening Asian Studies at Notre Dame.

The proposed activities contribute to the implementation of major, university-wide interdisciplinary initiatives for (1) advancing international studies and foreign languages, including making international studies one of the university's signatures; (2) improving foreign language and culture learning; and (3) developing and enhancing Asian Studies in particular. These initiatives are the product of much collective consideration and ongoing efforts by the University's faculty and administrators, and are reflected in the university's strategic plan.

400 Main Building Notre Dame, Indiana 46556 USA
tel (574) 631-8261 fax (574) 631-2770 president@nd.edu

April 23, 2009
Page Two

I hope that you will support this important endeavor. Thank you and best wishes.

Sincerely,

A handwritten signature in black ink, appearing to read "Rev. John I. Jenkins". The signature is fluid and cursive, with a large initial "J" and "I".

Rev. John I. Jenkins, C.S.C.
President

/kim



UNIVERSITY OF
NOTRE DAME

OFFICE OF THE PROVOST

300 Main Building
Notre Dame, Indiana
46556 USA

tel (574) 631-3802
fax (574) 631-6897/4782
email provost@nd.edu

April 27, 2009

Ms. Christine Corey
U.S. Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey:

On behalf of the University of Notre Dame, I would like to offer my strong support of the program entitled, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration & Distinction." We at the University of Notre Dame believe that the objectives of the proposed program align with the University's academic vision and our mission to provide service to the community and the nation as a whole. In addition, the program fits within the priorities of the US Department of Education for strengthening undergraduate language instruction in an area of the world that is undergoing phenomenal growth and change.

Over the last ten years, the University has demonstrated a broad institutional commitment to the study of Asia, and we are committed to our investment of bringing a level of distinction to our interdisciplinary program in liberal arts, Asian studies, foreign field-based learning and faculty mentorship of undergraduate research in Asia. We support further development of a new paradigm for instruction and research in Asian studies that fosters the development of an ethically conscious global literacy that will be well-equipped to face the challenges of the 21st century.

We look forward to the opportunity to work with the U.S. Department of Education in this important endeavor.

Sincerely,

Thomas G. Burish
Provost



UNIVERSITY OF
NOTRE DAME

OFFICE OF THE PROVOST

Dennis C. Jacobs

Vice President and Associate Provost

300 Main Building
Notre Dame, Indiana
46556 USA

tel (574) 631-9488
fax (574) 631-6897
email Jacobs.2@nd.edu

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and members of the UISFL review board:

As Vice President and Associate Provost for Undergraduate Education and International Studies, I write to express my support in the strongest possible terms for the enclosed proposal submitted by the University of Notre Dame to the Undergraduate International Studies and Foreign Language program.

This proposal responds directly to the recommendations issued recently by the Task Force on Asian Studies—a university-wide committee formed at the request of the Reverend John I. Jenkins, CSC, President. In the fall of 2005, Provost Thomas G. Burish charged this task force with the responsibility of (1) conducting an inventory and assessment of Notre Dame's resources and strengths relevant to Asia, (2) reviewing study abroad programs and resources both at Notre Dame and at other universities, and (3) reviewing programs and activities at US universities with the best Asian Studies programs and other selected peer schools.

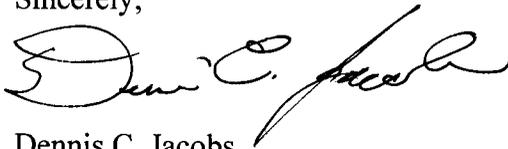
The final report issued by the Task Force on Asian Studies in May of 2006 suggests four overarching goals that should guide Notre Dame's continued investment and development in Asian studies. They are (1) to provide opportunities and experiences that educate ND students with regard to Asia and prepare them for the changing global landscape increasingly influenced by Asia; (2) to engage ND faculty and students with important economic, political, social, and theological issues affecting Asia and the global community; (3) to produce ND graduates who can become leaders in various enterprises in Asia and to educate future Asian leaders; and (4) to develop Asian-focused initiatives that build on Notre Dame's strengths, are of the highest quality, distinctive, and consistent with and enhancing of our Catholic character and institutional identity. The requested UISFL funding will help Notre Dame implement the proposed interdisciplinary project, which seeks to achieve these overarching goals.

From the inception of this proposal, the Provost's Advisor for Asia Initiatives, the director of the Center for Asian Studies, and the associate director of the Kellogg Institute for International Studies, worked closely with faculty and administrators in the College of Arts & Letters in the design of the project. The initiatives proposed will not only support the recommendations of the Task Force on Asian Studies but will also be critical for the achievement of the University's strategic objectives in international studies. This UISFL grant will be invaluable in supplementing the resources we have already committed and plan to commit in the near future.

As is demonstrated by our significant cost-sharing commitment to the proposed program, all of us here at Notre Dame place a high priority on international studies; we envision making international studies a signature of this University. I personally pledge my support to working with the various units involved to achieve the goals and objectives identified in the proposal, and to advancing international studies at the University of Notre Dame.

We hope to have the opportunity to work with the US Department of Education on this important initiative. Thank you very much for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis C. Jacobs", written in a cursive style.

Dennis C. Jacobs
Vice President and Associate Provost

 KELLOGG INSTITUTE

April 23, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

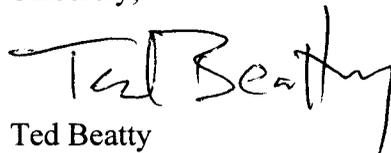
As Director of the Kellogg Institute for International Studies, I enthusiastically support Notre Dame's proposal for the UISFL initiative.

Kellogg's Associate Director, Sharon Schierling, will co-direct our UISFL project and will commit 10% of her time to that effort. She will work closely with Howard Goldblatt, Director of the Center for Asian Studies, and Jonathan Noble, the Provost's Advisor for Asia Initiatives, as well as the project's faculty steering committee, to achieve the objectives set forth in our proposal. She has extensive experience in managing our external grant initiatives, including two previous US/ED Title VI grants. She will be assisted in the administration of the grant and implementation of the proposed activities by the eleven members of the Kellogg Institute's full-time professional and administrative staff.

In collaboration with the College of Arts and Letters, the Mendoza College of Business, and other centers and institutes on campus we hope to develop an innovative and integrated program that will deepen the quality of undergraduate education in Asian Studies at Notre Dame within an increasingly interdisciplinary context.

We look forward to the opportunity to work with your agency again on this initiative. Thank you for your consideration,

Sincerely,



Ted Beatty
Interim Director



UNIVERSITY OF
NOTRE DAME

OFFICE OF INTERNATIONAL STUDIES

154 Hurley Building
Notre Dame, Indiana
46556 USA

Julia V. Douthwaite
Assistant Provost for International Studies

tel (574) 631-5203
fax (574) 631-5711
email Julia.V.Douthwaite.1@nd.edu
web <http://www.nd.edu/~ois/>

April 23, 2009

Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey & members of the UISFL Selection Committee:

We, in the Office of International Studies (OIS) at the University of Notre Dame, are delighted to support the grant application of the Kellogg Institute and the Center for Asian Studies to the Department of Education Undergraduate International Studies and Foreign Language program. The project "A New Paradigm for Asian Studies: Innovation, Integration, and Distinction" aligns with Notre Dame's vision to advance internationalism, which is the core mission of OIS.

I am particularly eager to support the professional and curricular development grants that could be used to encourage faculty to strengthen our relationships to strategic university partners in Asia. By developing opportunities for our faculty to pursue collaboration with these partner universities, Notre Dame faculty will be encouraged to create innovative curricula that aim to develop stronger links between Asian studies and various academic disciplines.

Thank you for your consideration.

Sincerely,

Julia Douthwaite
Assistant Provost for International Studies



UNIVERSITY OF
NOTRE DAME

COLLEGE OF ARTS AND LETTERS
OFFICE OF THE DEAN

100 O'Shaughnessy Hall
Notre Dame, Indiana
46556-5639 USA

tel (574) 631-7085
fax (574) 631-7743
web www.nd.edu/~alcoll

April 27, 2009

UISFL 2009 Review Committee
c/o Ms. Christine Corey
US Department of Education
UISFL Program
1990 K Street, NW
Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey and Members of the UISFL 2009 Review Committee:

As Dean of the College of Arts & Letters at the University of Notre Dame, I write to express my enthusiastic support of the FY/2009 Undergraduate International Studies and Foreign Language (UISFL) Program proposal, "A New Paradigm for Asian Studies at Notre Dame: Innovation, Integration and Distinction." The proposal is submitted by the Kellogg Institute for International Studies and the Center for Asian Studies. Several components of the proposed project will have a direct impact on the College of Arts & Letters, and I would like to make clear that I am fully committed to them.

A key element to the success of the proposed project is the hiring of a two-year post-doctoral scholar to serve as the East Asian Studies (EAS) coordinator. The grant would fund half the salary and benefits, and the College would split the other half with the Kellogg Institute. The EAS coordinator's most important responsibilities will be to bring Asia-specific knowledge to new CSLC programming and assessment initiatives; and to help establish an integrated curriculum that will endure beyond the grant period

A second component of this grant proposal that I find appealing is the development of courses that will enhance our undergraduate curriculum in Asian language and area studies. In particular, the proposed new team-taught "gateway" course in East Asian Studies, "East Asia through Media" is especially exciting. There is considerable student interest at Notre Dame in Asia, and I expect this course to attract a robust enrollment. It is my policy to encourage team-teaching, and I have agreed to allow full credit for both instructors teaching the team-taught course the first 3 years it is taught, with no enrollment requirements (assuming it may need time to build interest). I will then review the situation in terms of providing teaching credit, and enrollment on an upward trajectory and of 16 or more students will be seen as a positive indicator for continuing to allow full credit for both instructors.

I am also enthusiastic about the new bridge course between the College of Arts & Letters and the Mendoza College of Business: "Chinese Business and Culture." This course, which adheres to the Provost Office's initiative to encourage the development of intra-college courses will not only expose business students to Asian Studies but — since business is the largest recruiter of Arts & Letters graduates — it will also be helpful to Arts & Letters students (especially majors and minors in Asian Studies and East Asian languages) to integrate knowledge of business practices into their liberal arts education.

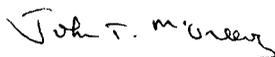
To support the abovementioned new courses, as well as four additional Asian language and area studies courses to be developed under the proposed project, the Institute for Scholarship in the Liberal Arts (ISLA) of the College of Arts & Letters will contribute up to \$3,500 per course in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or related travel.

To capitalize on the increased excitement surrounding Asian Studies among various departments and institutes at the University, Notre Dame will host two regional mini-conferences that will bring Asian Studies faculty from Midwest universities together to explore common academic interests, as well as to develop professional ties and institutional linkages. UISFL would fund half the cost of these regional mini-conferences, and the College would split the other half with the Kellogg Institute.

All of us here at Notre Dame place a high priority on international studies. I view this program as key to consolidating our strengths in undergraduate international studies and foreign language instruction. I am confident that we have the personnel, facilities, and resources to carry out the proposed activities, and as Dean of the College of Arts and Letters, I will work collaboratively with the various units involved in international studies at the University of Notre Dame to achieve the goals and objectives identified in the proposal.

We very much hope that you will support our initiative. Thank you very much for your consideration.

Yours sincerely,



John T. McGreevy
I. A. O'Shaughnessy Dean



UNIVERSITY OF
NOTRE DAME

MENDOZA COLLEGE OF BUSINESS
OFFICE OF THE DEAN

204 Mendoza College of Business
Notre Dame, Indiana
46556-5646 USA

Carolyn Y. Woo

Martin J. Gillen Dean and Ray and Milann Siegfried Chair in Entrepreneurial Studies

tel (574) 631-7992
fax (574) 631-4825
email woo.5@nd.edu

April 28, 2009

To Whom It May Concern

I endorse the bridge course to be offered for both Arts and Letters students titled Chinese Business and Culture. The immersion experience will provide students from both colleges with a rich understanding of Chinese culture and business environment. Professor Georges Enderle and Jonathan Noble are both familiar with practices and protocols of business transactions and enterprises of China. They will provide excellent direction for the students. The course has my unreserved support.

Respectfully,


Carolyn Y. Woo



April 24, 2009

Ms. Christine Corey
Undergraduate International Studies and Foreign Language (UISFL) Program
US Department of Education
1990 K Street, NW, Suite 6069
Washington, DC 20006-8521

Dear Ms. Corey & members of the UISFL Review Committee:

As Director of International Education at the Indiana Department of Education, I am delighted to endorse the University of Notre Dame's proposal to the U.S. Department of Education's Undergraduate International Studies and Foreign Language (UISFL) program. The project "A New Paradigm for Asian Studies: Innovation, Integration, and Distinction" includes outreach to elementary and secondary schools, which is of particular interest. Three "Traveling Trunks of Asia"—resource kits for China, Japan/Korea and South/Southeast Asia—will be added to an existing Notre Dame outreach program.

Dr. Jonathan Noble, with whom I met last year, contacted me for suggestions regarding a K-12 curriculum specialist for Asia who would work with them to help make sure that the "Traveling Trunks" align with Indiana State Standards. I was very pleased to put him in contact with several qualified colleagues, and would be glad to offer additional assistance to help ensure the success of their Asia outreach initiatives.

Sincerely,

Caterina Cregor Blitzer
Director of International Education
Indiana Department of Education

Curricula Vitae of Key Personnel

Curricula Vitae of Co-Directors

HOWARD GOLDBLATT
Curriculum Vitae

Education and Degree

1974 Ph.D. (East Asian Languages), Indiana University

Teaching Experience

1974-81, 1982-88 Assistant, Associate Professor, San Francisco State University
1981-82 Visiting Associate Professor of Chinese, UCLA
1983 (W) Visiting Associate Professor of Chinese, UC Berkeley
1988 Professor, San Francisco State University
1988-2002 Professor of Chinese, University of Colorado, Boulder
2002- Research Professor, University of Notre Dame
2008- Director, Center for Asian Studies.

Fellowships, Grants, Leaves, Awards

1973-74 Fulbright-Hays Dissertation Fellowship (Japan)
1979 NEH Summer Stipend
1985 Robert Payne Award, The Translation Center
1986-87 CSCPRC Senior Research Fellowship (Harbin, China)
1992 NEA Translation Fellowship (Mo Yan, *Red Sorghum*)
1992, '95, '96, '98 Translation grants, CCP, Taiwan and CCK Foundation.
1993-94 University of Colorado Faculty Fellowship (AY research fellowship)
1999 Dean's Fund for Excellence Grant
2003 NEA Translation Fellowship (Su Tong, *My Life as Emperor*)
2009-2010 Guggenheim Fellowship

Publications

A. Monographs, Book-length Studies, Collections and Edited Volumes

Hsiao Hung. Boston: G.K. Hall & Co., 1976. Chinese versions in China, Hong Kong & Taiwan.
Chinese Literature for the 1980s: The Fourth Congress of Writers and Artists. Ed. and contributor. NY. Sharpe, 1981.
Yong buxiaoyin de yuyun. Co-ed. and contributor. Hong Kong: Wide Angle Press, 1983.
Nong fu ji [a collection of writings in Chinese]. Taipei: Xueying Publishers, 1984.
Xiao Hong de Shangshi jie [Xiao Hong's *Market Street*]. Ed. with Introduction and Afterword. Taipei: Lin Bai, 1987.
Worlds Apart: Contemporary Chinese Writing and its Audiences. Ed. and contributor. NY. Sharpe, 1990.
The Columbia Anthology of Modern Chinese Literature. Co-ed. (Joseph S.M. Lau) and contributor. New York: Columbia University Press, 1995. 2nd ed. 2007.
Chairman Mao Would Not Be Amused. Ed. and contributor. New York: Grove Press, 1995.
Loud Sparrows. Co-ed., trans., author. Columbia University Press, 2006. 239 pp.

B. Translations

Chen Jo-hsi. *The Execution of Mayor Yin*. Bloomington: Indiana UP, 1978. *TIME Magazine*

“Editor's Choice.” Revised edition issued in 2004.

- Hsiao Hung. *The Field of Life and Death and Tales of Hulan River*. Bloomington: IUP, 1979.
- Hwang Chun-ming. *The Drowning of an Old Cat*. Bloomington: Indiana UP, 1980.
- Selected Stories of Xiao Hong*. Peking: Panda Books, 1982.
- Yang Jiang. *Six Chapters from My Life “Downunder.”* Seattle: U Washington P, 1984.
- Xiao Hong. *Market Street: A Chinese Woman in Harbin*. Seattle: U Washington P, 1986.
- Li Ang. *The Butcher's Wife*. Ellen Yeung, co-tr. Berkeley: North Point Press, 1986.
- Duanmu Hongliang. *Red Night*. Peking: Panda Books, 1988.
- Zhang Jie, *Heavy Wings*. New York: Grove Press, 1990.
- Pai Hsien-yung, *Crystal Boys*. San Francisco: Gay Sunshine Press, 1990.
- Liu Binyan, *China's Crisis, China's Hope*. Cambridge: Harvard UP, 1990.
- Ai Bei, *Red Ivy, Green Earth Mother*. Layton, UT: Peregrine Smith, 1990.
- Jia Pingwa, *Turbulence*. Baton Rouge: LSU Press, 1991. Winner, Pegasus Prize for Literature.
- Mo Yan, *Red Sorghum*. New York: Viking, 1993. BOMC and QPBC selection. NEA supported.
- Liu Heng, *Black Snow*. New York: Atlantic Monthly Press, 1993.
- Ma Bo, *Blood Red Sunset*. New York: Viking, 1995.
- Mo Yan, *The Garlic Ballads*. New York: Viking, 1995. New release by Arcade, 2006.
- Su Tong, *Rice*. New York: William Morrow, 1995. Perennial paperback edition, 2004.
- Gu Hua, *Virgin Widows*. Honolulu: U Hawaii P, 1996. Short-listed for Kiriya Prize, 1997.
- Wang Shuo, *Playing for Thrills*, New York: William Morrow, 1997.
- Li Rui, *Silver City*, Metropolitan Books, New York: Henry Holt, 1997.
- Wang Chen-he, *Rose, Rose, I Love You*, New York: Columbia UP, 1998.
- Hong Ying, *Daughter of the River*, Bloomsbury (UK), 1998. NY: Grove Press (US) 1999.
- Chu Tien-wen, *Notes of a Decadent Man* (Sylvia Li-chun Lin, co-tr.), NY: Columbia UP, 1999.
New York Times “Notable Book of 1999” and Los Angeles Times “Best Books of 1999.” ALTA “Translation of the Year.”
- Ba Jin, *Ward Four* (Haili Kong, co-tr.), San Francisco: China Books, 1999.
- Mo Yan, *The Republic of Wine*, New York: Arcade Publishing (US), Hamilton (UK), 2000.
- Wang Shuo, *Please Don't Call Me Human*, New York: Hyperion, 2000.
- Huang Chun-ming, *The Taste of Apples*. New York. Columbia UP, 2001.
- Liu Heng, *Green River Daydreams*. New York. Grove Press, 2001.
- Mo Yan, *Shifu, You'll Do Anything for a Laugh*. New York. Arcade, 2001.
- Alai, *Red Poppies* (Sylvia Li-chun Lin, co-tr.). Boston. Houghton Mifflin, 2002.
- Li Yung-p'ing, *Retribution: Jiling Chronicles* (Sylvia Lin, co-tr.). NY. Columbia UP, 2003.
- Mo Yan, *Big Breasts and Wide Hips*. New York. Arcade, 2004.
- Chun Sue, *Beijing Doll*. New York. Riverhead, 2004.
- Su Tong, *My Life as Emperor*. New York. Hyperion, 2005. NEA supported.
- Xiao Hong, *The Dyer's Daughter: Selected Stories of Xiao Hong* (bilingual). CUHP, 2005.
- Shih Shu-ching, *City of the Queen* (Sylvia Li-chun Lin, co-tr.). NY. Columbia UP, 2005.
- Chu T'ien-hsin, *The Old Capital*. Columbia UP, 2007.
- Bi Feiyu. *The Moon Opera* (Sylvia Li-chun Lin, co-tr.). Telegraph Books. 2007.
- Su Tong. *Binu and the Great Wall*. Canongate, 2007.
- Mo Yan. *Life and Death Are Wearing Me Out*. Arcade, 2008. Winner, Newman Prize.
- Jiang Rong. *Wolf Totem*. Penguin, 2008. Winner, Man Asian Prize.
- Zhang Wei. *The Ancient Ship*. HarperCollins, 2008.

NOTRE DAME PROJECT CO-DIRECTOR
SHARON SCHIERLING
e-mail: sschierl@nd.edu

RELEVANT PROFESSIONAL EXPERIENCE:

Associate Director. The Helen Kellogg Institute for International Studies, University of Notre Dame, Notre Dame, IN. July 1999–present.
Oversee administration and financial management of federal grants and other externally-funded projects; coordinate project planning, budgeting, staffing, and start-up implementation for external grants and special projects; coordinate Institute communication with funders and university offices involved in grant administration; oversee preparation of periodic and final reports on use of grant monies; coordinate selection process and award administration for Kellogg Institute grants to faculty and working groups; coordinate Institute relations with other faculty regarding grants, research projects and working groups; coordinate Institute relations with external partners and other academic institutions.

Project Co-Director. Undergraduate International Studies and Foreign Language (UISFL) project, University of Notre Dame, Notre Dame, IN. 2003-2006.
Co-directed project to strengthen existing majors in Arabic and Russian languages, enrich minors in Middle East and Russian/East European studies, and contribute to the program in Africana studies.

Project Manager. Central American Program of Undergraduate Scholarships (CAMPUS V, VII, VIII, IX) Louisiana State University (LSU), Baton Rouge, LA, November 1990–June 1997.
Coordinated all aspects of USIA-funded Fulbright exchange program for undergraduates; administered four overlapping 3-year project budgets totaling over \$2.5 million; coordinated delivery of academic and administrative resources to 50 CAMPUS scholars; arranged language training, orientation, credit transfer and placement in degree programs.

Consultant. Consortium for Service to Latin America (CSLA), Baton Rouge, LA. December 1990–February 1991.
Compiled evaluation and survey data; Analyzed data using SPSS-X Statistical Package for the Social Sciences; Presented statistical analysis and survey findings in report to IIR.

EDUCATION:

Louisiana State University
Baton Rouge, Louisiana

Ph.D. Candidate (ABD), Department of Political Science
Comparative Politics (Latin America)
Multidisciplinary minor

M.A. in Political Science, August 1988
American Politics & Policy, Minor: Public Administration

Bachelor of General Studies, May 1985

FELLOWSHIPS:

- Fulbright Fellowship for dissertation field research in Guatemala and El Salvador, 1998–1999.
- David L. Boren Graduate Fellowship for study and research in Guatemala, 1997–1998.

TEACHING EXPERIENCE:

Pre-College Programs, University of Notre Dame. July 2000, 2001, 2002, 2003.
Faculty lecturer for annual Global Issues Seminar for high school juniors.

Department of Political Science, Louisiana State University. Summer, Fall semesters, 1994.
Instructor for two upper-division undergraduate courses for political science majors:
Central American Politics (POLI 3909) and Latin American Politics (POLI 4065).

PAPERS AND PRESENTATIONS:

“Ten Years After Beijing: Women in Development in Latin America, 1995–2005.” Invited lecture at Virginia Tech University, Blacksburg, Virginia, April 15, 2005.

“Women in Development in Central America.” Invited lecture at Marquette University, Milwaukee, Wisconsin, October 6, 2004.

“Reinsertion of Returned Refugees into Civil Society: Building Networks, Crossing Borders.” Paper presented at the 2002 meeting of the International Studies Association (ISA), New Orleans, Louisiana, March 24–27, 2002.

“Civil Society, Political Society, and Post-War Democratization in Guatemala and El Salvador.” Paper prepared for the 2001 meeting of the Southern Political Science Association (SPSA), Atlanta, Georgia, November 7–10, 2001.

“Going Home? The Process of Return Migration in Central America.” Paper presented at the annual meeting of the Midwest Association for Latin American Studies (MALAS), Eastern Illinois University, Charleston, IL, Nov. 4-6, 1999.

INTERNATIONAL, CIVIC AND VOLUNTEER EXPERIENCE:

- Field work in Guatemala and El Salvador: Sept 1997– July 1999; June–Aug 1996; Dec 1995–Jan 1996.
- Research Affiliate, Centro de Investigaciones Regionales de Mesoamérica (CIRMA), Antigua, Guatemala: Sept 1997– July 1999.
- Board of Directors, Louisiana–El Salvador Partners of the Americas: 1995–1997.
- Chair, Women in Development Committee, La.–El Salvador Partners of the Americas: 1993–1997.
- Coordinator, Democratic Initiatives Project, La.–El Salvador Partners of the Americas: 1993–1995.
- Democratic Arts Skills Building Workshop, La Catalina, Costa Rica, November 1993.
- International election observer, Nicaragua, February–March 1990.

LANGUAGES:

Spanish - professional fluency
Portuguese and French - reading knowledge

Curricula Vitae of Faculty Steering Committee

Jonathan Scott Noble
Office of the Provost, Asia Initiatives
University of Notre Dame, 505 Main Building, Notre Dame, IN 46556
Email: jnoble@nd.edu

Education

Ph.D., East Asian Languages and Literatures, Ohio State University, Columbus, March 2003
M.A., East Asian Languages and Literatures, Ohio State University, Columbus, 1996
B.A., East Asian Studies, College of William and Mary, Williamsburg, Virginia, summa cum laude, 1994

Languages

English (native), Mandarin Chinese (fluent), Classical Chinese (intermediate), Japanese (intermediate)

Research Interests

Contemporary Chinese cultural production, performance and visual cultures, and popular culture, specializing in film, theater, and television. Contemporary Chinese literature. Cultural criticism, including performance theory and transnational issues.

Professional Experience

Advisor, Asia Initiatives, University of Notre Dame, Office of the Provost, June 2007-present

Visiting Assistant Professor, University of Notre Dame, East Asian Languages & Literatures, August 2003-present

Visiting Instructor, University of Notre Dame, East Asian Languages & Literatures, Jan. 2003-May 2003

Visiting Instructor of Chinese, College of William and Mary, Department of Modern Languages, May 1998-December 1998, May 1999-December 1999

Graduate Teaching Assistant, Ohio State University, Department of East Asian Languages and Literatures, 1995-1996, December 1998-May 1999

Adjunct Instructor, Ohio State University, Fisher School of Business, Center for International Business Education and Research, 1996-1997

Resident Director, Study Abroad Program in Chinese Language and Culture at Beijing Normal University, College of William and Mary, Reves Center for International Studies, May 1998-December 1998, May 1999-December 1999

Coordinator of Summer Programs East Asian Concentration, Ohio State University, Foreign Language Center, 1996-1997

Manager, Research and Marketing, Colliers International, Beijing, China, May 1999-June 2002

Selected Publications

Articles/Chapters (Peer Reviewed)

“*Blind Shaft*: Performing the ‘Underground’ on and beyond the Screen.” In *Chinese Films in Focus II*, ed. Chris Berry. Palgrave Macmillan, 2008.

杭程的《新青年》：中国现代历史的虚拟化与其批判性和实验性。(Hang Cheng’s *New Youth*: Criticism and Experimentation in the Simulation of Modern Chinese History) *Hong Kong Drama Review* vol. 7 (2007): 657-667.

“Foreword: Culture Matters—A Report from the Field of U.S.-China Relations.” In *China’s Transformations*, ed. Timothy Weston and Lionel Jensen. Lanham: Rowman and Littlefield, 2006.

“Wang Shuo and the Commercialization of Literature.” In *The Columbia Companion to Modern East Asian Literature*, ed. Joshua Mostow. New York: Columbia University Press, 2003: 598-603.

“Cao Yu and *Thunderstorm*.” In *The Columbia Companion to Modern East Asian Literature*, ed. Joshua Mostow. New York: Columbia University Press, 2003: 446-451.

“*Titanic* in China: Transnational Capitalism as Official Ideology?” *Modern Chinese Literature and Culture* vol. 12 no. 1 (Spring 2000): 164-198.

Book Reviews

Review of *Reinventing China: A Generation of Its Films*, by Paul Clark. Hong Kong: The Chinese University of Hong Kong. 2005. In *The China Journal*, 58 (July 2007): 245-48.

Encyclopedia Entries

“Cao Yu.” In *Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 78-9.

“Lao She.” In *Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 376-77.

Gao Xingjian.” In *Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 223-24.

“Playwrights and Playwriting: China.” *The Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 510-512.

“China: Modern Theatre.” *The Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 111-117.

“Experimental Theatre: China.” *The Encyclopedia of Modern Asian Theatre*, ed. Samuel L. Leiter. Oxford: Greenwood Press, 2006: 188-191.

Scholarly Translations

“Foreword” by Dai Jinhua. In *Occidentalism: A Theory of Counter-Discourse in Post-Mao China* by Xiaomei Chen. 2nd Edition. New York: Rowman and Littlefield, 2002: ix-xxiii.

“Gender and Narrative: Women in Contemporary Chinese Film” by Dai Jinhua. In *Cinema and Desire: Feminist Marxism and Cultural Politics in the Work of Dai Jinhua*, ed. Jing Wang and Tani Barlow. London: Verso, 2002: 99-150.

Selected Presentations, Performances, Interviews, Interpreting

Interpreter for Nobel laureate Gao Xingjian at the “Between Homeland and Heartland” Conference at the University of Notre Dame, September 2007.

Interpreter for Li Yang at the 2007 Cannes Film Festival.

Interpreter for Wanma Caidan, Jia Zhangke, Li Yang, Wang Chao, and Han Jie for the 2007 Asian Film Festival, University of Notre Dame, April 2007.

“Pro and Con.” Voice of America Television Program in Mandarin. March 3, 2006.

Fellowships and Grants

National Endowment for the Humanities, Summer Stipend, 2004.

Title VI Foreign Language and Area Studies Fellowship, Dept. of Education, 1995-1997

Honors and Awards

National Committee on US-China Relations, Public Intellectuals Program, 2004-2006

Tien-Yi Li Outstanding Graduate Student Award, Department of East Asian Languages and Literatures, The Ohio State University, 1999

Phi Beta Kappa National Honor Society, College of William and Mary, 1994

CURRICULUM VITAE

(Abv.)

Lance R. Askildson, PhD

Director & Associate Professor of Practice,
Center for the Study of Languages & Cultures
College of Arts & Letters, University of Notre Dame
329 DeBartolo Hall (CSLC), Notre Dame, Indiana 46556
Office: (574) 621-1629
Email Address: Lra03@email.arizona.edu

EDUCATION

Academic Degrees & Certificates

- 2008 **Doctor of Philosophy, Ph.D.** in Second Language Acquisition & Teaching, University of Arizona.
- 2004 **Master of Arts, Multilingual-Multicultural Education (MM.Ed.)** in TESOL, Florida State University.
- 2001 **Bachelor of Arts, College of Liberal Arts, French & History,** University of Minnesota-Twin Cities.

RECENT PROFESSIONAL EXPERIENCE

Teaching & Administrative Positions

- 2008 – Present **Director & Associate Professor of Practice,** Center for the Study of Languages & Cultures, University of Notre Dame
- 2005 – 2008 **Assistant Director for Language Teaching,** Center for ESL, University of Arizona
- 2004 – 2008 **Language Lecturer & Teacher Trainer,** Center for ESL, University of Arizona
- 2005 – 2006 **English Writing Lecturer,** Department of English, University of Arizona.
- 2004 – 2005 **Research Associate, SLA & Teaching Program,** University of Arizona.

RECENT PRESENTATIONS

Conference Presentations

- (2007). **Phonological Recoding as an Aid to L2 Word Recognition Processes.** TESOL 2007: Seattle, WA. Paper Presentation.
- (2006). **L2 Processing of Written Text: Pseudosyntax & Phonological Decoding.** Southwest Conference on Language Teaching. Paper Presentation.

RECENT PUBLICATIONS

Published Works

- (2007). **The TEFL Certificate Program Phenomenon: A Mixed Methods Case Study of Process & Product.** Studies in Language & Language Teaching, Vol. 16, 235-267.
- (2005). **What Works in the Language Classroom:** The 2005 Western Consortium Multilanguage Conference. Middle Eastern Studies Association Bulletin, Vol. 39, 49-61.

SUSAN D. BLUM (ABBREVIATED CURRICULUM VITAE)

Department of Anthropology
University of Notre Dame
614 Flanner Hall
Notre Dame, Indiana 46556
Telephone (574) 631-3762
Fax (574) 631-5760
E-mail: sblum@nd.edu

CURRENT POSITION

Associate Professor, Department of Anthropology, University of Notre Dame.

PROFESSIONAL POSITIONS

2008 (Fall) Acting Chair, Department of Anthropology, University of Notre Dame.
2005 - Fellow, Helen Kellogg Institute for International Studies, University of Notre Dame.
2003 – 2008 Director, Center for Asian Studies, University of Notre Dame.
2002 – Associate Professor (with tenure), Anthropology, University of Notre Dame.
2000 – 2002 Associate Professor (without tenure), Anthropology, University of Notre Dame.
1996 – 2000 Assistant Professor, Anthropology, University of Colorado at Denver.
1996 – 2000 Associate Director, Program in Chinese Studies, University of Colorado at Denver.
1995 – 96 Assistant Professor, Anthropology. University of Pennsylvania.

HONORS AND GRANTS

Phi Beta Kappa, 1979.
American Philosophical Society, "Deception and Truth in China," Research grant for travel to China, \$4,000, 1996.
Excellence in Teaching, College of Liberal Arts and Sciences, University of Colorado at Denver, 2000.
National Endowment for the Humanities Fellowship, *Deception and Truth in China*, \$40,000, 2002-2003.

EDUCATION

Ph.D., Anthropology. University of Michigan, Ann Arbor, Michigan, 1994.
"Han and the Chinese Other: The Language of Identity and Difference in Southwest China."
Committee: Norma Diamond, Bruce Mannheim, Robins Burling, William J. Baxter, III.
M.A., Anthropology. University of Michigan, Ann Arbor, Michigan, 1988.
M.A., Asian Languages and Cultures (Chinese). University of Michigan, Ann Arbor, Michigan, 1986.
"Of Metaphor and Motion: The Theme of Kinesis in *Chuang Tzu*."
Committee: Kenneth J. DeWoskin, Shuen-fu Lin.
A.B., Human Language (Linguistics). Stanford University, Stanford, California, 1980.

BOOKS

2009 *My Word! Plagiarism and College Culture*. Cornell University Press.
2009 *Making Sense of Language: Readings in Culture and Communication*. Oxford University Press.
2007 *Lies that Bind: Chinese Truth, Other Truths*. Lanham, MD: Rowman and Littlefield Publishers.
2002 *China Off Center: Mapping the Margins of the Middle Kingdom*. Co-edited with Lionel M. Jensen.
Honolulu: University of Hawai'i Press.
2001 *Portraits of "Primitives": Ordering Human Kinds in the Chinese Nation*. Lanham, MD: Rowman & Littlefield Publishers.

ARTICLES AND BOOK CHAPTERS (SELECTED)

2008 "China-ism' Lesson Explains Future of Tibet." *Chicago Tribune* op-ed. April 18.
2007 "Of Rice and Meat: Real Chinese Food." In *China's Transformations: The Stories beyond the Headlines*, edited by Lionel M. Jensen and Timothy B. Weston. Lanham, MD: Rowman and Littlefield, pp. 177-96.
2006 "In and Out of the Ethnographer's Shadow: 'Native' Identity in the Anthropology of China." Review essay of *Rural Life in Modern China: Gao Village* by Mobo C.F. Gao (Hawaii, 2000), *In One's Own Shadow: An Ethnographic Account of the Condition of Post-reform Rural China* by Xin Liu (California, 2000), and *Beyond Great Walls: Environment, Identity, and Development on the Chinese Grasslands of Inner Mongolia* by Dee Mack Williams (Stanford, 2002) for *Reviews in Anthropology* vol. 35: 79-95.
2006 "Diamond in the Field: The Life and Work of Norma Diamond." *Michigan Discussions in Anthropology* vol. 16: 212-247.
2005 "Nationalism without Linguism: Tolerating Chinese Variants." In *The Contest of Language: Before and Beyond Nationalism*, edited by W. Martin Bloomer. Notre Dame, IN: University of Notre Dame Press, pp. 134-164.
2005 "Five Approaches to Explaining "Truth" and "Deception" in Human Communication." *Journal of*

- Anthropological Research* 61 (3). Autumn: 289-315.
- 2004 "La ruse et ses cousins de China" (Rusing and its cousins in China). In *Les raisons de la ruse: Une perspective anthropologique et psychanalytique*, edited by Serge Latouche, Pierre-Joseph Laurent, Olivier Servais, and Michael Singleton. Paris: Editions la Decouverte/M.A.U.S.S., pp. 265-281.
- 2004 "Good to Hear: Using the Trope of Standard to Find One's Way in a Sea of Linguistic Diversity." In *Language Policy in the People's Republic of China: Theory and Practice since 1949*, edited by Minglang Zhou. Boston: Kluwer Academic Press, pp. 123-141.
- 2002 "Rural China and the WTO." *Journal of Contemporary China* Vol. 11, No. 32: 459-472.
- 2002 "Introduction: Reconsidering the 'Middle Kingdom'." Co-authored with Lionel M. Jensen, in *China Off Center: Mapping the Margins of the Middle Kingdom*, edited by Susan D. Blum and Lionel M. Jensen. Honolulu: University of Hawai'i Press, pp. 1-20.
- 2002 "Ethnic and Linguistic Diversity in Kunming," in *China Off Center: Mapping the Margins of the Middle Kingdom*, edited by Susan D. Blum and Lionel M. Jensen. Honolulu: University of Hawai'i Press, pp. 148-166.
- 2002 "Margins and Centers: A Decade of Publishing on China's Minorities." Review article of **The Age of Wild Ghosts: Memory, Violence, and Place in Southwest China** by Erik Mueggler (University of California Press, 2001); **Other Chinas: The Yao and the Politics of National Belonging** by Ralph A. Litzinger (Duke University Press, 2000); **Perspectives on the Yi of Southwest China, Mosque of their Own** by Maria Jaschok and Shui Jingjun (Curzon, 2000); **Creating the Zhuang: Ethnic Politics in China** by Katherine Palmer Kaup (Lynne Rienner, 2000); **Minority Rules: The Miao and the Feminine in China's Cultural Politics** by Louisa Schein (*Body, Commodity, Text*) (Duke, 2000); and **Echoes of History: Nazi Music in Modern China** by Helen Rees (Oxford, 2000) for *Journal of Asian Studies* Vol. 61, no. 4 (November): 1287-1310.
- 2001 "Truth." In *Key Terms in Language and Culture*, edited by Alessandro Duranti. Malden, Mass.: Blackwell, pp. 252-55.
- 2000 "China's Many Faces: Ethnic, Cultural, and Religious Pluralism." In *China Beyond the Headlines*, edited by Timothy B. Weston and Lionel M. Jensen. Lanham, MD: Rowman and Littlefield, pp. 69-95.
- 2000 "Tales From the Fields of Yunnan: Listening to Han Stories." *Modern China* Vol. 26, no. 2 (April): 148-165.
- 1998 "Pearls on the String of the Chinese Nation: Pronouns, Plurals, and Prototypes in Talk About Identities." *Michigan Discussions in Anthropology* 13, special issue on "Linguistic Form and Social Action," pp. 207-237.
- 1997 "Naming Practices and the Power of Words in China." *Language in Society* 26: 3 (September 1997): 357-379.
- 1992 "Ethnic Diversity in Southwest China: Perceptions of Self and Other." *Ethnic Groups* vol. 9 (Fall 1992): 267-279.

SERVICE TO THE PROFESSION

Reviewer for National Science Foundation, National Endowment for the Humanities, MacArthur Foundation.

Reviewer for *Journal of Linguistic Anthropology*, *Language in Society*, *Cultural Anthropology*, *Journal of Asian Studies*, *Modern China*, *Asian Studies Review*, *Qualitative Sociology*.

Reviewer for State University of New York, Geneseo, City University of New York Research Foundation, National Institutes of Health/National Institute of General Medical Sciences.

Reviewer for Mc-Graw Hill Higher Education Publishers (Anthropology), Frank Cass Publishers, University of Hawai'i Press, Harcourt College Publishers, 2001.

Program Committee, Section on East Asia, American Anthropological Association, 2004 – 2006.

Program Chair, Section on East Asia, American Anthropological Association, 2005 – 2006, 2006-2007.

Forum on Education Abroad, Undergraduate Research Awards selection committee, 2005.

MEMBERSHIPS

American Anthropological Association (Society for East Asian Anthropology, Society for Cultural Anthropology, Society for Linguistic Anthropology, Society for Psychological Anthropology, Council on Anthropology and Education, Society for the Anthropology of Food and Nutrition, American Ethnological Society, Anthropology of Children and Childhood Interest Group); Association for Asian Studies; PEN American Center (2007 -); Chinese Language Teachers Association (1987-1990); University of Denver, Graduate School of International Studies, Center for China-United States Cooperation, Research Associate (2000-); Colorado China Council, advisory board; University of Chicago, Center for East Asian Studies, Associate Member (2000 -)

LANGUAGES

Mandarin (near-native ability), Classical Chinese (reading knowledge), French (near-native ability), Japanese (limited reading knowledge), German (limited reading knowledge), Hebrew (moderate ability).

Virginie Askildson, Ph.D.

OFFICE

College of Arts & Letters
271 Decio Faculty Hall
University of Notre Dame
Notre Dame, IN 46556
Tel: (574) 631-1747

EDUCATION

August 2004 – April 2008

Ph.D. in Second Language Acquisition and Teaching, University of Arizona, Tucson, AZ

Major specialization in Second/Foreign Language Pedagogy & Program Administration and minor specialization in French linguistics.

Dissertation title: "What do teachers and students want from a Foreign Language Textbook? A study on reconciling language teaching materials design with SLA research, teachers' beliefs, and students' self-perceived needs" (Dissertation Chair: Dr. Béatrice Dupuy, Committee members: Dr. Robert Ariew and Dr. Linda Waugh)

January 2003 – August 2004

Masters in French with a concentration in **Second Language Acquisition**, Florida State University, Tallahassee, FL

Thesis: The Role of Form-Focused Instruction in L2 French Acquisition: The Case of Auxiliary Selection

LANGUAGE SKILLS

Native speaker of **French**
Fluent in **English** and **German**
Beginner in **Chinese**

CURRENT POSITION

August 2008 – Present

Specialist in Foreign Language Pedagogy, College of Arts and Letters, University of Notre Dame

- Teach the graduate seminar in methods of teaching each fall semester
- Promote the professional development of teaching graduate students (e.g., work closely with the language coordinators, participate in the new teaching assistant orientation each fall)
- Teach a variety of language courses (e.g., French/ German) throughout the academic year
- Advance language learning (e.g., work on formative and summative assessment strategies to meet lower division learning goals within language departments)
- Advance language teaching (e.g., offer workshops every semester for the teaching faculty)
- Be a pedagogy resource for all five language departments (Classics, East Asian Languages and Cultures, German and Russian Languages and Literatures, Irish Language and Literature, Romance Languages and Literatures)

HONORS, SCHOLARSHIPS & AWARDS

Spring 2008

Graduate Teaching Award

University of Arizona, College of Humanities

Spring 2007

SLAT Fellowship

Interdisciplinary Program in Second Language Acquisition and Teaching (SLAT), University of Arizona.

May 2006 and May 2005

Excellence in Teaching Award

University of Arizona, College of Humanities

PUBLICATIONS & SCHOLARLY PRESENTATIONS

Askildson, V., Matwick K. & Matwick K. (2009, March) **Cross-cultural influences on corrective feedback choices**. Paper presented at the 8th Annual Interdisciplinary Roundtable of Second Language Acquisition and Teaching (SLAT) at the University of Arizona, Tucson, AZ.

Dasse-Askildson, V. (2008, August) **How Learners' Affective Variables Impact Their Perception Of Recasts In The Acquisition Of Grammatical Gender In L2 French**. Arizona Working Papers in Second Language Acquisition and Teaching, Vol. 15, 1-35.

Dasse-Askildson, V. (2008, April) **Teach Foreign Language Students to Read More in the Target Language!** Paper & Teacher Training Workshop given at the Center for Educational Resources in Culture, Language and Literacy (CERCLL), Tucson, AZ.

Dasse-Askildson, V. (2008, March) **What do teachers and students want from a Foreign Language textbook?** Paper presented at the 7th Annual Interdisciplinary Roundtable of Second Language Acquisition and Teaching (SLAT) at the University of Arizona, Tucson, AZ.

Dasse-Askildson, V (2007, March) **The use of Recasts In L2 French**. Paper presented at the 6th Annual Interdisciplinary Roundtable of Second Language Acquisition and Teaching (SLAT) at the University of Arizona, Tucson, AZ.

Dasse-Askildson, V. (2005, February) **The role of Form-Focused Instruction in Second Language Acquisition**. Paper presented at the SLAT colloquium series at the University of Arizona, Tucson, AZ.

RESEARCH INTERESTS

- Foreign Language pedagogy
- Second Language Acquisition
- Program Administration
- Language Materials Design
- Teaching Assistant Development
- Technology and Teaching
- Foreign Language Learning and the Web
- Computer Mediated Communication (piloted a Keypal project with two elementary French classes in fall 2006. The objective of this project was to extend students' awareness about cultural differences and similarities between American culture(s) and culture(s) of France and the French-speaking world.

Dr. Georges Enderle
John T. Ryan Professor of International Business Ethics
Mendoza College of Business 393B
University of Notre Dame
Notre Dame, IN 46556, USA
Phone: 574-631 5595; Fax: 574-631 5255
Email: genderle@nd.edu
Website: www.nd.edu/~genderle

Georges Enderle is John T. Ryan Jr. Professor of International Business Ethics at the Mendoza College of Business, University of Notre Dame (Indiana, USA), and former President of the International Society of Business, Economics, and Ethics (ISBEE; 2000-2004). Born in St. Gallen, Switzerland (1943), he studied philosophy in Munich and theology in Lyon and holds a Ph.D. in economics (Fribourg) and Dr. habil. in business ethics (St. Gallen). From 1983 to 1987 he was Director of the Center for Business Ethics at the University of St. Gallen, co-founded in 1987 the European Business Ethics Network (EBEN) and was a member of its Executive Committee until 1992. During these ten years he was doing research and teaching in the field of business ethics in Europe and also conducted a number of seminars on business ethics in companies like Ciba-Geigy and BMW. In fall 1992 he joined the faculty at Notre Dame. Since 1994 he has been involved in numerous research and teaching activities in China, particularly at the China Europe International Business School (CEIBS) in Shanghai (1996-2003). He co-chaired the World Congress of Business, Economics, and Ethics 2000 in São Paulo, Brazil, and the subsequent Congress 2004 in Melbourne, Australia. He serves on the Board of Advisors of several academic journals and Centers for Business Ethics in various countries and has authored and edited 18 books and over 100 articles.

He conducts research on the ethics of globalization, wealth creation, and corporate responsibilities of large and small companies, with a view on developments in China. In recent papers, he has investigated the ethics and corporate responsibilities for marketing in the global marketplace; the potential of the Golden Rule for a globalizing world; Muslim, Christian, and Jewish views on wealth creation; new concepts of long-term investing; developing business ethics in China; fairness of the Renminbi-Dollar exchange rate; and business ethics education for MBA students in China.

Selected books include:

- *Developing Business Ethics in China* (2003 in Chinese; 2006 in English; with X.Lu).
- *Improving Globalization* (2004; with C. Arruda).
- *Business Students Focus on Ethics* (2000; with L. V. Ryan and W.W. Gasparski).
- *International Business Ethics: Challenges and Approaches* (1999; in Chinese 2003).
- *Handlungsorientierte Wirtschaftsethik* (1993; in Chinese 2002).
- *Lexikon der Wirtschaftsethik* (1993; in Portuguese 1997 and Chinese 2001; with K. Homann, M. Honecker, W. Kerber and H. Steinmann).
- *A Strange Affair? The Emerging Relationship between NGOs and Transnational Companies* (1998; with G. Peters).
- *Economic Ethics and Chinese Culture. Chinese Philosophical Studies, XIV* (1997; with X. Yu, X. Lu, F. Liu and R. Zhang).
- *People in Corporations: Ethical Responsibilities and Corporate Effectiveness* (1990;

with B. Almond and A. Argandoña).

Selected articles include:

“Rediscovering the Golden Rule in a Globalizing World.” In: *Responsibility and Commitment: Eighteen Essays in Honor of Gerhold K. Becker*, ed. by Tze-wan Kwan. Waldkirch (Germany): Edition Gorz, 2008.

“The Ethics of Conviction Versus the Ethics of Responsibility: A False Antithesis for Business Ethics.” *Journal of Human Values*, 13/2, 2007, 83-94.

“Corporate Responsibility in the CSR Debate.” In: Wieland, J. et al. (eds.) 2006. *Unternehmensethik im Spannungsfeld der Kulturen und Religionen*. Stuttgart: Kohlhammer, 2006, 108-124.

“Confidence in the Financial Reporting System: Easier to Lose than to Restore.” In: Lu Xiaohu, Enderle, G. (eds.) 2006. *Developing Business Ethics in China*. New York: Palgrave Macmillan, 2006, 163-173.

“The Ethics of Financial Reporting, the Global Reporting Initiative, and the Balanced Concept of the Firm.” In: Brenkert, G. G. (ed.). 2004. *Corporate Integrity and Accountability*. Thousand Oaks, CA: Sage, 87-99.

“Global Competition and Corporate Responsibilities of Small and Medium-Sized Enterprises.” *Business Ethics: A European Review*. 13/1, 2004, 51-63.

“Business Ethics.” In: Bunnin, N., Tsui-James, E. P. *The Blackwell Companion to Philosophy*. Second Edition. Oxford: Blackwell Publishers, 2003, 531-551.

“Integrating the Ethical Dimension into the Analytical Framework for the Reform of State-owned Enterprises in China’s Socialist Market Economy. A Proposal.” *Journal of Business Ethics*, 30/3, 2001, 261-275.

“Whose Ethos for Public Goods in a Global Economy? An Exploration in International Business Ethics.” *Business Ethics Quarterly*, January 2000, 131-144.

(with L. A. Tavis) 1998. “A Balanced Concept of the Firm and the Measurement of Its Long-term Planning and Performance.” *Journal of Business Ethics*, 17, 1121-1144.

“Ethical Guidelines for the Reform of State-owned Enterprises in China.” *University of Pennsylvania Journal of International Economic Law*, 18/4, 1997, 1177-1192.

“In Search of a Common Ethical Ground: Corporate Environmental Responsibility from the Perspective of Christian Environmental Stewardship.” *Journal of Business Ethics*, 1997, 16, 173-181.

“A Comparison of Business Ethics in North America and Continental Europe”. *Business Ethics - A European Review*, January 1996, 33-46.

“Towards Business Ethics as an Academic Discipline.” *Business Ethics Quarterly*, January 1996, 43-65.

(with P. E. Murphy): “Managerial Ethical Leadership: Examples Do Matter”, *Business Ethics Quarterly*, 1995, 117-128.

“La pauvreté, paradigme de l'éthique économique”, *Démocratie et pauvreté. Du quatrième ordre au quart monde*. Paris: Editions Quart Monde, Albin Michel, 1991, 453-469.

Agustín Fuentes

Department of Anthropology, University of Notre Dame, Notre Dame, IN
phone (574)631-5421 fax (574)631-5760 email: afuentes@nd.edu

EDUCATION:

- 1994 Ph.D.** *Anthropology*, University of California, Berkeley
1991 M.A. *Anthropology*, University of California, Berkeley
1989 B.A. Double Major: *Anthropology* and *Zoology*, University of California, Berkeley

ACADEMIC POSITIONS:

- 2008-present Professor, Department of Anthropology**, University of Notre Dame
2008-present Director, Institute for Scholarship in the Liberal Arts, University of Notre Dame
2005-2008 Nancy O'Neill Associate Professor of Anthropology, University of Notre Dame
2004-2008 Flatley Director, Office for Undergraduate and Post-Baccalaureate Fellowships, University of Notre Dame
2002-2008 Associate Professor, Department of Anthropology, University of Notre Dame
2000-2002 Associate Professor, Department of Anthropology, Central Washington University
1999-2002 Director, Primate Behavior and Ecology Bachelor of Science Program, Interdisciplinary Major-Departments of Anthropology, Biological Sciences and Psychology, Central Washington University
1998-2002 Graduate Faculty, Department of Psychology and Resource Management Master's Program, Central Washington University
1996-2000 Assistant Professor, Department of Anthropology, Central Washington University
1995-1996 Lecturer, Department of Anthropology, University of California at Berkeley

ACADEMIC AFFILIATIONS:

- 2008-present Executive Committee, Institute for Latino Studies**, University of Notre Dame
2008-present Research Affiliate, Washington National Primate Research Center
2008-present Advisory Board, Center for Global Health and Infectious Diseases, University of Notre Dame
2005-2009 Fellow, Center for Social Concerns, University of Notre Dame
2006-present Fellow, John J. Reilly Center for Science, Technology, and Values, University of Notre Dame
2005-present Fellow, Institute for Latino Studies, University of Notre Dame
2004-present Core member, Center for Asian Studies, University of Notre Dame
2004-present Fellow, Kroc Institute for Peace Studies, University of Notre Dame
2003-present Faculty, Center for Global Health and Infectious Diseases, University of Notre Dame

SELECTED PUBLICATIONS:

Fuentes, A. (in press) *Evolution of Human Behavior*. Oxford University Press

Panter-Brick, C. and Fuentes, A. (in press) *Health, Risk, and Adversity* Berghahn Press

Fuentes, A., Kalchik, S., Gettler, L., Kwiat, A., Konecki, M., and Jones-Engel, L. (2008) **Characterizing Human-macaque interactions in Singapore**. *American Journal of Primatology* 70:1-5.

- Fuentes, A., Shaw, E. and Cortes, J. (2007) **A qualitative assessment of macaque tourist sites in Padangtegal, Bali, Indonesia, and the Upper Rock Nature Reserve, Gibraltar.** *International Journal of Primatology* 28:1143-1158
- Fuentes, A. (2006) *Core Concepts in Biological Anthropology* McGraw-Hill Publishing Company
- Fuentes, A. (2006) **Human-Nonhuman primate interconnections and their relevance to Anthropology.** *Ecological and Environmental Anthropology* 2(2):1-11
- Campbell, C., Fuentes, A., MacKinnon, K.C., Panger, M., and Bearder, S. (2006) *Primates in Perspective* Oxford University Press
- Fuentes, A. (2006) **Human culture and monkey behavior: Assessing the contexts of potential pathogen transmission between macaques and humans** *American Journal of Primatology* 68:880-896
- Fuentes, A. (2006) **The humanity of animals and the animality of humans: A view from biological anthropology inspired by J.M. Coetzee's *Elizabeth Costello*** *American Anthropologist* 108(1):124-132
- Fuentes, A. and Gamerl, S. (2005) **Disproportionate Participation by Ages/Sex Class in Aggressive Interactions Between Long-Tailed Macaques (*Macaca fascicularis*) and Human Tourists at Padangtegal Monkey Forest, Bali, Indonesia** *American Journal of Primatology* 66:197-204
- Fuentes, A. (2004) **It's Not All Sex and Violence: Integrated Anthropology and the Role of Cooperation and Social Complexity in Human Evolution** *American Anthropologist* 106(4):710-718
- Fuentes, A. (2003) **Towards an evolutionary pluralism? The need to establish evidentiary standards and avoid reification of assumptions** *Behavioral and Brain Sciences* 25(4):518-519
- Fuentes, A. and Wolfe, L.D. (2002) *Primates Face to Face: The Conservation Implications of Human and Nonhuman Primate Interconnections.* Cambridge University Press
- Fuentes, A. (2002) **Patterns and trends in primate pair bonds** *International Journal of Primatology* 23(4):953-978
- Fuentes, A. (2000) **Hylobatid Communities: changing views on pair bonding and social organization in hominoids.** *Yearbook of Physical Anthropology* 43:33-60
- Dolhinow, P. and Fuentes, A. (1999) *The Nonhuman Primates* Mayfield Publishing Company
- Fuentes, A. (1999) **Re-evaluating Primate Monogamy,** *American Anthropologist* 100 (4):890-907

SELECTED GRANTS:

- 2008 University of Notre Dame Institute for Scholarship in the Liberal Arts Mini Conference Grant \$4,000**
- 2007 National Science Foundation Senior Research Grant- Co-PI \$160,000**
- 2006 University of Notre Dame Faculty Research Program- PI- \$10,000**
- 2006 National Science Foundation Conference Grant- PI \$10,000**
- 2005 National Science Foundation Integrative Graduate Education and Research Traineeship (IGERT) Grant-Co-PI \$3,400,000**
- 2005 Wenner-Gren Foundation Conference Grant- Co-PI \$15,000**

Robert M. Gimello 詹密羅
Department of Theology
University of Notre Dame
331 Malloy Hall
Notre Dame, IN 46556-4619
Office phone: 574-631-5366
Mobile phone: 574-344-9491
Gimello.1@nd.edu

Specialist in the history of East Asian religions. Chief research and teaching interests: the history of Buddhism in East Asia (particularly China, but also Korea and Japan); the comparative study of contemplative tradition; philosophy of religion; religion and visual culture.

Formal Education:

- B.A. in English & Asian Studies, Seton Hall University, 1964
- M.A. in Chinese, Seton Hall University, 1965
- Ph.D. in East Asian Languages and Cultures, Columbia University, 1976
- Post-Doctoral Research Fellow, University of Tokyo, 1979

Academic Appointments:

- Columbia University, Preceptor & Associate in East Asian Languages & Civilizations, 1969-1971
- Dartmouth College, Department of Religion: Lecturer, 1971-75
- King's College, University of London, Faculty of Theology: Visiting Lecturer, 1974
- University of California at Santa Barbara, Department of Religious Studies:
 - Assistant Professor, 1976-79
 - Associate Professor, 1979-81
- University of Arizona:
 - Professor of Oriental Studies and Head of the Department of Oriental Studies, 1981-1987
 - Professor of East Asian Studies and Religious Studies, 1987-2000
 - Acting Associate Dean of the College of Humanities, 1991-1993
 - Acting Head of the Departments of French & Italian and East Asian Studies 1997-98
 - Head of the Department of French and Italian, 1998-99
 - Professor Emeritus of East Asian Studies, 2001-
- Chinese Institute of Buddhist Studies (Taipei) 中國佛學研究所, Visiting Professor, 1992
- University of Heidelberg, Sinologisches Seminar: Visiting Professor, 1994
- Eötvös Loránd University, Budapest, Department of Chinese Studies: Visiting Professor, Summer 2000
- The Charles University, Prague, Department of Chinese Studies: Visiting Professor, Summer 2002
- Harvard University, Department of East Asian Languages & Civilizations, Visiting Professor, 1999 – 2006
- Research Professor of Theology & East Asian Languages & Cultures, University of Notre Dame, 2006 – present

Major fellowships and grants from, among others, the US Department of Education, the American Council of Learned Societies, the Japan Foundation, the Social Science Research Council, the National Endowment for the Humanities, and the Chiang Ching-kuo Foundation.

Extensive travel in Asia; guest lecturer at numerous institutions in the US and abroad.

Recipient (twice) of the University of Arizona “Award for Superior Teaching.”

Former President of the Society for the Study of Chinese Religions (1989 to 1991); service on numerous professional boards, committees, etc.

Recent Scholarly Activities:

March 14, 2008 Delivered an invited lecture entitled “Literati and the Occult in Late Traditional Chinese Buddhism” at the University of Michigan, at the invitation of the UM Department of Asian Languages & Cultures.

April 12, 2008 Delivered a paper entitled “‘Smoke and Mirrors’: Ritual Paraphernalia and ‘Sacramentals’ in Late Traditional Chinese Buddhism” at the conference on “Buddhist Occult Technologies,” held at McMaster University, Hamilton, Ontario.

June 28, 2008 Delivered a paper entitled “The Rôle of Occult Buddhist Belief and Practice in the Transition from the Ming to the Qing Dynasty” at the triennial meeting of the International Association for Buddhist Studies, held at Emory University, Atlanta.

August 8, 2008 Delivered a paper entitled “Huayan Buddhism under the Liao Dynasty (907-1115)” at the “Second International Symposium on Huayan/Kegon Buddhism,” held at the École Française d’Extrême-Orient, Paris.

October 22, 2008 Delivered an invited lecture entitled “Daoshen’s (fl. ca. 1090) Amalgamation of Huayan and Occult Buddhism” at Foguang (“Buddha’s Radiance”) University, Yilan, Taiwan.

October 23, 2008 Delivered an invited lecture entitled “Late Bloomings: The ‘Flower Garland’ Tradition of Buddhist Thought in Northern China during the Eleventh and Twelfth Centuries,” at Fagushan (“Dharma Drum Mountain”) University, Sanjiecun, Jinshan, Taiwan.

October 24, 2008 Delivered an invited lecture on “The Visual and Material Culture of Chinese Esoteric Buddhism” at the International Conference on Chinese Studies held at the Center for Humanistic Studies, Yunlin National University of Science and Technology, Douliu, Taiwan.

March 16-18, 2009 Served on a visiting committee charged to review the Department of Asian Languages and Cultures at UCLA.

List of publications available upon request.

Noriko Hanabusa

Department of East Asian Languages and Cultures
205 O'Shaughnessy Hall
Notre Dame, IN 46556
Phone: (574) 631-6559 Fax: (574) 631-4268
E-mail: Noriko.Hanabusa.1@nd.edu
Citizenship: Japanese (U.S. Green Card Holder)

EDUCATION

M.A. in Japanese Linguistics (1994), University of Wisconsin-Madison, Department of East Asian Languages and Literature, Major Advisor: Akira Miura

B.A. in Law (1988), Keio University, Tokyo, Japan

TEACHING EXPERIENCE

2001-present Associate Professional Specialist
Japanese Language, Department of East Asian Languages and Cultures,
University of Notre Dame

1994-2001 Assistant Professional Specialist
Japanese Language, Department of East Asian Languages and Literatures,
University of Notre Dame

Summers 2002-08

Instructor, Japanese Language, Japanese School, Middlebury College

Summers 1996-97, 99-2001

Instructor, Japanese Language, Japanese Language and Culture Program,
Hokkaido International Foundation, Hakodate, Japan

Summer 1998 Instructor, Japanese Language, Princeton in Ishikawa, Kanazawa, Japan
Co-taught Second Year Japanese

Summer 1995 Instructor, Japanese Language, East Asian Summer Language Institute,
Indiana University-Bloomington

1993-94 Teaching Assistant, Japanese Language, Department of East Asian Languages and
Literature, University of Wisconsin-Madison

Summer 1993 Teacher, Japanese Language, Keio Academy of New York

1991-02 Teacher, Japanese Language, Beaver Dam School District, Wisconsin

HONORS

Recipient of the Kaneb Teaching Award, University of Notre Dame (1999, 2005)

SELECTED PUBLICATIONS

Nakama 1a: Introductory Japanese: Communication, Culture and Context. Student Activity Manual (Second Edition).

Co-author with Yukiko Hatasa and Kazumi Hatasa.

Boston, MA: Houghton Mifflin Harcourt Company, June 2008.

Nakama 1b: Introductory Japanese: Communication, Culture and Context. Student Activity Manual (Second Edition).

Co-author with Yukiko Hatasa, Kazumi Hatasa and Yoko Kawano.

Boston, MA: Houghton Mifflin Harcourt Company, August 2008.

Nakama 1a: Introductory Japanese: Communication, Culture and Context. Student Activity Manual (Second Edition).

Answer Keys and Audio Scripts

Nakama 1b: Introductory Japanese: Communication, Culture and Context. Student Activity Manual (Second Edition).

Answer Keys and Audio Scriptswww.cengage.com/gateway/nakamafiles

‘Toward “Contents” in the Beginning Language Class’

Co-author with Atsushi Hasegawa, Kazumi Matsumoto and Mano Yasuda.

Japanese as a Foreign Language Education: Multiple Perspectives (refereed).

Tokyo: Kuroshio Publisher, May 2008, pp.135-150, 307.

‘The Effect of Peer Editing Activity in the Japanese Language Classroom’

Co-author with Kimiko Suzuki.

*Proceedings of the 18th Annual Conference of the Central Association of Teachers of**Japanese*, July 2006, pp.79-92.**INVITED LECTURES**

‘Pre-Departure Preparations for Traveling/Studying in Japan’

Co-author with Yoshiko Jo.

Ninth Annual Conference of Northeast Council of Teachers of Japanese, Japan Society of
New York, New York, October 2000.‘Summer Program Participants and Host Families’ Perception of Language and Culture in Daily
Life’

Co-author with Yoko Collier-Sanuki.

Hokkaido International Foundation Fifteenth Symposium, Hakodate, July 2000.

SELECTED CONFERENCE PAPERS

‘Voice Blog Project in Intermediate Japanese Classroom’

Co-author with Nao Hayashi.

The 20th Annual Conference of the Central Association of Teachers of Japanese,
University of Wisconsin-Madison, May 2008.

‘Facilitating out-of-class learner-learner interaction: The case of a summer immersion program’

Co-author with Kazumi Matsumoto, Atsushi Hasegawa and Mano Yasuda.

Association of Teachers of Japanese 2007 Seminar, Boston, March 2007.

‘Toward “Contents” in the Beginning Language Class’

Co-author with Atsushi Hasegawa, Kazumi Matsumoto and Mano Yasuda.

The 19th Annual Conference of the Central Association of Teachers of Japanese,
University of Iowa, March 2007.

‘The Effect of Peer Editing Activity in the Japanese Language Classroom’

Co-author with Kimiko Suzuki.

The 18th Annual Conference of the Central Association of Teachers of Japanese,
University of Michigan, March 2006.**OTHER RELATED ACTIVITIES**

American Council on the Teaching of Foreign Languages (ACTFL)

- Oral Proficiency Interview Refresher Training Workshop
Washington, D.C. (November 2001)
- Oral Proficiency Interview Training Workshop
Carnegie Mellon University (March 1995)

University of Wisconsin-Eau Claire, Summer Course of Japanese Pedagogy (Summer 1991)

Invited to conduct an assessment for the Foreign Language and Area Studies Fellowships
recipients at the Department of East Asian Languages and Literature, University of
Wisconsin-Madison (Spring 2006, May 2007)

Jung-Hyuck Lee

jlee27@nd.edu/ 574-631-3694 (W)

Education

- Ph. D. in Department of Linguistics, University of Chicago (August 2006)
- M.A. in Department of English Language & Literature, Sogang University, Seoul, Korea (1992)
- B.A. in Department of English Education, Hong-Ik University, Seoul, Korea (1990)

Languages

- German Reading Exam, High Pass, University of Chicago (2000)
- French Reading Exam, High Pass, University of Chicago (1999)
- Japanese 101~103, University of Chicago (1997-1998)
- Spanish 100~300, Song Kok Women's High School, Seoul, Korea (1983-1985)

Current Position

- Associate Special Professional, Department of East Asian Languages & Cultures (EALC), University of Notre Dame (2008-present)

Previous Work Experience

- Acting Director of the Korean Language Program, Department of East Asian Languages & Civilizations (EALC), University of Chicago (2001-2008)
- Full-time Lecturer, EALC, University of Chicago (2000-2008)
- Part-time Lecturer, EALC, University of Chicago (1999-2000)
- English Teacher, Songkok Women's High School, Seoul, Korea (1993-1994)
- Teaching Assistant, Professor Hong Bae Lee's Syntax 1, Sogang University, Korea, (1990)
- Teaching Assistant, Professor Tae Ok Kim's Phonology, Sogang University, Korea (1990)
- Student Teacher, Sung Moon Junior High School, Seoul, Korea (1989)

Conference Presentations

- "Two types of Ability in Korean" International Conference on Tense, Aspect, Mood, and Modality (Chronos 8), Austin, TX (October 2008)
- "Nonveridical Dependency of Korean –(i)lato and Japanese –demo", Japanese and Korean Linguistics 17 (JK17), Los Angeles, CA (November 2007)
- "Korean EVEN", Harvard International Symposium of Korean Linguistics (ISOKL), Cambridge, MA (August 2007)
- "Eventuality Property of the Korean Locative Particle –eyse." American Association of Teachers of Korean Conference, Chicago, IL. (June 2007)
- "The Semantics of Korean Modal Verb CAN", Harvard International Symposium of Korean Linguistics (ISOKL), Cambridge, MA (August 2005)
- "The Veridical /Nonveridical Constraint on Korean Focus Particles". American Association of Teachers of Korean Conference, Provo, UT. (August 2005)
- "Modality and Ability in Korean", Mini-conference, University of Chicago (June 2005)
- "The Effectiveness of Web-based Listening Comprehension Assignments for Non-heritage Students". The American Association of Teachers of Korean Conference, Berkeley, CA. (June 2003)
- "Enhancing Listening Ability of Korean Using Web-based 'Chalk' Project", Less Commonly Taught Languages Conference, Washington D.C. (April 2002)

Original Teaching Materials for Korean

- Developing Korean alphabet sound files (Web version) (in progress)
- Developing Intermediate Korean 201 (CD-Rom Version): Supplementary material for drill-practice (in progress)
- Developed Elementary Korean 101~103 (CD-ROM version): Supplementary material that includes 3 sections of vocabulary, listening comprehension, and drill-practice (Supported by an Instructional Improvement Grant and a Language Consortium Grant) (2003)
- Compiled a reading packet for Advanced Korean Learners *Reading for Advanced Korean: Understanding Korean Culture, Society and Politics* (Supported by a Grant of Instructional Improvement) (2001)

Grants for Korean Teaching and Other Scholarships

- Learning Beyond the Classroom Grant, University of Notre Dame (For Cultural Event: Celebration of Korean Alphabet Day and Korean traditional Thanksgiving holiday), October 11, 2008
- Travel Grant, Department of East Asian Language and Cultures, University of Notre Dame, September 2008
- Table Talk Grant, University of Notre Dame (Field trip to a Korean restaurant), Sept. 2008
- Language Consortium Grant, University of Chicago (AATK conference expenses) (2007)
- Grant from Center for Study of Languages, University of Chicago (AATK conference expenses) (2007)
- Grant from Korean Education Center in Chicago, Consulate General of the Republic of Korea (AATK conference expenses) (2007)
- Sponsorship from Korean Tourism Organization, Chicago, IL (AATK conference expenses) (2007)
- Grant from Center for East Asian Studies, University of Chicago (AATK conference expenses) (2006)
- Grant of Instructional Improvement, Center for Teaching and Learning, University of Chicago (developed a vocabulary section and a grammar drill-practice section in web-based Korean 'Chalk' program) (2002)
- Language Consortium Grant (developed a listening comprehension section to accompany the vocabulary and grammar components in the web-based Korean 'Chalk' program) (2002)

Papers

- The Meaning of Korean Wh-word *etten* and its relation with particles (in progress)
- The Corresponding Korean Expressions for English Copular 'be' (in progress)
- The Meaning of the Korean Adverbial Form *-key* (in progress)
- Indirect Speech Acts and Korean sentence-enders (2003)
- Forms of Address in Korean (2003)
- Indirect Speech Acts in Korean (2001)
- Englishized Korean: Changes in Lexicon, Phonology, Code-mixing & Morphosyntax (2000)
- Topic and Focus in Korean (1999)
- The Structuralist's Analysis of Korean (1999)
- Ellipsis of Nominative Case Marker in Colloquial Korean and Japanese (1998)

Organizations

- Member, Association of Asian Studies (2007-present)
- Member, Linguistic Society of America (2003-present)
- Member, American Association of Teachers of Korean (AATK) (2001-present)
- Member, Chicago Linguistic Society (CLS) (1997-2006)
- Member, Hong-Ik University Chinese Calligraphy Society (1986-1990)

SYLVIA LI-CHUN LIN

Curriculum Vitae

PROFESSIONAL EXPERIENCE

- 2008 -- Associate Professor, Department of East Asian Languages and Cultures,
University of Notre Dame
- 2008 -- 09 Executive Fellow, College of Arts and Letters, University of Notre Dame
- 2002 -- 08 Assistant Professor, Department of East Asian Languages and Cultures,
University of Notre Dame
- 2000 -- 02 Senior Instructor, Department of Modern Languages, University of Colorado at
Denver
- 1998 -- 99 Instructor, Department of East Asian Languages and Literatures, University of
Colorado at Boulder

EDUCATION

- 1998 Ph.D. Comparative Literature. University of California at Berkeley
“The Discursive Formation of the ‘New’ Chinese Woman, 1860-1930”
Advisor: Professor Lydia H. Liu
- 1991 M. A. Comparative Literature. University of Oregon, Eugene, Oregon
- 1988 M. A. East Asian Studies. St. John’s University, New York
- 1987 M. A. Western Languages and Literature. Tamkang University, Taipei, Taiwan
“Dark Visions: A Thematic Study of V. S. Naipaul’s Fiction”
Advisor: Professor Chang-fang Chen
- 1984 B. A. English. Tamkang University, Taipei, Taiwan

PUBLICATIONS (peer-reviewed entries headed by *)

- *2009 “Between the Past and the Future: Documentary Films on the 2/28 Incident in Taiwan.”
Modern Chinese Literature and Culture 21.1 (Spring): 30 pp.
- *2009 "Engendering Victimhood: Women and Literature of Atrocity." *positions: east asia
cultures critique*. 18. 1 (Spring): 28 pp.
- 2008 “The 2/28 Incident in Literature: A Special Issue.” Ed. Translation of short stories,
essays, and poetry on the 2/28 Incident in 1947, with a critical introduction.
Taiwan Literature: English Translation Series (forthcoming, July).
- *2007 *Representing Atrocity in Taiwan: The 2/28 Incident and White Terror in Fiction
and Film* (New York: Columbia University Press). xi + 240 pp.
- 2007 Review of *Taiwan in Transformation: 1895-2005: The Challenge of a New Democracy to
an Old Civilization*. Chün-Chieh Huang. *China Information*. 21. 3 (November), 2 pp.
- 2006 Review of *Looking Through Taiwan: American Anthropologists' Collusion with Ethnic
Domination*. Keelung Hong and Stephen O. Murray. *China Review International*
13. 1 (Spring): 133-137.
- *2006 "The Politics of Filmmaking and Movie Watching." *China's Transformation: The Stories
beyond the Headlines*. Eds. Lionel M. Jensen and Timothy B. Weston. Lanham, MD:
Rowman and Littlefield. 144-160.
- *2004 "Two Texts to a Story: Representing White Terror in Taiwan." *Modern Chinese
Literature and Culture* 16. 2 (Spring): 37-64.
- *2004 "Pink Pills and Black Hands: Women and Hygiene in Republican China." *The*

- China Review*. Vol. 4, No. 1 (Spring 2004): 201-227.
- *2003 "Toward a New Identity: Nativism and Popular Music in Taiwan." *China Information* XVII: 2 (2003): 83-109.
- *1998 "Unwelcome Heroines: Mao Dun and Yu Dafu's Creations of a New Chinese Woman," *Journal of Modern Literature in Chinese* 1:2 (Spring): 71-94.

AWARDS, GRANTS AND FELLOWSHIPS

- 2007 Publication Subvention for *Representing Atrocity in Taiwan: The 2/28 Incident and White Terror in Fiction and Film*, New York: Columbia University Press.
Institute for Scholarship in the Liberal Arts, University of Notre Dame
- 2005--08 The Notre Dame Assistant Professor of Chinese
- 2005-06 Junior Scholar Grant, Chiang Ching-kuo Foundation for International Scholarly Exchange
- Summer 2005 Summer Stipend, University of Notre Dame (nominated as the junior faculty for the NEH Summer Stipends competition)
- 2003--04 Faculty Research Grant, Graduate Research Program, University of Notre Dame
- 1999 Translation of the Year Prize for *Notes of A Desolate Man* (Columbia University Press, 1999), American Literary Translators Association

RELEVANT CONFERENCE PAPERS AND INVITED LECTURES

- 2008 "Between the Past and the Future: Documenting the 2/28 Incident on Films," presented at the Association for Asian Studies annual meeting, April
- 2007 "Accountability and Redemption: Cinematic Representation of Atrocity in Taiwan," presented at the Center for Holocaust and Genocide Studies, University of Minnesota, September (invited)
- 2006 "Portrait of a Mass Murderer: Chen Yi in Guo Songfen's 'The Stars Are Bright Tonight,'" for "Alternative Histories in Asian Literature," presented at the MLA annual conference, December
- 2005 "Taiwanese Literature in the Global Context," for a roundtable discussion at Providence University, Taiwan (invited)
- 2005 "Representation of Ethnic Relations in Literature of Atrocity," presented at the University of California at Santa Barbara, September (invited)
- 2005 "What Is New Chinese Cinema: an Overview," presented at the University of Denver, March 10 (invited)
- 2005 "Between Film and Fiction," presented at the University of Denver, March 9 (invited)
- 2005 "Chinese Cinema in the New Millennium," presented at the GSIS China Forum at the University of Denver, March 8 (invited)
- 2005 "Three Women and a Cell Phone: Gender and Family in Chinese Films," presented at the University of Denver, March 7 (invited)
- 2004 "Topographic Imagination of History and Ethnicity: Nature in Li Qiao's 'Notes of the Taimu Mountain,'" presented at the Rocky Mountain MLA, Boulder, Colorado, September.
- 2004 "Women and the Restoration of History: Writing the 2/28 Incident and White Terror," for "The Formation of Canon: Taiwanese Literature and World Literature," presented at the Academia Sinica, Taipei, Taiwan, July (invited)

Aaron Han Joon Magnan-Park, Ph.D.
Assistant Professor, University of Notre Dame
Department of Film, Television, and Theatre
+1 574 631 8806 / Magnan-Park.1@nd.edu

EDUCATION

- 1995-2002 University of Iowa, Iowa City, IA
Ph.D. in Film Studies, May 2002
- 1992-94 University of Iowa, Iowa City, IA
M.A. in Communication Studies/Film Studies, May 1994
- 1985-90 University of Michigan, Ann Arbor, MI
Honors A.B. in Arts & Ideas, May 1990

SELECTED ACADEMIC APPOINTMENTS

University of Notre Dame, Notre Dame, IN, USA

Assistant Professor (tenure-track)

DEPARTMENT OF FILM, TELEVISION, AND THEATRE

Contemporary Korean Cinema, Spring 2007

University Seminar on Chinese Cine-Heroics: Hong Kong Styled Action Contra Hollywood,
Spring 2007, Spring 2008

Capstone Seminar on Issues in Film and Television: National, Transnational, & Postnational
Cinema, Spring 2006

Hong Kong Action Cinema in a Global Context, Spring 2005, Fall 2006, Spring 2008

History of Film II, each semester, 2004-2006

Basics of Film and Television, Fall 2004, Fall 2005

Victoria University of Wellington, NEW ZEALAND

Lecturer in Film (tenure-track)

SCHOOL OF ENGLISH, THEATRE, FILM AND MEDIA STUDIES

Introduction to Film Studies, Second Trimester 2003, 2004

National Cinema: South Korea, First Trimester 2004

Honours Film Theory: Sound Theory, 2004 academic year

Illinois Wesleyan University, USA

Adjunct Assistant Professor

DEPARTMENT OF MODERN & CLASSICAL LANGUAGES AND LITERATURES

World Cinema, May Term 2003

SELECTED SCHOLARSHIPS AND FELLOWSHIPS

- 2007 Summer Overseas Research Grant, Institute for Scholarship in the Liberal Arts,
University of Notre Dame
- 2006 Korean Cultural Festival Grant, Korea Foundation
- 2006 Overseas Conference Grant, Institute for Scholarship in the Liberal Arts, ND
- 2006 Conference Grant, Kellogg Institute, ND
- 2006 Mini- Conference Grant, Institute for Scholarship in the Liberal Arts, ND
- 2006 Matching Mini-Conference Grant, Office of Research, ND
- 2006 Culture Grant x 2, Consulate General of the Republic of Korea in Chicago
- 2005-07 Undergraduate Research Assistant Grant, College of Arts & Letters, ND
- 2005-06 Learning Beyond the Classroom Grant x 2, ND
- 2005-06 Supplemental Teaching and Research Grant, College of Arts & Letters, ND
- 2004 Small Research Grant, VUW
- 2003 New Zealand Conference Grant, VUW
- 1999-00 T. Anne Cleary Research Dissertation Abroad Fellowship, University of Iowa

- 1999-00 Center for Asian and Pacific Studies Fellowship, University of Iowa
 1998-00 University of Iowa Dissertation Year Fellowship, University of Iowa
 1998 Graduate Summer Language Scholarship, University of Iowa

DISTINCTIONS, HONORS, AWARDS

- 2005 AcademicKeys Who's Who in Fine Arts Higher Education (WWFAHE)
 2001 Nominee, Outstanding Teaching Assistant Award, Council on Teaching, University of Iowa
 1998 Outstanding Teaching Assistant Award, Council on Teaching, University of Iowa
 1987 Sophomore Honors Award, University of Michigan

PROFESSIONAL MEMBERSHIP

Society for Cinema and Media Studies
 Modern Language Association
 National Communication Association
 Association for Asian Studies

BOOKS AND MONOGRAPHS

- In preparation "Hong Kong Meditations on Cine-Heroics: Diasporic Movements and Cultural Conundrums"
 Revision of dissertation, "Cinescapes of the 'Yet-to-be-Fully-National': Hong Kong Action Cinema's Transnational Engagement"
 University of Hong Kong Press
 In preparation "*Han* (Everlasting Woe) in the Land of *Daehanminguk* (The Republic of Korea): A Critique of Korean Cinema and National Essence"
 University of Illinois Press

PUBLICATIONS IN ACADEMIC ANTHOLOGIES

- Forthcoming Film entries on *Christmas in August*, *Nowhere to Hide*, *Peppermint Candy*, *Why Has Bodhi-Dharma Left for the East?*
Critical Filmography of World Cinema—Korea
 Edited by Frances Gateward, Montreal: Caboose
 Forthcoming "Remember Me, Remember Us, Remember Korea: *Hallyu*, Flashbacks, and the Transformation of South Korea into an Unforgettable Nation"
Towards Sustainable Economic and Security Relations in East Asia: U. S. and ROK Policy Options
 Korean Economic Institute
 2007 Fall "Hong Kong Action Cinema's Transnational Engagement: *HK* as the Cine-Logocentric Nexus in the Francophone World"
Chinese Connections
 Edited by Peter X. Feng, Gina Marchetti, and Tan See Kam, Temple UP
 2007 "The Heroic Flux in John Woo's Trans-Pacific Passage: From Confucian Brotherhood to American Selfhood"
Hong Kong Film, Hollywood and New Global Cinema
 Edited by Gina Marchetti and Tan See-Kam, Routledge.
 2005 "*Peppermint Candy*: The Will Not to Forget"
New Korean Cinema
 Edited by Chi-Yun Shin and Julian Stringer, Edinburgh UP & NYU P
 2002 "Imagining Communities of the 'Yet-to-be-Fully-National': Hong Kong Action Cinema's Engagement with a Globalized Transnational Imaginary"
The Politics of Community
 Edited by Michael Stryck, The Davies Group Publishers.

DIAN HECHTNER MURRAY

Abbreviated CV

OFFICE ADDRESS

Department of History
University of Notre Dame
Notre Dame, IN 46556
E-mail: Murray.1@nd.edu

EDUCATION

Ph.D., Cornell University, Ithaca, New York, 1979. (Modern Chinese History). Dissertation:
Sea Bandits: A Study of Piracy in Early 19th Century China.

M.A., Cornell University, Ithaca, New York, 1974. (Modern Chinese History).

B.A., Cornell College, Mt. Vernon, Iowa, 1971. (History, Asian Studies, Honors).

CURRENT POSITION

Chair, Department of East Asian Languages and Literatures/ Languages and Cultures, October 2006-.

Professor of History, University of Notre Dame, May 1994-present.

OTHER RELEVANT POSITIONS

Reviewer of Indiana Standards for High School World History Curriculum. January 2005.

N.C.A. Coordinator/Evaluator, 1997-2001; Site visit to University of Denver, January 2001.

Lecturer for Notre Dame's Alumni Trip to China, October 4-22, 1994.

On-Site Director, Notre Dame's Summer Program in Tianjin, China and Research Scholar at People's University in Beijing, China and National Central Library, Taipei, Taiwan, Summers 1986 and 1988.

Research Scholar at People's University and Number One Historical Archives Beijing, China, Summer 1984.

Organizer and Director, Linfield College's China Experience, Summer 1981.

Participant in Linfield College's Faculty Delegation to Kanto Gakuin University, Yokohama, Japan, Summer 1980.

SELECTED PUBLICATIONS

Books (Published):

The Origin of the Tiandihui: The Chinese Triads in Legend and History, in collaboration with Qin Baoqi, Stanford: Stanford University Press, 1994.

Pirates of the South China Coast, 1790 - 1810, Stanford: Stanford University Press, 1987.
Hua nan hai dao 1790-1810. Translation of *Pirates of the South China Coast, 1790–1810*, Liu Ping translator, Beijing: Press of the Chinese Academy of the Social Sciences, 1997.

Articles and Reviews (Published):

Review of Jason Kindopp and Carol Lee Hamrin, eds. *God and Caesar in China Policy Implications of Church-state Tensions*. Washington, D.C.: Brookings Institution Press. 2004. *China Information*, vol. 20, no. 1 (2006), pp. 121-124.

Review of Gary Tuttle, *Tibetan Buddhists in the Making of Modern China*,” *Journal of Law and Religion*, Vol. XXI, Number 1 (2005-06), pp. 251-254.

Review of Marcus Rediker. *Villains of all Nations: Atlantic Pirates in the Golden Age*. Boston: Beacon Press, 2004 for *New West Indian Guide*, vol. 79, no. 3&4 (2005), pp. 318-321.

“The Trouble with Millenarianism: Falun Gong and the Triad Society,” in *The Journal of Comparative Asian Development*, Vol. 3, No. 1 (Spring 2004), pp.105-156.

“Piracy and China’s Maritime Transition, 1750-1850,” *Maritime China in Transition, 1750-1850*. Wang Gungwu and Ng Chin-keong, eds., Wiesbaden: Harrassowitz Verlag: 2004, pp. 43-60.

PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

Editorial Board: *Studies on Asia* (a peer-review electronic journal sponsored by the Midwest Conference on Asian Affairs and the Asian Studies Center of Michigan State University), 2004-present.

Association for Asian Studies, Phi Beta Kappa, and American Historical Association.

Northwest Regional China Council: Steering Committee and Co-Chairperson, 1980-1984.

Advisory Board of Midwest Conference on Asian Affairs, 2002-2006.

Editorial Board: *Mains’l Haul*, 2001 -present

Deborah M. Shamoon

Curriculum Vitae

East Asian Languages and Cultures
205 O'Shaughnessy Hall
University of Notre Dame
Notre Dame, IN 46556
(574) 631-9035
dshamoon@nd.edu

Education

- 2005 Ph.D. Japanese Literature and Film. University of California, Berkeley
Dissertation "Seductive Innocents, Beautiful Friends: Representations of Teenage Girls in Modern Japanese Fiction and Film"
- 1999 M.A. Japanese Literature. University of Washington, Seattle
Thesis "Narration and Genre in the Works of Uchida Shungiku"
- 1994 B.A. Japanese and Creative Writing. University of Michigan, Ann Arbor

Professional Experience

- 2006-- Assistant Professor, Department of East Asian Languages and Literatures, University of Notre Dame
- Spring 2006 Lecturer, Department of East Asian Languages and Cultures, University of California, Berkeley
- 2001-2005 Graduate Student Instructor, Department of East Asian Languages and Cultures, University of California, Berkeley
- 1996--2000 Teaching Assistant, Department of Asian Languages and Literature, University of Washington, Seattle

Awards

- 2008 Notre Dame Institute for Scholarship in Liberal Arts New Course Development Grant
- 2008 Notre Dame Institute for Scholarship in Liberal Arts Summer Stipend
- 2008 Notre Dame Institute for Scholarship in Liberal Arts Mini-Conference Grant for Asian Film Festival and Conference
- 2007 Notre Dame Institute for Scholarship in Liberal Arts Research Travel Grant
- 2006-2007 Notre Dame startup library grant and startup research grant
- 2004-2005 Center for Japanese Studies Fellowship, University of California, Berkeley
- 2003-2004 Japan Foundation Doctoral Dissertation Research Fellowship at Waseda University, Tokyo
- 2003-2004 Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (declined)
- 1997-1999 Japanese Ministry of Education (Monbushô) Scholarship at Ritsumeikan University, Kyoto

Articles

- 2008 "Misora Hibari and the Girl Star in Postwar Japanese Cinema." *Signs: Journal of Women in Culture and Society*. (accepted for publication).
- 2008 "Situating the Shōjo in Shōjo Manga." *Japanese Visual Culture: Explorations in the World of Manga and Anime*. Ed. Mark W. MacWilliams. M.E. Sharpe. 137-154.
- 2007 "Revolutionary Romance: *The Rose of Versailles* and the Transformation of Shōjo Manga." *Mechademia 2: Networks of Desire*. 3-17 (invited).
- 2004 "Office Sluts and Rebel Flowers: The Pleasures of Japanese Pornographic Comics for Women." *Porn Studies*. Ed. Linda Williams. Duke UP. 77-103.
- 2003 "Focalization and Narrative Voice in the Novels and Comics of Uchida Shungiku." *The International Journal of Comic Art* 5.1 (Spring): 147-160.
- 2002 "'Akusesu' to 'esutetikkusu': rediizu komikku ni okeru josei no yokubō to shikakuteki kairaku." [Access and Aesthetics: Women's Desires and Visual Pleasure in Ladies' Comics] Trans. Tanaka Keiichi. *Manga bigaku*. [The Aesthetics of Comics] Ed. Jaqueline Berndt. Tokyo: Daigo Shobō. 271-302.
- 2002 "Ladies Comics." *Lexicon der Comics 3: Themen und Aspekt* [Comics Dictionary vol. 3: Themes and Views] Trans. Jaqueline Berndt. Corian-Verlag Heinrich Wimmer, 43 (September): 1-24.
- 2002 "Sun Tribe: Cultural Production and Popular Culture in Post War Japan." *E-ASPAC Electronic Journal in Asian Studies* 1.
<http://mcel.pacificu.edu/easpac>
- Submitted "The Modern Girl and the Vamp: Hollywood Film in Tanizaki Jun'ichirō's Early Novels." *positions: east asia cultures critique*. (under second review).

Reviews

- 2009 "If Casshern Doesn't Do It, Who Will?" Rev. of *Casshern* (2004) *Mechademia 4: War/Time*.
- 2008 Rev. of *Japanese Popular Music: Culture, Authority and Power*, by Carolyn S. Stevens. *Japanese Studies* 28:2, 262-264.
- 2008 Rev. of *Concealment of Politics, Politics of Concealment: The Production of "Literature" in Meiji Japan*, by Atsuko Ueda, *Modern Philology* (accepted for publication)

Invited Lectures

- 2008 "*The Rose of Versailles* and the History of Shōjo Manga (Girls Comics)." Valparaiso University, Nov. 7.
- 2008 "Enka as 'Traditional' Music in Postwar Japan." Michigan State University, Sept. 26.
- 2008 "The History of Shōjo Manga (Girls Comics) in Japan." Ohio State University, May 16.
- 2007 "Animating *The Rose of Versailles*." University of Chicago, Feb. 17.

Curricula Vitae of External Consultants

Maureen H. Donovan
Associate Professor / Japanese Studies Librarian

DEGREES

1970	Manhattanville College	B.A. with honors, Russian Language and Literature
1973	Columbia University	M.A., East Asian Languages and Cultures
1974	Columbia University	M.S., Library Service

POSITIONS HELD

Associate Professor / Japanese Studies Librarian, The Ohio State University Libraries, 1994-present
Adjunct Associate Professor (courtesy appointment), Department of East Asian Languages and Literatures, The Ohio State University, 1997-present
Visiting Research Scholar (funded by IRCJS), International Research Center for Japanese Studies (Kyoto, Japan), 2003-2004
Visiting Lecturer (funded through a Japan Foundation research fellowship), School of Library and Information Science, Keio University (Tokyo, Japan), 1995-1996
Assistant Professor / Japanese Studies Librarian, The Ohio State University Libraries, 1988-1994
Head, Department of Language and Area Studies, The Ohio State University Libraries, 1988-1990
Acting Chinese Studies Librarian, The Ohio State University Libraries, 1986-1987
Instructor / Japanese Studies Librarian, The Ohio State University Libraries, 1978-1988 (tenured 1984)
Librarian II (with continuing appointment/tenure) / Reference Librarian, Gest Oriental Library and East Asian Collection, Princeton University Library, 1977-1978
Librarian I / Reference Librarian, Gest Oriental Library and East Asian Collection, Princeton University Library, 1974-1977
Assistant Editor of <New Serial Titles, 1950-1970>, R. R. Bowker Company, New York, NY, 1973

LIST OF PUBLICATIONS

Edited books:

Periodicals on Asia: Serials in the Princeton University Libraries in Western Languages. co-author: Frances Chen. Princeton: Princeton University Library, 1975.
Committee on East Asian Libraries Directory. Columbus: CEAL, 1992.
Committee on East Asian Libraries Directory. Columbus: CEAL, 1994.

Chapters in edited books

(Reviewed in: Bulletin of the School of Oriental and African Studies, 49:3 (1986), 613-614; Contemporary Sociology, 15:2 (March, 1986), 259-261; Journal of Asian Studies, 44:4 (August, 1985), 821-822; Pacific Affairs, 58:3 (Fall, 1985), 503-504.)

"Reference Tools on Japanese Science, Technology and Commerce," in D. Moench et al. ed., Japanese Information in Science, Technology and Commerce (Amsterdam: IOS, 1990), 432-44.

"East Asian Libraries Cooperative World Wide Web: An Experiment in Collaboration to Build Interdependence" Proceedings of the Special Conference on the Evolving Research Library and East Asian Studies in Conjunction with the IFLA Conference in Beijing (Beijing: International Academic Publishers, 1996), 108-119.

"Challenges of Collecting Research Materials on Japanese Popular Culture: A Report on Ohio State's Manga Collection," in Aaron Gerow and Abe Mark Nornes, ed. In Praise of Film Studies: Essays in Honor of Mamoru Makino. (Yokohama: Kinema Club, 2001), 225-232.

"Japanese Religion: Religious Documents," Encyclopedia of Religion 2d ed. New York, Macmillan, 2004. pp. 4809-4814. Substantial update of the first edition entry by H. Paul Varley (4700 words)

Publication in progress

“A Legacy of Values to Sustain and Uphold: East Asian Library Collections at the Ohio State University.” (7,000 words) Submitted to Peter Zhou, editor of a volume of histories of East Asian collections currently being considered for publication by the Association for Asian Studies.

LIST OF CREATIVE WORKS

Curated and mounted an exhibit at OSU Libraries entitled, "Japanese Business: an Exhibit in Commemoration of a Gift from the Honda of America Foundation," which included 85 volumes of Japanese company histories with labels and annotations for each item, October 29-November 30, 1984.

Contributed representative items from the Japanese collection (a company history, donations from a Japanese-American family of books from the Topaz camp public library, reprint volume of Tokyo Puck (manga), Okinawan materials (from Leon K. Walters collection), and student manuscripts from a Bakumatsu era military academy) along with annotations, to the exhibit, “The Studer Years, 1977-1999,” in the Sills Gallery of OSU Main Library, May – September 1999.

Curated an exhibit entitled, “Happy Birthday Atom! Celebrating Tezuka’s Astro Boy,” held to commemorate the fictional “birthday” of Tetsuwan Atomu on April 7, 2003 in the manga, Cartoon Research Library, February 10 – May 30, 2003.

CONSULTANT WORK

Consultant to evaluate East Asian language collection development and technical processing, William R. Perkins Library, Duke University, Oct. - Nov., 1985 (with Ichiko Morita) (wrote report)

Consultant to prepare bibliographies for the Japanese Technology Evaluation Project (JTECH), Science Applications International Corporation, 1988 (compiled bibliographies)

Consultant to evaluate Japanese collection of the University of Wisconsin-Madison, August, 1991 (wrote report)

Consultant to advise on development of East Asian library resources at McGill University and on cooperation in this area between McGill and the Universite de Montreal, September, 1993 (wrote report)

Consultant to RMG, Inc. on the Australian National CJK Project, 1993-94 (wrote report)

Consultant to University of Buffalo (SUNY) Libraries and Asian Studies Program on the Asian Collections of University of Buffalo Libraries, Aug. - Sept. 2006. Report: "Consultation Report on Asian Collection of University at Buffalo Libraries" (9/17/2006), 28 pages.

See article about the consultancy in UB’s Asian Studies newsletter:

http://www.asianstudies.buffalo.edu/contrib/newsletter/documents/ASN12.1_000.pdf

Major Academic/Professional Awards and Commendations

NDFL Fellow, Stanford University, Chinese language studies, 1969

NDFL Fellow, Leningrad State University (USSR), 1970

Malsin Prize for Russian, Manhattanville College, 1970

Dammann Fellowship for Graduate School, Manhattanville College, 1970

East Asian Languages and Cultures departmental grant, Columbia University, 1971

International Fellow of Columbia University, Columbia University, 1973

School of Library Service Tuition Scholarship, Columbia University, 1973

H-Net/KIAPS Award, Kansai Institute of Asian Studies, Gamagori, Aichi-ken, Japan, 1995

Research Fellowship, School of Library and Information Science, Keio University, Japan Foundation

"Strategic Approaches to Japanese Information Using the World Wide Web," 1995-1996

Achievement Hall of Fame, Matignon High School (Cambridge, Mass.), Matignon High School, 1999

Visiting Research Scholar, International Research Center for Japanese Studies, Kyoto, "Manga as Research Resources for Japanese Studies", 2003-2004

CURRICULUM VITA

NAME: GALAL WALKER

ACADEMIC EMPLOYMENT: Ohio State University, 1980-present

1999 - Present Professor
 1995-1996 Interim Chair
 1990- Associate Professor
 1983-90 Assistant Professor
 1982-83 Research Associate, Research Foundation
 1980-82 Assistant Professor, East Asian Languages & Literatures

Concurrent with my academic appointment at The Ohio State University

2006- *National K-12 Chinese Flagship Program*, Ohio State University, Principal Investor
 2005- *National Chinese Flagship Program*, Ohio State University, Director
 2005- *International Chinese Language Teaching & Learning*, Editorial Board
 2002-05 *Foreign Language Annals* . Editorial Board
 2000- *Foreign Language Center, Brigham young University*. Board of Advisors
 2000- *Center for International Business Education and Research, Fisher College of Business.*
Board of Advisors.
 1999- National East Asian Language Resource Center, Ohio State University, Director

Education

1982 Ph.D., Cornell University, East Asian literatures (*Towards a Formal History of the Chuci*. 1982
 Ph.D. Dissertation)
 1972 M.A., Cornell University, East Asian literatures
 1969 B.A. University of Texas-Austin, linguistics and economics

FIELDS OF SPECIALIZATION: Chinese language and culture pedagogy; computer applications to language pedagogy; pedagogy of culture; and early Chinese poetry

GRANTS AND AWARDS

2008 Department of Defense, Chinese Flagship Programs (Undergraduate)
 2006 - 2009 Department of Defense, Chinese Flagship Programs (K-12)
 2006-2009 Department of Education. National East Asian Languages Resource Center.
 2005 Department of Defense, Chinese Flagship Programs (MA)
 2003 "China Language and Culture Friendship Award" by Ministry of Education, P.R. China. An international award to six recipients this year. The first one in the US as well as in the English speaking world.
 2002 Department of Education. (\$1,432,000) National East Asian Languages Resource Center.
 2002 Fulbright/Hayes Group Study Abroad. (\$50,000). US/China Links
 2002 Freeman Foundation. (\$1,996,459) w/ Julia Andrews. Strengthening Chinese studies at The Ohio State
 2001 National Security Education Program. (\$15,000) National Flagship Program feasibility study.
 2000 Challenge grant. (\$600,000) National Endowment for the Humanities. World Media and Culture center.
 1999-02 Grant, National Foreign Language Resource Center, Department of Education, OSU FLC (\$960,000)

Membership in Professional Organizations

American Council of Teachers of Foreign Language (ACTFL)
 Chinese Language Teachers Association (CLTA)
 National Association of Self-Instructional Language Programs (NASILP)
 Chinese Curriculum Consortium
 National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)
 African Language Teachers Association

Professional Service

The Ohio State University

2005 - Member of Task Force of International Strategy at OSU
 2000-01 Promotion and tenure committee (chair)
 1997-98 CHINESE PEDAGOGY SEARCH COMMITTEE, CHAIR
 1997-98 JAPANESE PEDAGOGY SEARCH, CHAIR
 1997-02 Hagerty Hall Rehabilitation Committee
 1996-99 University Senate
 1996-98 International Committee (chair)
 1996-97 HIS review committee, International committee
 1995-96 Interim Chair of Department of East Asian Languages and Literatures
 1995-96 Executive Committee, *Ad hoc* International committee

Editorships

2002-05 Board of Editors. *Foreign Language Annals*.
 1995- Series Editor, Pathways (to advanced language skills). OSU Foreign Language Resource Center, Foreign Language Publications.
 1995-96 Series Editor, Kaleidoscope: a course in intermediate to advanced spoken Cantonese. OSU Foreign Language Resource Center, Foreign Language Publications.
 1990 Proceedings Editor, Western Interstate Commission on Higher Education, Denver, Colorado, October 27
 1989 Guest Editor, *Journal of the Chinese Language Teachers Association*, May
 1988-94 Associate Editor, *Journal of the Chinese Language Teachers Association*

SELECTED PUBLICATIONS (Complete listing available upon request)

Textbooks, Audio Programs:

2007 Chinese: Communicating in the Culture, vol.4. Foreign Language Publications, Columbus, OH.
 2006 Chinese: Communicating in the Culture, vol.3. Foreign Language Publications, Columbus, OH.
 2005 Chinese: Communicating in the Culture, vol.2. Foreign Language Publications, Columbus, OH.
 2004 Chinese: Communicating in the Culture, vol.1. Foreign Language Publications, Columbus, OH.

Audio Programs:

1993 *Beginning Romanian*, with Rodica Botoman. Audio program with 20 tapes, Ohio State University Press.
 1988 *A Self-study Introduction to Beginning Mandarin Chinese*. Audio program with 52 tapes.

Computer Assisted Instruction:

1983 "Chinese PARAGON Authoring System." Developed with Center for Teaching Excellence. Computer Based Instruction.

Edited Volumes:

Kaleidoscope: a course in intermediate to advanced spoken Cantonese: Developed concept, wrote proposal and negotiated project scope, designed layout and content sequence, worked with development teams on analysis and presentation on a daily basis, managed project administration, determined final print, audio, and video formats. edited print volumes, delivered final products to sponsor.

John M. Norris: Abbreviated Curriculum Vitae

Dept. of Second Language Studies, University of Hawai'i at Mānoa, 1890 East-West Rd., Honolulu, HI 96822
jnorris@hawaii.edu

John Norris (Ph.D. in Second Language Acquisition, University of Hawai'i) is associate professor in the Department of Second Language Studies, University of Hawai'i at Mānoa, where he teaches graduate courses in program evaluation, language pedagogy, research methods, and assessment. He has consulted on program and teacher development, outcomes assessment, and evaluation projects in Belgium, Brazil, Japan, Spain, and across the U.S., with a particular focus on the interaction of assessment with curriculum and instruction.

Representative consulting and development work

- Evaluation and assessment consultant (2009-current) for the Center for Applied Second Language Studies, University of Oregon
- Director of 2007 NFLRC Summer Institute *Developing useful evaluation practices in college foreign language programs*
- Principal investigator (2007-2008), NCATE accreditation evaluation project *Understanding and assessing ESL and FL teacher development at the University of Hawai'i*
- Chair (2007-2008) of the University of Hawai'i Faculty Senate Task Force on Assessment
- Principal investigator (2005-2008), federally funded project *Identifying and responding to evaluation needs in college foreign language programs*
- Assessment specialist (2002-2003), Northern Arizona University, responsible for assisting programs across the campus engage in student learning outcomes assessment and program evaluation
- Visiting researcher (1999-2002), Georgetown University German Department, responsible for assessment and evaluation in conjunction with German Studies curriculum innovation
- U.S. Department of State, English Language Specialist (1998, 2000), Brazil, responsible for developing assessment, evaluation, and program development capacity in U.S. – Brazilian Binational Education Centers

Representative publications

- Norris, J. M. (Ed.) (2009). Special issue: Understanding and improving language education through program evaluation. *Language Teaching Research*, 13(1).
- Norris, J. M. (2009). Understanding and improving language education through program evaluation: Introduction to the special issue. *Language Teaching Research*, 13(1), 7-13.
- Norris, J. M. (2009). Task-based teaching and testing. In M. Long and C. Doughty (Eds.), *Handbook of language teaching* (pp. 578-594). Cambridge: Blackwell.
- Norris, J. M. (2008). *Validity evaluation in language assessment*. New York: Peter Lang.
- Norris, J. M. (2006). The why (and how) of student learning outcomes assessment in college FL education. *Modern Language Journal*, 90(4), 590-597.
- Norris, J. M. (2006). Assessing foreign language learning and learners: From measurement constructs to educational uses. In H. Byrnes, H. Weger-Guntharp, & K. Sprang (Eds.), *GURT 2005: Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment* (pp. 167-187). Washington, DC: Georgetown University Press.
- Norris, J. M., Davis, J., Sinicrope, C., & Watanabe, Y. (2009). *Towards useful program evaluation in college foreign language education*. Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Norris, J. M., & Ortega, L. (Eds.) (2006). *Synthesizing research on language learning and teaching*. Amsterdam: John Benjamins.
- Norris, J. M., & Conn, C. (2005). Investigating strategies for increasing student response rates to online-delivered course evaluations. *Quarterly Review of Distance Education*, 6(1), 13-29.
- Norris, J. M., & Pfeiffer, P. (2003). Exploring the use and usefulness of ACTFL Guidelines oral proficiency ratings in college foreign language departments. *Foreign Language Annals*, 36(4), 572-581
- Norris, J. M. (Ed.) (2002). Special issue: Task-based language assessment. *Language Testing*, 19(4).
- Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528
- Norris, J. M., Brown, J. D., Hudson, T. D., & Yoshioka, J. K. (1998). *Designing second language performance assessment*. Honolulu: University of Hawai'i Press.
- Byrnes, H., Maxim, H., & Norris, J. M. (forthcoming 2010). *Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment*. Modern Language Journal, Monograph. Cambridge: Blackwell.
- Van den Branden, K., Bygate, M., & Norris, J. M. (Eds.) (2009). *Task-based language teaching: A reader*. Amsterdam: John Benjamins.

Representative invited presentations/plenary addresses

- Norris, J. M. (2009, April). *Assessment and evaluation: Alternatives for inquiry into language learning and teaching*. Plenary address delivered at the annual **Spring Second Language Studies Symposium**, Michigan State University, East Lansing (April 3, 2009).
- Norris, J. M. (2009, March). Organizer of the invited colloquium “Critical issues at the interface between assessment and U.S. language education policy”, at the annual conference of the **American Association of Applied Linguistics**, Denver, CO (March, 2009).
- Norris, J. M. (2007, November). *Learning to value evaluation in language teaching*. Plenary address delivered at the annual meeting of the **Japan Association of Language Teachers**, Tokyo, Japan (November 23, 2007).
- Norris, J. M. (2007, June). *Understanding program evaluation in college foreign language education*. Plenary address delivered on the invited panel “Toward useful program evaluation in college FL departments” at the annual summer meeting of the **Association of Departments of Foreign Languages**, University of Hawaii, Honolulu (June 8, 2007).
- Norris, J. M. (2006, November). *The transformative potential of assessment in college foreign language education*. Paper presented at the invited colloquium “The outcomes of collegiate FL programs: Specification, curricular implementation, assessment”, annual conference of the **American Association of Teachers of German**, Nashville, TN (November 17, 2006).
- Norris, J. M., & Watanabe, Y. (2007). *Roles and responsibilities for evaluation in foreign language programs*. Session presented at the annual meeting of the **Japan Association of Language Teachers**, Tokyo, Japan (November 24, 2007).
- Norris, J. M., & Watanabe, Y. (2005, November). *Responding to program evaluation demands in college foreign language education*. Session presented at the annual convention of the **American Council on the Teaching of Foreign Languages (ACTFL)**, Baltimore, MD (November 18, 2005).
- Norris, J. M. (2005, September). *The essential roles of assessment, measurement, and evaluation in task-based language teaching*. Plenary address presented at the **First International Conference on Task-Based Language Teaching**, University of Leuven, Belgium (September 23, 2005).

Recent workshops (2006-2008)

Cornell University, Duke University, University of California at Berkeley, University of Hawai‘i, University of Maryland, University of Notre Dame, University of Texas, University of Wisconsin

Recent conference and symposium organization (2006-2008)

- The 28th Annual **Second Language Research Forum** (2008): Faculty advisor.
- **Foreign Language Program Evaluation Summit** (2008): Chair of 3-day summit on issues, methods, and practices in college language program evaluation.
- **Second International Conference on Task-Based Language Teaching** (2007): Chair, Executive organizing committee of large international conference.
- **Association of Departments of Foreign Languages, Summer Seminar West** (2007): Local Chair for annual national conference.
- **National Foreign Language Resource Center, Summer Institute** (2007): Director of summer institute on *Developing useful evaluation practices in college foreign language programs*.
- **Hawaii-Pacific Evaluation Association** (2006): Program Chair for annual regional conference.

Selected honors, awards, scholarships

- Regents’ Medal for Excellence in Teaching, University of Hawai‘i (2008)**. Awarded to UH faculty “who exhibit an extraordinary level of subject mastery and scholarship, teaching effectiveness, and creativity and personal values that benefit students”.
- ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education (2001)**. Awarded to Norris & Ortega (2000) for the best research article on foreign language education in 1999-2000, American Council on the Teaching of Foreign Languages conference.
- TESOL/Heinle & Heinle Distinguished Research Award (2001)**. Awarded to Norris & Ortega (2000) for best research article on language learning in 2000, Teachers of English to Speakers of Other Languages conference.
- Fulbright Scholarship (1990-1991)**. Graduate research scholarship for international study, Germanistisches Institut, Ruhr Universität Bochum, Germany.

Curricula Vitae of Potential EAS Coordinators

Yingliang Liu
ylliu@email.arizona.edu
Personal Homepage: <http://www.u.arizona.edu/~ylliu>

EDUCATION

Ph.D. Second Language Acquisition and Teaching, University of Arizona, Tucson, Arizona, A.B.D., date of expected graduation, May, 2009.

Dissertation (in progress): "Negotiation of Meaning in Second Language Writing Conferences" [Committee: Jun Liu (Director), Muriel Saville-Troike, H. D. Adamson]

M.A. Second Language Acquisition and Teaching, University of Arizona, Tucson, Arizona, December, 2008

M.A. English Language and Literature, Huazhong Normal University, Wuhan, P.R.China, June, 2000. Master's Thesis: "The Use of English Idioms by Native Speakers and Chinese" (Director: Yinglin Zhang)

B.A. English Language and Literature, Huazhong Normal University, Wuhan, P.R. China, June, 1997.

TEACHING AND RELEVANT WORK EXPERIENCE

Graduate Associate in Teaching, English Department, University of Arizona, Tucson, AZ, 2004-present.

Lecturer, English Department, Huazhong Normal University, P.R.China, 2000-2004.

Graduate Associate in Teaching, English Department, Huazhong Normal University, P.R.China, 1997-2000.

COURSES TAUGHT

English 455, *Teaching English as a Second Language* (guest lecture on teaching Chinese as a foreign language), University of Arizona, Spring, 2009

English 101+, *First-Year Composition*, University of Arizona, Fall, 2008

SLAT5960, *Topics in Second Language Acquisition and Teaching, The SLAT Proseminar*, University of Arizona, fall, 2007 (Co-teach with Dr. Robert Ariew on Second Language Pedagogy)

English 101, *First-Year Composition*, University of Arizona, Fall, 2004, 2007.

English 102, *First-Year Composition*, University of Arizona, Spring & Fall, 2005; Spring & Fall, 2006; Spring, Summer, 2008; Spring, 2009

English 108, *First-Year Composition for ESL Students*, University of Arizona, Fall, 2005; Spring, 2006; Summer, 2008

Comprehensive English (for third-year English Majors), Huazhong Normal University, 2003-2004.

Comprehensive English (for second-year English Majors), Huazhong Normal University, 2002-2003.

Introduction to British and American Culture (for third-year English Majors), Huazhong Normal University, 2002.

Comprehensive English (for first-year English Majors), Huazhong Normal University, 2000-2002.

Oral English (for first-year English Majors), Huazhong Normal University, 1999-2001.

Phonology (for first-year English Majors), Huazhong Normal University, 1997-1998.

SCHOLARLY PRESENTATIONS & PUBLICATIONS – 2008/09

Liu, Yingliang & Wu, Hongmei (March, 2009). *Soliciting Advice: English Learners' Participation in Institutional Talk*. The American Association for Applied Linguistics 2009 Conference. Denver, Colorado (Accepted).

Liu, Yingliang & Wu, Hongmei (June, 2008). *Students Writing to Faculty: An analysis of "Absence Emails"*. 9th International Conference of the Association for Language Awareness (ALA), Hong Kong, China (Accepted).

Liu, Yingliang (2008). The Effects of Error Feedback in Second Language Writing. *Arizona Working Papers in Second Language Acquisition and Teaching*. Vol.15. pp. 65-79.

RESEARCH INTERESTS

ESL writing, Contrastive rhetoric between Chinese and English, methods in teaching Chinese as a foreign language, Interlanguage pragmatics, native speaker-nonnative speaker interactions

HYE RI JOO

E-mail: hyeri@hawaii.edu

EDUCATION

Ph.D. Second Language Acquisition

Title of dissertation: Agentivity of passives and inchoatives in second language learners, University of Hawai'i at Mānoa, May 2008

M.A. ESL (English as a Second Language)

University of Hawai'i at Mānoa, August 2000

B.A. TEFL (Teaching English as a Foreign Language)

Department of Foreign Language Education
Ewha Womans University, Korea, February 1997

Teaching License Certificate for teaching secondary school in Korea

Issued by the Department of Education in Seoul, Korea, February 1997

Teaching Experience in Second Language Studies at the University Level

January 2006-December 2006 Instructor, Language Concepts for Second Language Learning and Teaching, University of Hawai'i at Mānoa.

August 2005-December 2005 Instructor, Instructional Media, University of Hawai'i at Mānoa

July 2005-August 2005 Instructor, Second Language Teaching, University of Hawai'i at Mānoa.

January 2003-May 2003 Instructor & Course Developer, Online SLS302 Second Teaching

January 2002-August 2002 Language Learning and Online SLS303 Second Language Teaching, teaching and developing and maintaining course web sites in WebCT, University of Hawai'i at Mānoa.

August 2001-December 2001 Instructor, SLS302 Second Language Learning and SLS441 Language Concepts for Second Language Learning and Teaching, University of Hawai'i at Mānoa.

September 2000-May 2001 Instructor, KOR332 Web-based Korean reading and writing, University of Hawai'i at Mānoa.

Teaching Experience in Korean as a Second Language

September 2008- December 2008 Instructor, KOR112 Elementary Conversational Korean II, Kapi'olani Community College.

April 2008-Sept 2008 Instructor, Korean 101 Elementary Korean I, TransPacific Hawai'i College.

January 2008-May 2008 Instructor, KOR111 Elementary Conversational Korean I, Kapi'olani Community College.

September 2007-December 2007 Instructor, KOR112 Elementary Conversational Korean II, Kapi'olani Community College.

August 2005-May 2006 Korean Lead Teacher, Korean Cathedral School, Hawai'i
Developed a school curriculum and administered the school.
September 1999-November 2002 Korean Teacher, Korean Community School, Hawai'i
September 1997-December 1998 Korean Teacher, Korean Cathedral School, Hawai'i
Teaching/Tutoring Experiences in English as a Second Language
October 2007-December 2007 Instructor, ESL20 Advanced Reading/Advanced Writing,
TransPacific Hawai'i College.
Fall 2003 Graduate Assistant, Writing Workshop, University of Hawai'i at Mānoa.
Tutored undergraduate and graduate students' writing in English.
March 1997-May 1997 Full Time English Teacher, Jungsin High School, Korea
Taught English 18 hours a week.
March 1997-June 1997 English Instructor, Boyeon Academic School, Korea
Taught English grammar and reading to high school students.

Project Experiences in Technology and Language Learning & Teaching

April 2009- June 2009 Project: Korean Proficiency Test Development
Full time Assistant Researcher.
Developing an online Korean language proficiency test that will be used for entering and
graduating students in the Korean Language Flagship program, Korean Language
Flagship Center, University of Hawai'i at Mānoa.

May 2008-Present Project: Thematic Units Project
Developing a prototypical foreign language learning materials that will be presented in a
virtual, interactive learning environment for professionals in government settings,
National Foreign Language Center, University of Maryland, College Park.

Spring 2007-May 2008 Project: Program Evaluation Project
Identifying and responding to evaluation needs in college foreign language programs,
University of Hawai'i at Mānoa. Developed and maintained the web site for the project.
<http://nflrc.hawaii.edu/evaluation/>

April 2005-October 2005 Project: Diagnostic Helps Project
Developing online self-learning reading materials for advanced Korean learners as a
foreign language, the American Council on the Teaching of Foreign Languages (ACTFL)
and the Defense Language Institute (DLI).

Languages

- Korean: first language
- English: second language
- Studied beginning French and Chinese

University of Notre Dame – Asian Studies
Examples of Evaluation Tools

Goals	Sources of Baseline Data	Program Evaluation: Methodology and Reports	Evaluation Timeline	Dissemination
New content courses in Asian language and area studies	Enrollment figures, course/program descriptions, and syllabi provided by the University Registrar, College Deans, and the Department of East Asian Languages and Cultures	Enrollment (from the University Registrar) and Course Evaluation Portfolio (including University's standard course evaluations, course-specific evaluations by students and faculty, syllabi, and examples of graded projects)	At conclusion of each course	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost
Curricular Integration and Assessment	Descriptions and data related to: 1) collaborative programs; 2) language assessment; 3) strategic resource management between the Center for Asian Studies, Center for the Study of Languages and Cultures, and the Department of East Asian Languages and Cultures provided by the Chairs/Directors of these three units	Annual reports by the Advisor for Curricular Integration and Assessment; Annual performance review by the Chairs/Directors of the Center for Asian Studies, Center for the Study of Languages and Cultures, and the Department of East Asian Languages and Cultures	End of each fiscal year	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost
New Library Resources for Asian Languages and Asian Studies	External review conducted by Maureen Donovan in July 2008; updated data on Asian collection provided by the Libraries	Review conducted by external evaluator (specific for Library collections) and data provided by the Libraries	End of project	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost, University Library
New Pedagogy and Assessment Initiatives	Description provided by the Director of the Center for the Study of Languages and Cultures and the Chair of East Asian Languages and Literatures on status of activities and initiatives related to pedagogy and assessment	Faculty will review the workshops on pedagogy and assessment and be included in a comprehensive summary report prepared by the Specialist in Foreign Language Pedagogy and the Director of the Center for the Study of Languages and Cultures	Completion of workshops; end of project	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost
Professional Development	Data provided by the Institute for Scholarship in the Liberal Arts (ISLA) and Institutional Research on the recent history of grants given to faculty for professional development that related to Asian languages and Asian studies	Reports provided by faculty recipients; a summary report and evaluation written by Kellogg	Completion of professional development activities; end of project	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost
Regional Mini-conference	Descriptive summary by principals	Online evaluations completed by conference participants; summary evaluation report completed by Kellogg	End of conference; end of project	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost
Outreach	Descriptive summary by principals	Online evaluations completed by school teachers and students; summary evaluation report completed by Kellogg	Ongoing; end of project	External evaluator, faculty steering committee, Dean of the College of Arts & Letters, Office of the Provost

Note: The evaluations for each of the grant's components will be compiled into a summary portfolio and provided to the grant's external evaluator.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-ND09_UISFL_budget narrative.pdf**

University of Notre Dame – Asian Studies
Budget Detail

	PROJECT YEAR 1		PROJECT YEAR 2		SUMMARY		
	UISFL GRANT	ND COST-SHARE	UISFL GRANT	ND COST-SHARE	UISFL GRANT SUBTOTAL	ND COST-SHARE SUBTOTAL	PROJECT GRAND TOTAL
1. PERSONNEL							
Two-year East Asian Studies coordinator (post-doc position)	20,000	20,000	20,800	20,800	40,800	40,800	81,600
Project co-directors (salary cost-share)	-	9,235	-	9,604	-	18,839	18,839
Howard Goldblatt, Director, Center for Asian Studies (10%)							
Sharon Schierling, Assoc. Director, Kellogg Institute (10%)							
Faculty Steering Committee (salary cost-share)	-	29,648	-	30,834	-	60,482	60,482
Jonathan Noble, Provost Office Asia Initiatives, Chair (7.5%)							
Lance Askildson, Center for Study of Language & Culture (5%)							
Virginie Dasse-Askildson, Foreign Language Pedagogy (5%)							
Susan Blum, Anthropology (2%)							
Georges Enderle, Marketing (2%)							
Agustin Fuentes, Institute for Scholarship in Liberal Arts (2%)							
Robert Gimello, Theology & EALC (2%)							
Noriko Hanabusa, EALC/Japanese (2%)							
Jung-Hyuck Lee, EALC/Korean (2%)							
Sylvia Lin, EALC/Chinese (2%)							
Aaron Magnan-Park, Film, TV & Theatre/Korean Studies (2%)							
Dian Murray, Dept. Chair, East Asian Languages & Culture (2%)							
Deborah Shamoon, EALC/Japanese Lit. & Film (2%)							
Subtotal, Personnel	20,000	58,883	20,800	61,238	40,800	120,121	160,921
2. BENEFITS							
Benefits (20% of salaries)	4,000	11,777	4,160	12,248	8,160	24,024	32,184
Subtotal, Benefits	4,000	11,777	4,160	12,248	8,160	24,024	32,184
3. TRAVEL							
Project directors' meeting (2 people), New Orleans (Yr 1), Montreal (Yr 2)	2,500	-	4,426	-	6,926	-	6,926
Subtotal, Travel	2,500	-	4,426	-	6,926	-	6,926

University of Notre Dame – Asian Studies
Budget Detail

	PROJECT YEAR 1		PROJECT YEAR 2		SUMMARY		
	UISFL GRANT	ND COST-SHARE	UISFL GRANT	ND COST-SHARE	UISFL GRANT SUBTOTAL	ND COST-SHARE SUBTOTAL	PROJECT GRAND TOTAL
5. SUPPLIES							
Library resources (e.g., reference materials, books, videos, etc.)	9,000	9,000	9,000	9,000	18,000	18,000	36,000
Asia resources for Center for the Study of Languages & Cultures	1,500	-	3,000	-	4,500	-	4,500
Traveling Trunks materials (China, Japan/Korea, S/SE Asia)	-	3,000	-	600	-	3,600	3,600
Materials (e.g., workshop, conference, promotional materials, etc)	-	500	-	500	-	1,000	1,000
Subtotal, Supplies	10,500	12,500	12,000	10,100	22,500	22,600	45,100
8. OTHER							
External program evaluator	3,000	-	4,000	-	7,000	-	7,000
External pedagogy/assessment consultant (language acquisition)	2,000	-	2,000	-	4,000	-	4,000
External library consultant (Asian collection development)	2,000	-	2,000	-	4,000	-	4,000
External curriculum consultant (Asia specialist for K-12)	2,000	-	-	-	2,000	-	2,000
Curriculum/course development							
YR-1:Asia through Media; YR-2:Innovation in Asian Language	7,500	5,000	3,000	5,000	10,500	10,000	20,500
YR-1:Chinese Business & Culture; YR-2-Content-Based Asia course	5,000	5,000	3,000	5,000	8,000	10,000	18,000
YR-1:Japanese Language; YR-2:Returning study abroad students	3,000	5,000	3,000	5,000	6,000	10,000	16,000
Workshops on pedagogy/assessment (2 in Yr 1, 3 in Yr 2)	3,500	500	5,500	500	9,000	1,000	10,000
Professional development for Asian studies faculty	4,000	-	5,000	-	9,000	-	9,000
Professional/course development for non-Asian studies faculty	10,000	5,000	10,000	5,000	20,000	10,000	30,000
Annual regional mini-conference	5,000	5,000	5,000	5,000	10,000	10,000	20,000
Subtotal, Other	47,000	25,500	42,500	25,500	89,500	51,000	140,500
9. TOTAL DIRECT COSTS	84,000	108,659	83,886	109,085	167,886	217,745	385,631
10. INDIRECT COSTS							
Indirect Costs at 8% of Base*	6,000	-	5,991	-	11,991	-	11,991
Unrecovered Indirect Costs at 42% of Base*	-	31,500	-	31,452	-	62,952	62,952
(*Base = Total Direct Costs less Capital Library Acquisitions)							
12. TOTAL COSTS	90,000	140,159	89,877	140,538	179,877	280,697	460,574
					39.1%	60.9%	100.0%

BUDGET NARRATIVE

1. Personnel

- **Two-year EAS Coordinator** – A full time postdoctoral scholar with an estimated annual salary of \$40,000 will be hired to serve as the East Asian Studies (EAS) coordinator. 50% (\$20,000) is requested from UISFL funds; 25% (\$10,000) will be funded by the Kellogg Institute, and 25% (\$10,000) by the College of Arts & Letters. In Year 2, an inflator of 4% is budgeted.
- **Project Co-Directors** – Howard Goldblatt, Director of the Center for Asian Studies (CAS), will commit 10% of his time or an average of 4 hours/week to this project. Thus, 10% of his annual salary, with an inflator of 4% in Year 2, is budgeted as institutional cost sharing.

Sharon Schierling, Associate Director of the Kellogg Institute, will commit 10% of her time or an average of 4 hours/week to this project. Thus, 10% of her annual salary, with an inflator of 4% in Year 2, is budgeted as institutional cost sharing.

- **Steering Committee** – Jonathan Noble, Provost Advisor for Asian Initiatives, will chair the project's faculty steering committee, committing 7.5% of his time or an average of 3 hours per week to this project. Thus, 7.5% of his annual salary, with an inflator of 4% in Year 2, is budgeted as institutional cost sharing.

Lance Askildson and Virginie Askildson, A&L faculty affiliated with the Center for the Study of Language and Culture (CSLC), will devote 5% of their time, or an average of 2 hours per week, respectively, to this project. Thus, 5% of their annual salaries, with an inflator of 4% in Year 2, is budgeted as institutional cost sharing.

Faculty members Susan Blum (Anthropology), Georges Enderle (Marketing), Agustin Fuentes (ISLA Director/Anthropology), Robert Gimello (Theology), Noriko Hanabusa, (EALC/Japanese), Jung-Hyuck Lee (EALC/Korean), Sylvia Lin (EALC/Chinese), Dian Murray (EALC Chair/History), Deborah Shamoon (EALC/Japanese), and Aaron Magnan Park (Film, TV & Theatre) will devote at least 2% of their time, or an average of slightly less than one hour per week, respectively, to this project. Thus, 2% of their annual salaries, with an inflator of 4% in Year 2, is budgeted as institutional cost sharing.

2. Fringe Benefits

- Calculated at 20% of annual salary contributions.

3. Travel

- **Project Directors' Meeting** – UISFL funds are budgeted for the 2 codirectors to attend the annual meeting of UISFL project directors. Travel is budgeted for New Orleans (2010) and Montreal, Canada (2011) because it has been customary to hold the meetings at the annual International Studies Association conference, which will take place in these cities in the respective years.

In Year 1, \$1,250 each is budgeted for the project director's meeting in New Orleans. This amount is calculated based on USGSA domestic per diem rates. The breakdown is \$560 for lodging (\$140/night for 4 nights) and \$295 for meals and incidentals (\$59/day for 5 days). The per diem reflects two half traveling days. Economy class airfare is calculated at \$395.

In Year 2, \$2,213 is budgeted per director for the expected meeting in Montreal, Canada. This amount is calculated based on USGSA international per diem rates. The breakdown is \$905 for lodging (\$181/night for 5 nights) and \$558 for meals and incidentals (\$93/day for 6 days). The per diem reflects two half traveling days. Economy class airfare on a US carrier is calculated at \$750.

The per-year average of \$1,732 per person is below the RFP-suggested range of \$1,800 - \$2,000 per person per year.

4. Equipment – None requested.

5. Supplies

- **Library Acquisitions** - \$9,000 in UISFL funds is budgeted for each year for library acquisitions (e.g., reference materials, books, videos, etc.) in the Asian languages and Asian studies collection. The University will match the Federal funds for the library dollar per dollar, for a grand total of \$36,000 in total project monies for library acquisitions over the two-year grant period. (Note that library acquisitions are considered capital expenditures and therefore have not been included in indirect cost calculations.)
- **Resources for the Center for the Study of Languages and Cultures** - \$1,500 is requested from UISFL funds in Year 1 to purchase Asia-specific resource materials (e.g., computer-assisted language learning programs, reference works, cultural books, etc.) to be housed in the CSLC. \$3,000 is requested in Year 2 for the same purpose.
- **Curriculum Resources/Outreach Materials** - The Kellogg Institute (KI) will contribute funds for the materials (curriculum resources and hands-on items such as musical instruments to pique the interest of children at the K-12 level) to create and maintain 3 Traveling Trunks of Asia (China, Japan/Korea,

South/Southeast Asia) for loan to teachers in area schools. In Year 1, the materials cost is estimated at \$1,000 per trunk for a total of \$3,000. In Year 2, KI has budgeted \$600 to replace or add new items to the Asia trunks.

- **Materials** – The Kellogg Institute will contribute \$500 each year for printing and/or publication of materials for conferences/workshops, promotional materials for recruiting, etc.

6. **Contractual** – None requested.

7. **Construction** – None requested.

8. **Other**

- **Outside Evaluator** – UISFL funds are requested to engage an external evaluator in order to evaluate the project activities throughout the life of the project. \$3,000 is requested for Year 1. This includes \$500/day for 4 days in consulting fees, \$300 for transportation from Ohio (2 trips), and \$700 for lodging, meals and incidentals, based on a per diem rate of \$140/consulting day (or 50% of that for partial or travel-only days). In Year 2, the amount requested is \$4,000, which includes \$500/day for 6 days in consulting fees (including 2 additional non-travel days for preparation of the final report), \$300 for transportation (2 trips), and \$700 for lodging, meals and incidentals.
- **Pedagogy Consultant (Asian Languages and Cultures)** – A pedagogy consultant with expertise on language learning and assessment (John Norris) will work with the EAS coordinator and members of the steering committee. Funds requested from UISFL amount to \$2,000/year in consulting fees (4 days @ \$500/day). No funds are requested for lodging, meals, and incidentals, as the consultant will already be on campus for other business purposes.
- **Library Consultant (Asian Library Resources)** – A library consultant (Maureen Donovan) will work closely with the EAS coordinator to advise ND on the best use of funds for library acquisitions. \$2,000/year is requested from UISFL funds. This includes \$500/day for 3 days in consulting fees (including 1 non-travel day for consulting from her home institution), \$150 for transportation from Ohio (1 trip/year), and \$350 for lodging, meals, and incidentals based on a per diem rate of \$140/consulting day (50% of that for partial or travel-only days).
- **Curriculum Consultant (Asia specialist for K-12)** – A curriculum specialist to be identified in consultation with the Indiana Department of Education will help ND develop K-12 curricula and to align the materials in the Traveling Trunks of Asia with Indiana state standards. UISFL funds of \$2,000 are requested for consulting fees in Year 1 only. No funds are requested for travel, as the consultant will be contracted locally. No funds are requested in Year 2.

- **Curriculum Development**

1. **Gateway course: *Asia through Media*.** Amount requested from UISFL funds in Year 1 is \$7,500 for summer stipends for three professors (\$2,500 each) for the development of this course. The Kellogg Institute (KI) will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or related travel.
2. **Bridge course: *Chinese Business and Culture*.** Amount requested from UISFL funds in Year 1 is \$5,000 for summer stipends for two professors (\$2,500 each) for the development of this course. KI will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g., newspaper subscriptions), research (e.g., books, payment for services), or travel.
3. **Japanese Media course: *Language and Culture through Media*.** Amount requested from UISFL funds in Year 1 is \$3,000 in summer stipend for one professor for the development of this course. KI will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or travel.
4. **Innovation in Asian Language course.** Amount requested from UISFL funds in Year 2 is \$3,000 in summer stipend for one professor for the development of this course. KI will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or related travel.
5. **Content-based course concerning Asia.** Amount requested from UISFL funds in Year 2 is \$3,000 in summer stipend for one professor for the development of this course. KI will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or related travel.
6. **Course for students returning from Asia.** Amount requested from UISFL funds in Year 2 is \$3,000 in summer stipend for one professor

for the development of this course. The Kellogg Institute will contribute up to \$1,500 to bring in outside speakers (e.g., honorarium, lodging & meals) and ISLA will contribute up to \$3,500 in supplemental funding for teaching materials (e.g. newspaper subscriptions), research (e.g., books, payment for services), or travel.

- **Workshops on Key Pedagogical Issues** – \$2,000 per workshop for two workshops is budgeted in Year 1, with UISFL funding amounting to \$3,500 and CSLC contributing \$500. In Year 2, three workshops are planned, with Federal funding amounting to \$5,500 and CSLC contributing \$500, for a total of \$6,000.
- **Professional/curriculum development funds for Asian studies faculty** – \$4,000 in UISFL funds is budgeted to support professional/ curriculum development in Year 1 and \$5,000 in Year 2.
- **Professional/ curriculum development for non-Asian studies faculty** – \$15,000 is budgeted each year for professional/curriculum development for non-Asian faculty to include Asian components into their courses or research. \$10,000 is requested from UISFL funds and \$5,000 will come from the Office of the Assistant Provost for International Studies.
- **Regional Mini-conferences** – \$10,000 per year is budgeted to organize an annual regional mini-conference. Half of this amount, \$5,000, is requested from UISFL funds; the other half will come from University sources: KI will contribute \$2,500, ISLA will contribute \$2,000, and the CSLC will contribute \$500.

9. Program Direct Costs – All costs listed above are included for a UISFL contribution of \$84,000 in 2009-10 and \$83,886 in 2010-11 and institutional contribution of \$108,659 in 2009-10 and \$109,085 in 2010-11. Total direct costs for the project (Federal + ND cost-sharing) amount to \$385,631. Our request to UISFL is less than half of the total direct costs of the project.

10. Indirect Costs

- Indirect (facilities and administrative) costs charged to the program are capped at 8% by US/DE, and are calculated on a modified direct cost base, which excludes capital library acquisitions. Indirect costs to be charged to the UISFL grant amounts to \$6,000 for 2009-10 and \$5,991 for 2010-11.
- Unrecovered (facilities and administrative) indirect costs included as part of the institutional in-kind contribution are calculated base on the university's negotiated indirect cost rate of 50% and are calculated on a modified direct cost base, which excludes capital library acquisitions. ND's in-kind contribution is \$31,500 in 2009-10 and \$31,452 in 2010-11.

11. Training Stipends – None requested.

12. Total Program Costs – The amount requested in 2009-10 from Federal funds is \$90,000 and the amount requested in 2010-11 is \$89,877 for a total request of \$179,877 in UISFL funds over two years.

The institutional (cost-sharing and in-kind) contribution to the project is \$140,159 in 2009-10 and \$140,538 in 2010-11 for a total of \$280,697 over two years.

The total cost for the project (Federal + ND cost-sharing and in-kind) is \$412,422. Slightly more than 60% of the project's total cost will be borne by the University.