

ASIAN STUDIES

YEAR END REPORT, 2010-2011

Submitted by Isabel Tirado, Interim Director, Asian Studies Program

May 2011

MISSION, GOALS, AND OBJECTIVES

The mission of the Asian Studies Program is to offer a B.A. degree, a Minor, and a wide variety of courses giving undergraduates the opportunity to learn about the arts, cultures, economies, geography, history, languages, politics, and societies of Asia. A comprehensive interdisciplinary program, Asian Studies provides a foundation for careers and for graduate studies, preparing citizens for a world in which Asia plays an increasingly central role. The Asian Studies program integrates the study of Asia as an integral part of the University's mission to internationalize the curriculum. The Program also strives to enable students to develop cultural and linguistic proficiency. William Paterson's Asian studies program has impressive strengths in China, Japan, and South Asia. Housed in the College of Humanities and Social Sciences, the program benefits from faculty expertise in programs and departments throughout the University.

Mission Statement:

The multidisciplinary degree program in Asian Studies provides a comprehensive education about Asia, preparing students for internationally-oriented careers, teaching, and graduate studies. The program serves the interests of William Paterson University students and faculty and the local community by offering an array of courses about Asia, including Asian languages, as well as supporting other academic and community initiatives. In addition to its Major, the Asian Studies Program offers a Minor and a wide variety of elective courses open to all students regardless of Major.

Program Goals:

The aim of the Asian Studies program, an area studies program, is to allow students to develop knowledge of Asia in general and of their chosen region in particular in greater depth than would be possible in any single discipline within the program. Students are expected to achieve fluency in an Asian language and culture to allow them to pursue careers and/or further study. The final capstone course, linked with a disciplinary approach, provides each student with a mentored experience in intensive reading and writing of a particular culture, period, issue, or country.

Goal 1. Students acquire working competence in Chinese, Japanese, Hindi, or another approved Asian language.

Goal 2. Students acquire broad knowledge of Asian civilizations and specialized knowledge, breadth and depth in the study of a particular region: East Asia or South Asia.

Goal 3. Students acquire the ability to integrate historical, cultural, political, economic, and geographic information through a broad exposure to multiple disciplinary perspectives on

the region.

Goal 4. Students develop a broad understanding of the impact that Asia, in its many diverse manifestations, has had and is having on the U.S. and the world.

Program Level Student Learning Outcomes

ASN Majors will:

1. Demonstrate the ability to read and converse minimally at a second-year level of proficiency in an Asian language, depending on Track.
2. Show general familiarity with the histories, societies, cultures, and geography of Asia in general and of a specific geographic and cultural sub-region of Asia, either East Asia (including China, Japan, and Korea) or South Asia (including India, Pakistan, Bangladesh, Nepal, and Sri Lanka).
3. Demonstrate awareness and familiarity with different disciplinary approaches to the study of Asia, such as historical, political, cultural, geographic, social, and or linguistic perspectives on the region.
4. Critically analyze Asia’s role in relation to the U.S. and the world.

PROGRAM QUALITY

Growth

William Paterson is a trend-setter in the state. Our Asian Studies Program is one of the few degree-granting programs and the only one to offer tracks in East Asia, South Asia, and Asian Languages (Chinese and Japanese). Its uniqueness in the state is attracting students to our campus and has contributed to the Program’s impressive growth.

Asian Studies Majors, Fall 2006- Fall 2010					
2006	2007	2008	2009	2010	5-year % age growth
7	12	29	22	32	357%

In 2008 the Asian Studies program ran a year-long Chinese language teacher preparation program, which accounts for the 241% one-year growth. Thanks to a FIPSE grant, the program employed two additional Chinese language teachers who helped advertise, recruit and teach during the summer and school year. With only 1.5 lines in Chinese, since then, we have not been able to keep up the level of effort needed for sustained growth.

The Japanese teacher preparation program, which was launched the following year, has brought 15 new students into the program. However, the full time instructor is going on sabbatical and the other has had her teaching reduced from three-quarter time to half-time. At this point, it is one of

the most comprehensive Japanese language programs in the state. Like its Chinese counterpart, it is one of the few degree programs to offer a state-approved Teachers Preparation program including a capstone experience and a methods course for teacher candidates.

This year (Fall 2010, Spring 2011, Summer 2011), the Asian Studies Program and its affiliated faculty offered a total of 57 courses, 11 of them online, with a total of 933 students enrolled in them. (For a list, see appendix.)

CURRICULUM

Of the nine sister institutions, William Paterson University is the only one to offer teacher preparation programs in two Asian languages: Chinese and Japanese to meet the needs of the dozens of NJ school districts that offer Chinese and Japanese language instruction. Our Chinese and Japanese teacher preparation programs are a model throughout the state.

Our teacher preparation language programs meet the highest standards in the profession. Our Language programs participated in the **NCATE Review** and were reaccredited this year by its world languages accrediting SPA, **ACTFL**. As such, our programs have met the high standards set by ACTFL in order to improve language instruction across the USA. Teacher candidates are now required to pass oral proficiency interviews (OPI) at a specific outcomes level as defined for each language family. The new standards have involved intensive work since the program as a whole and individual courses have been revised in order to prepare our students for these new state requirements for licensing. The changes in professional standards have compelled us to train our faculty so that they will target each course and the program as a whole to meet specific proficiency standards per course and at graduation.

As part of this effort, Professor **Haruko Cook** prepared two **proficiency exams** for JPAN 210 and 211. These will be administered to incoming students who have more than beginner proficiency (first year) in Japanese. This is especially important since we are beginning to admit students who come from secondary schools and community college with some Japanese training. This was something unheard of just two years ago!

The **Asian Studies Curriculum Committee** had an intense year, reviewing and approving courses. Its members included: Profs. **Keumjae Park, Madhuri Mukherjee, and Isabel Tirado**, Interim Director. The Asian Studies Program was in the curricular forefront this year, developing 14 courses for the new UCC program for Area 6, Area 2c, Area 4, and for Writing and Technology Intensive:

ASN/CHIN 2000	Chinese Culture in Global Context	Area 6
ASN 2010	Introduction to Asian Studies	Area 6
ASN/CHIN 2020	Buddhism, Taoism in East Asian Culture	Area 6
ASN/CHIN 2040	East Asian Literature in Translation	Area 2 C
ASN/JPAN 2060	Japanese Culture in Global Context	Area 6
ASN 2580	The Asian American Experience	Area 4
ASN/HIST 2700	East Asian Civilization	Area 6
ASN/HIST 2800	Civilizations of South Asia	Area 6
ASN/JPAN 3250	Women in Modern Japanese Literature	Area 6
ASN 3060/CHIN 3020	Chinese Popular Culture in Global Context	Area 6 & Tech Int.
ASN 3410	East Asian-American Cross Cultural Communication	Area 6
ASN/HIST 364	Japanese History through Cinema	Area 6

Clearly, the Program is strongly represented in Area 6. It would be optimal if it could offer several sections of its ASN 2580 per semester in the future for Area 4 Diversity. Prof. **Keumjae Park** is working on an immigration course for Area 4 that may be suitable for cross listing. It would also be ideal for the program to develop courses in Area 5 Civic Engagement, and more Writing and Technology Intensive offerings.

PEDAGOGY

The Japanese program selected a common textbook for all sections of Basic and Intermediate Japanese as well as levels of proficiency per semester to meet ACTF/OPI's standards.

An important component of language training, especially for students of the less-commonly taught languages, are language **immersion experiences**. This year, thanks to the efforts of Prof. Haruko Taya-Cook, the Japanese program organized an **Intensive Language and Cultural Summer Study in Japan**. Also thanks to her hard work, our program was able to obtain a subsidy for part of the students' program through the Ishikawa International Foundation, a branch of the prefectural government in Japan. The goal was to offer students at the intermediate or higher level of proficiency the opportunity to spend a month in Kanazawa City. While there, the students were scheduled to take JPAN 303 Japanese Society and Culture: Life in a Castle Town and JPAN 399 Special Topics: Intensive Japanese. The intensive course would have provided more than 60 hours of Japanese language training connected to field experience. Thirteen students signed up for the program before the tsunami catastrophe occurred. Subsequently, the University determined that it would be prudent to suspend the program. It will be rescheduled for 2012.

FACULTY EXCELLENCE: SELECTED HIGHLIGHTS

The Asian Studies faculty is very creative and productive and represents multiple disciplines. Its members include many well-known scholars. It is also active in University life. Below are some of the highlights of this year's faculty activities.

Faculty Service

An, Heejung (Elementary and Early Childhood Education). Served as co-director of the M. Ed in Curriculum and Learning Program and as initial certificate advisor for undergraduates enrolled in the K-5 and K-5/5-8 program. She ran a workshop on creativity and educational technologies at Teachers College, Columbia University in April 2011 for visiting South Korean educators. She was co-organizer of the Korean table for the **"Asia in Bloom"** event (April 28th, 2011). She is co-advisor to **The Korea Club** (SGA) and created its website (<http://wpukoreaclub.wikispaces.com/>).

Dai, Yingcong (History). Was invited to serve on the editorial board of book series, *Rulers & Elites: Comparative Studies in Governance*, Brill. Serves on the Editorial Board of the *Journal of Chinese*

- Military History*. Serves as External Reviewer for the School of Historical Studies, Institute for Advanced Studies, Princeton. Reviewed an article for *Frontiers of History in China* (Springer), February, 2011. Reviewed a book manuscript, “War Finance and War Logistics in Late Imperial China: An Analysis of the Second Jinchuan War (1771-1776)” by Ulrich Theobald (Tubingen University, Germany) for Brill, August, 2010.
- Kaur, Rajender** (English). Served as co-chair of the HSS College Curriculum Committee. Serves a co-editor of journal, *South Asian Review*.
- Lelyveld, David** (History). Member of Executive Committee of the **Gandhi Forum for Peace and Justice** (played a role in inviting Prof. Rashid Khalidi to be this year’s speaker).
- Maya Chadda** (Political Science). Served as Coordinator of International Education. Chaired a session of World Education Congress in New Delhi, January 2011. She developed contacts with three leading universities in India: Hyderabad University, D Y. Patil University in Pune, and Jindal School of International Affairs in New Delhi. Hyderabad University has signed an agreement with WPUNJ.
- Ming Jian** (Languages) directs the **Chinese Language Program**. He served as principal project director for a USDOE Title VI Grant supporting the creation of a Chinese and Japanese Teacher Preparation Programs. The Chinese language newspaper *China News* published an interview with him about the Chinese Teacher Preparation program. He served as judge at the Saa Poetry Recitation Contest for Chinese language contestants. Prof. Jian was the Asian Studies webmaster.
- Sreevidya Kalaramadam** (Women’s and Gender Studies). Wrote a successful proposal for a **Fulbright** Program at **Hyderabad**, India during summer 2011. She will be leading a group of WPUNJ faculty and students who will stay at Hyderabad University.
- Rajender Kaur**. Organizer and co-chair of the 11th *Annual South Asian Literary Association Conference*, January 6-7th 2010 on “Transnational Realisms and South Asian Post-Realisms” at January 2010, Los Angeles, CA.
- Keumsil KimYoon** (Languages). Helped coordinate Korean table at **Asia in Bloom** event, April 2011. She continued to be active in the annual New Jersey Bilingual/ESL Conference, hosted by WPUNJ.
- Ben Liu** (Geography and Urban Studies) helped organize the 30th Annual Conference of North America Taiwanese Professors’ Association. He chaired the board of the 41st Taiwanese American Conference/East Coast (TAC/EC) the four-day conference at the University of Delaware, the largest Taiwanese American event in North America, hosting 800 participants. Prof. Liu served as the President of the North America Taiwanese Professors’ Association from 2008 to 2009, and as President of the Board of Directors of Professor Chen Wen-Chen Memorial Foundation, a foundation/think tank promoting social, economic and political justice as well as human rights and democracy for the Taiwanese people since 1981.
- Balmurli Natrajan** (Anthropology), served as Director of the campus wide University Core Curriculum and on the Gandhian Forum for Peace and Justice.
- Keumjae Park** (Sociology) chaired the Area 6 Global Awareness Review Panel. She was a member of the Asian Studies Curriculum Committee. Park served as a judge for Korean contestants in the Saa Foreign Language Poetry Recitation Competition.
- Sheetal Ranjan** (Sociology) was awarded a major US DOJ grant for a **Campus Violence Prevention Program**.

Haruko Taya Cook (Languages) directs the Japanese Language Teacher Preparation program. In that capacity she has recruited, advised and mentored 15 students, developed curriculum, planned course scheduling, hired adjuncts, and organized a study abroad program to Japan. She has also been responsible for program assessment and for developing the placement and challenge exam for Japanese language.

Gabe Wang (Sociology). Department Chair.

Hideo Watanabe (Languages) has been organizing the annual **JET** Information Sessions. Thanks to these efforts, some of our students have consistently applied to the JET (Japan Exchange and Teaching Program). Our students have often been selected to participate, giving them the opportunity to teach English in Japan and improve their Japanese language skills. He is advisor to the **Go Japan!** (SGA) Club since 2007.

FACULTY RESEARCH

Faculty Refereed Publications.

An, Heejung. With H. Wilder and K. Lim, (2011). Preparing elementary pre-service teachers from a non-traditional student population to teach with technology. *Computers in the Schools*, 28(2), 170-193.

An, Heejung. With S. Shin (2011). The impact of urban district field experiences on four elementary preservice teachers' learning regarding technology integration. *Journal of Technology Integration in the Classroom*, 2(3), 101-107.

An, Heejung. With H. Seplocha (2010). Video-sharing websites: Tools for developing pattern languages in children. *Young Children*, 65(5), 20-25.

Dai, Yingcong. Chinese translation of a published referred article, “*Yingyun Shengxi: Military Entrepreneurship in the High Qing Period: 1700-1800*,” appears in an anthology published in China, *Qingshi yicong: Luo Weilian zhuanji* (Qing History Overseas Research: A Special Issue in Honor of William Rowe), No. 9 (2010): 157-209.

Friquegnon, Marie. “Reflections on Buddhist Views on Truth and Reality” in *Philosophy Study*, under consideration, David Publishing Company, Chicago Ill.

Friquegnon, Marie. “Santaraksita on Veridical Perception” in *Acta Orientalia Vilnensia* University of Vilnius. Vilnius, Lithuania.

Friquegnon, Marie. Edited with Noe Dinnerstein and Philippe Turenne. “*Studies in Santaraksita*, with an introduction. New York: Global Scholarly Press, in press.

Jian, Ming. “Meiguo fei chuantong fangshi peiyang hanyu jiaoshi de jihui yu tiaozhan.” (Alternative Route to Preparing Chinese Language Teachers in the United States). *Journal of International Chinese Language Teaching and Learning*, 2010.

Jian, Ming. “Challenges and Issues of Chinese Teacher Preparation: A William Paterson University Case Study.” *Journal of Chinese Teaching and Research in the U.S.* 2010: 40-45.

Lelyveld, David. “Sir Sayyid’s public sphere: Urdu print and oratory in nineteenth century India,” *Cracow Indological Studies*, vol. XI (2009). “The Qutb Minar in Sayyid Ahmad Khan’s *Āsār us-Şanādād*,” in Indra Sengupta and Daud Ali, eds. *Knowledge Production, Pedagogy, and Institutions in*

- Colonial India* (Houndmills, Basingstoke, Hampshire, England: Palgrave Macmillan, 2011).
- Liu, Ben.** Submitted manuscript coauthored with Baldwin, R.A., A.E. Houston, M.L. Kennedy, P.S. Liu, and B.D. Carver, "Seasonal Microhabitat Use, Occupancy, and Detection Probabilities of Virginia Opossums in Southwestern Tennessee," to *Wildlife Society Bulletin*.
- Mir, Raza.** With P. Prasad, and A. Prasad (2011). "One Mirror in Another? Diversity Management and the Discourse of Fashion." *Human Relations*.
- Mir, Raza.** With D. Sharpe (2010). "Control as Colonialism: Workplace Democracy and the Transfer of Managerial Practices Within Multinational Corporations." *Journal of Workplace Rights*. 14 (1): 27-48.
- Mir, Raza.** With C. Prichard (2010). "Organizing Value." *Organization*. 17 (5): 507-515.
- Natrajan, Balmurli.** *Culturalization of Caste in India: Identity and Inequality in a Multicultural Age*. London: Routledge (publication date August 9, 2011).
- Natrajan, Balmurli.** "Practicing Hindus,' Hindutva and Multiculturalism" in *Public Hinduisms*, eds. Pralay Kanungo, Deepa Reddy, Maya Warrior, John Zavos and Raymond Williams. New Delhi: Sage (in press).
- Natrajan, Balmurli.** "The Problem of "Difference" in Discourses of Civilization and Culture" in *Ideas of Humanity in an Age of Globalization*, eds. Zhang Longxi and Bruce Mazlich (in press).
- Wang, Gabe.** 2010. "The Developments and Changes of the Sociological Research Methods in the United States." *Sociology (China)* 2010 (4).

Selected Faculty Juried Presentations

- An, Heejung.** With R. Kaplan, H. Wilder, S. Ranjan, H. Gal, and M. Martinovic (2010). "Techniques and outcomes of international collaborations on courses using technology" at the Northeastern Educational Research Association (NERA) 41st Annual Conference, October 2010, Rocky Hill, Connecticut.
- Kalaramadam, Sreevidya.** "Women's Political Activism: A Transnational Panel on Nations and Political Participation" at the National Women's Studies Association, November 2010.
- Kalaramadam, Sreevidya.** "Marketing and Managing Women's Political Representation: Lessons for Transnational Alliances" at the National Women's Studies Association, November 2010.
- Kaur, Rajender.** "Reconstructing an Alternative Genealogy of South Asian Presence in Recent South Asian American Literature" at the MLA Conference, Seattle, WA, January 5-8, 2012
- Kaur, Rajender.** "My Servant, Myself: The Domestic Servant in Recent Anglophone Indian Fiction" at the MLA Conference, Seattle, WA, January 5-8, 2012
- Kaur, Rajender.** "A Lament for the 'Fabled City:' Lahore in Amritsar's Imaginary" at the 40th Annual Conference on South Asia, Madison, Wisconsin, October 20 - 23, 2011
- Kaur, Rajender.** "A New *Mappa Mundi*: Transnational South Asian Art" at the *MLA Conference*, Los Angeles, January 2011.
- Kaur, Rajender.** "Negotiating Selves, Constructing Community: The Teacher as Alien Presence" at the *MLA Conference*, Los Angeles, January 2011. Selected as Presidential Theme Panel for

the MLA Conference

- Kaur, Rajender.** "Figuring Hunger and Social Injustice: Body and Affect in Mahasweta Devi's Short Fiction" at the 11th South Asian Literary Association Conference, Seattle, January 2011
- KimYoon, Keumkil.** "Global Bilingualism in the US: A perspective of East Asian ethnic communities" Asian Conference on Language Learning, Osaka, Japan, June 2011 (Virtual Presentation)
- KimYoon, Keumkil.** "Understanding Korean culture through its key conceptual words" (with Bruce Williams) Northeast Modern Language Association, New Brunswick, NJ April, 2011
- Mir, Raza,** Healy, W. Knaus, E. Matthews, W. (2010). "Strategy in an Era of Economic Uncertainty: Integrating External and Internal Antecedents of Firm Performance." Northeast Business and Economic Association.
- Mir, Raza,** Healy, W., Nassiripour, S. & Wong, H. (2010). "The new multinational corporation: Dilemmas of control. Northeast Business and Economic Association."
- Mir, Raza,** Healy, W., Knaus, E., Matthews, W., & Betts, S. (2010). "Integrating external and internal antecedents of firm performance: Strategy in an era of economic uncertainty." Allied Academies International Conference. Academy of Strategic Management.
- Mir, Raza,** Betts, S., Healy, W., & Vicari, V. (2010). "Assessing the impact of offshoring on organizational commitment. Allied Academies International Conference." Academy for Studies in International Business.
- Mir, Raza,** Mir, A. & Mukherjee, P. (2010). Seeds and Food or Bits and Bytes: An Institutional Critique of Corporate Neoliberalism. Eastern Academy of Management.
- Mir, Raza** and Sharpe, D. (2010). "Control as colonialism: Workplace democracy and the transfer of managerial practices within multinational corporations." Eastern Academy of Management.
- Mir, Raza,** Mir, A. & Mukherjee, P. (2011). "Scholars covering up for practitioners? A critique of organizational diversity." Eastern Academy of Management.
- Mir, Raza,** Mukherjee, P. and Mir, A. (2011). "Resolving the paradox of structure and control in MNCs: A strategic perspective." Eastern Academy of Management International. (Bangalore, India, June 2011).
- Park, Keumjae.** "Gender and Emerging Discourse of Multiculturalism in South Korea" Individual Paper Presentation at Women's Worlds 2011. Ottawa, Canada. July 2011.
- Park, Keumjae.** "Intersectionality and Migration: A Meta-analysis of the Study of Migration in Asia." Presented at the 81st Annual Meeting of Eastern Sociological Society (ESS). Philadelphia, PA. February 2011.
- Taya-Cook, Haruko.** "Muted Voices: The Case of Tsuru Akira—Prophetic Early Casualty," panel presentation on "War Literature and War Memory in the Making of Japanese Culture," at the Association for Asian Studies Annual Meeting, Honolulu, Hawai'i, April 2011.
- Taya-Cook, Haruko.** "Japanese Women in a 'Lost War': Loyalty and Betrayal in a State at War," presentation at the Annual Meeting of the Society for Military History devoted to the theme "Causes Lost and Won." May 2011 at Virginia Military Institute.

Faculty Invited Lectures

Chadda, Maya. Gave the following public lectures: on Indo-US Relations" for Global Organization of Indians in America, March 2011; on "Religion and Politics in South Asia," Rutgers University, February 2011; on India's Democracy," at Fordham University, Law College, Democracy Now program, April 28, 2011.

Kalaramadam, Sreevidya. "Teaching About Immigration." Race and Gender Project Panel. WPUNJ. November 2009.

Kalaramadam, Sreevidya. Panelist "Women in South Asian Politics" with Prof. Maya Chadda; Fawzia Afzal-Khan (Prof. English and Director of Women and Gender Studies, Monclair State University); Rounaq Jahan, Distinguished Fellow, Center for Policy Dialogue, Dhaka, Bangladesh and Nimanthi Perera-Rajasingham, Rutgers University. INSAF. NYC. November 2010.

Kaur, Rajender. "History, Community, and Diasporic Sikh Sub nationalism in Anita Rau Badami's *Can You Hear the Nighbird Call?*" at the Faculty Research Forum, College of Humanities and Social Sciences, WPUNJ, September 29, 2010.

Lelyveld, David. "Sir Syed's Printing Press: Print, Literacy and Islam in Early Nineteenth Century India," Workshop on Language, Literacy and the Social Construction of Authority in Islamic Societies, The Abbasi Program in Islamic Studies, Stanford University, March 3-4, 2011; repeated at William Paterson for Scholarship Day.

Natrajan, Balmurli. Round-table presentation and discussion of forthcoming book *Culturalization of Caste* at the Columbia Faculty Seminar, South Asia Institute, Columbia University, October 2010.

Natrajan, Balmurli. Co-organizer (with Prof. Paul Greenough of University of Iowa) of workshop, "Caste and Democracy" at the University of Iowa, Iowa City, February 2011.

Park, Keumjae. "Asian Wives in Rural South Korea: International Marriage, Gendered Citizenship, and the Emerging Discourse of Multiculturalism." Women's and Gender Studies Department Colloquium Series. November 23, 2010.

Park, Keumjae. "How are Immigrants Perceived in South Korea?: A Content Analysis of Contemporary Press Media." College of Humanities and Social Sciences Faculty Seminar Series. October 29th, 2010.

Faculty's Forthcoming and Work in Progress

An, Heejung. Submitted a book proposal, introduction and two sample chapters, "The Teacher's Guide for Leveraging Google Earth" to the Heinemann publishing company. Prof. An has submitted a proposal with M. Morgenlander for an article, "Children's toys, iPhone, and iPads: How Shall We Use Them with Children?" to *Teaching Young Children*.

Chadda, Maya. Completed a manuscript entitled, *Why India Matters*, now with publishers. She has signed a contract with Georgetown University press for a new book, *India's Regional Security* to be published in 2013.

Dai, Yingcong. Working on a book-length monograph, *The White Lotus War in Late Imperial China, 1796-1805*. Wrote a book chapter, "The Taiping Civil War" for *Oxford Handbook of*

- Modern China* edited by Pamela Crossley, forthcoming Oxford University Press.
- Friquegnon, Marie.** “A Short Introduction to the Philosophy of Santaraksita,” Coolgrove Press, forthcoming.
- Jian, Ming.** *Writing as a Way of Life: Gao Xingjian’s Autobiographical Fiction* (book project). “Cultural Construction of War: Documentation and Representation of War in Tang poetry” for the book *Warfare in China and India*, edited by Peter Lorge and Kaushik Roy (the book is under contract with Routledge). “The Discourse of the Self in Gao Xingjian’s Fiction.” “Pursuit of Sincerity: Gao Xingjian’s Personal Novel.” “Creative Imperative: Loneliness, Desire, and Self-Quest in Gao Xingjian’s Fiction.”
- Kalaramadam, Sreevidya.** “Engendering Political Participation Within the State: How Development Discourse Produces Failed Elected Women Representatives in India” article under review with the journal *Women’s Studies International Forum*. Another article, “Gender Quotas and Marked Bodies: Challenges and Possibilities for Feminist Political Practice” will be sent to peer reviewed journal, summer 2011. She is also working on a book project, *Transforming Local Governance and Development: Interrogating Women’s Political Participation in India* and on a paper, “Gender Quotas and Marked Bodies: Challenges and Possibilities for Feminist Political Practice.”
- Kaur, Rajender.** “The Komagata Maru in History and Literary Narrative: Cultural Memory, Representation, and Social Justice” forthcoming in *South Asian Popular Culture*, 2012. “Embodying Resistance, Enforcing Obedience: Mother Daughter Relationships in Manju Kapur’s *Difficult Daughters*” in *Mother Daughter Communications: Connections, Tensions, Transitions*, ed. by Helen Sterk and Alice Deakins, University Press of America, forthcoming 2011. Three encyclopedia essay entries on “Community,” “Education” and “Religion” are forthcoming in a three volume *General Themes in Literature*, edited by Jennifer McClinton-Temple, New York: Facts on File, 2010. Two book projects: *South Asians in North America from Colonial Times to 1965: An Interpretive Documentary History*, co-authored with A. Arora, and *The Literature of the Bengal Famine*. “South Asians Mobilize: The Bellingham Riots and the Labor History of Early South Asian Immigrants to North America” to be submitted to JAAS (*Journal of Asian American Studies*). Review of Patrick Colm Hogan’s *Understanding Indian Movies: Culture, Cognition, and Cinematic Imagination* University of Texas Press, 2008), and Neilesh Bose ed. *Beyond Bollywood and Broadway* (Indiana UP, 2009) to be submitted to *South Asian Popular Culture* this summer. Also working on Amitav Ghosh’s *The Sea of Poppies*, a conference paper she is expanding into an article.
- Keumsil KimYoon.** Working on an article, “Critical Inquiry in Bilingualism: American-Korean ‘Two-way’ Perspectives,” and on a book-length manuscript on culture through keywords.
- Lelyveld, David.** “*Sauda Sulaf*: Urdu in the Two Version’s of Sayyid Ahmad Khan’s *Asaru’s-Sanadid*,” *Annual of Urdu Studies* (forthcoming).
- Lelyveld, David.** “Young Man Sayyid: Dreams and Biographical Texts,” in David Gilmartin, Sandria Freitag and Usha Sanyal, eds. *Muslim Voices: Traditions and Contexts* (New Delhi: Yoda Press, forthcoming).
- Liu, Ben.** Using GIS, Spatial Statistics, Physical Geography, and the new techniques including Neural Network, Neural Net, Genetic Algorithm, Boosted Tree, MARSplines and SVM to process, analyze, and model a set of urban growth data. Dr. Liu is a co-PI of a project, “Watershed Management Area Program: Priority Stream Segment Work,” (\$25,000) funded by the New Jersey Department of Environment Protection Agency, and co-PI on a research project funded by the Memphis Zoological Society (\$32,660), “Regeneration of the Giant Panda’s Bamboo Forest: A Spatial and Temporal Perspective.” He and Prof. Thomas Owusu will be working on the 2010 census data to develop research projects for

presentation at professional meetings and possible journal publications.

Park, Keumjae. “Foreigners or Multicultural Citizens?: South Korean Press Media’s Construction of Asian Immigrants,” revised for *Ethnic and Racial Studies*. And, “An Exploratory Study of Korean Wild Geese Families: Global Education and Transnationalizing as a Family Strategy for Class Mobility,” revised for *Journal of Comparative Family Studies*.

Park, Keumjae. Paper, “Mobilization of Immigrants in South Korea: Politics of Class and Gender” comparing immigrant advocacy movements in South Korea for labor migrants and for marriage migrants. Dr. Park is using NGO documents and websites to analyze the embedded ideological and political implications of these advocacy movements. She is revising a review paper which was presented at Eastern Sociological Society Meeting in February 2011, “Intersectionality and Migration in Asia,” for journal submission. The paper is a meta-analysis of the ways in which intersectionality theory has been used to research migration in Asia. She is also working on a book proposal, *From Coolies to Model Minorities: Location of Asian Americans in the U.S. Racial History* that examines the construction of Asians within the U.S. racial history, and how the location of Asians in the U.S. racial dynamics is shaped by and shaped the black-white racial paradigm.

Pope, Geoffrey. Continues to conduct research in northern Thailand.

Ranjan, Sheetal, with Chitra Raghavan, Maureen O’Connor and **Keumjae Park,** “Stalking Victimization in an Urban Sample of Immigrant Commuter College Students,” revised for *Feminist Criminology*.

Taya-Cook, Haruko. Preparing "Literary Culture in the Memory of War," to be presented at the "Conference on World War Two: 70 Years On" at the University of Pittsburgh in Fall 2011. She is working on *Understanding Japan's War: The Japanese Experience, 1937-1945 and Beyond*, under negotiation with The New Press. She is also preparing for publication: *Women and Society in Japan's War, 1937-1945*, and *Japan's Imagined War: Literary and Cultural Representations of the Lost War of 1937-1945*.

Wang, Gabe. Papers, “The World System Theory and the Development of China and the United States” and “The Disjunction and Difference of the World Cultural Economy” are under review.

Watanabe, Hideo. Paper accepted: “Verbeck and Hepburn: Roots of the Intellectual Foundation of Meiji Japan” at the Mid-Atlantic Region Association of Asian Studies at The Pennsylvania State University in October 2011. He is preparing a second paper, “Hepburn in America” (in Japanese) to submit to the journal, *Kiyo* published by Institute for Christian Studies, Meiji Gakuin University. And he is preparing for an invited lecture on “Hepburn in America” at Meiji Gakuin Archives of History on November 19, 2011

STUDENT HIGHLIGHTS

The **Japanese language track** graduated its first student this spring, **Nicole Kwiecien**. Nicole was a Women and Gender Studies and Asian Studies double Major and graduated with honors.

Two other students graduated with honors: **Mathew Lutz** (double Major in History and Asian Studies **East Asia Track**) and **Weiwu Soh** (**Chinese Language Track**). Kwiecien, Lutz, and Soh attended and were recognized at the Honors Convocation on May 16 2011.

Kyle Leary and **Matthew Lutz**, graduating seniors, applied to the JET Program. Both served as Japanese language tutors in the Academic Support Center.

Matthew Lutz passed the **final phase of the competitive JET Program**. Lutz was president of the **Go Japan Club** (SGA) and was very active in the Japan Earthquake Relief Fund drive this year.

COMMUNITY SERVICE

The Asian Studies Program lives up to its mission of bringing an awareness of Asian culture, politics and society to our campus. To this end, the program hosts and co-sponsors a variety of events on campus, most of them open to the entire community. This year's events include:

1. "Performing on the Platform," a talk on October 5, 2010 by Mr. **Sanjay Kumar**, who made a presentation on his theater project with young adolescents living in India's railway network. Mr. Sanjay has been creating theater work with and about marginalized youth for the last two decades. Mr. Kumar was invited by English and Asian Studies faculty member, Rajender Kaur.
2. an information session on October 28, 2010 by the Japan Exchange and Teaching (**JET**) **Program** Coordinator from the Japanese Consulate. The session was organized by Professor Hideo Watanabe.
3. "Between Worlds," a talk and power point presentation on November 9, 2010 by Pakistani visual artist, **Talha Rathore** on her work. Ms. Rathore was invited by Professor Rajender Kaur.
4. Asian Studies co-sponsored a well-attended University lecture and discussion forum on March 2, 2011 by Professor **Rashid Khalidi** (of Columbia University), organized by the **Gandhian Forum for Peace and Justice**. Dr. Khalidi, the Edward Said Professor of Arab Studies, spoke on "Prospects for Peace in the Middle East". Asian Studies faculty, Professors David Lelyveld, Balmurli Natrajan, and Stephen Shalom are active members of the Gandhian Forum as well. Many other ASN colleagues participated in this event.
5. The annual **Asia in Bloom celebration** was co-sponsored by the Asian Studies Program and the **Go Japan Student Club** on April 28, 2011. This year, due to inclement weather and a tornado watch, the celebration had to be moved indoors into the Atrium Lobby. It was a very lively event that included sushi tasting.
6. The annual **Orlando Saa Poetry Recitation Contest** brings high school and middle school students to our campus. For years now the Asian languages have participated in the contest, and in particular, the Chinese, Japanese and Korean language and ASN faculty have judged contestants.
7. Prof. **Payton Macdonald** (Music) organized the visit to our campus in October 2010 by **Pandit Samar Saha**, a master **tabla** drummer trained in the Banaras style of playing. (Banaras Baj). Samarji co-taught two Tabla Drumming classes (MUS 298) and also gave a public concert and master class in Shea 101, Recital Hall. All events were well attended.

8. This year, the Asian Studies Program did not hold the annual Teaching Asia Conference. Program faculty met with three teachers representing different area school districts. We discussed the difficulties in getting district support for teacher participation at workshops and conferences. The Asian Studies faculty made the decision not to hold the event, given budgetary constraints affecting all districts. The program will need to find other venues for involving teachers in our program and making them aware of our resources.

RESOURCES

The Asian Studies Program has been a successful and cost effective degree program that has brought the University numerous substantial grants and prestige. The Asian Studies Minor began with our first USDOE Title VI grant, which gave seed monies for a full time, tenure-track Japanese language instructor. A second USDOE Title VI grant funded the creation of the Major and provided seed monies for a full-time tenure track line in South Asian anthropology, and for a part-time assistant professor of Hindi. Two subsequent grants allowed the program to expand: one from USDOE Title VI and the other a congressional appropriations grant through FIPSE. The third USDOE Title VI grant provided seed monies for two additional $\frac{3}{4}$ assistant professors in Chinese and Japanese to support the establishment of Teacher Preparation programs in those two languages.

Our Chinese program brought 26 new students to our campus in its first two years, almost all of them enrolled full-time for a second degree. They would not have attended WPUNJ were it not for the Asian Studies program. Many of these students were native speakers, and many had received their B.A. degrees in China. Two years later, in 2009, we launched the Japanese language program, thus carving a niche in New Jersey higher education

The Japanese language track has grown to 15 majors since 2009, and a substantial majority of the 38 Asian Studies majors are also studying Japanese. Japanese language instruction at WPUNJ encompasses a diverse student population, many of whom are not majors but who are drawn to our university for Japanese language courses at all levels. Enrollments in Japanese courses have exploded in the past two years, so that in the Spring 2011 semester we have 69 students enrolled in Basic Japanese I and II and a record number of 13 students taking Advanced Japanese I in Spring 2011. Altogether, we had 136 students in all Japanese classes, as compared to 84 students two years ago. This represents an increase of 62% over two years. No other language, except for Spanish, has had growth at this level. As important, the overwhelming majority of these students are non-native speakers and many have come to WPUNJ precisely because we offer a fine Japanese program.

This growth has been attained with only one full time faculty and a half-time faculty member plus a handful of adjuncts. We are requesting that the line for Professor Taya-Cook be restored to a three-quarter time line, as it was two years, when the program was much smaller. Professor Taya-Cook has served as program who needs a director and has recruited, planned and developed curriculum, advised students, created a placement and challenge exam, and developed the program's assessment plan. Professor Taya-Cook was hired to perform those duties and has continued to perform them at an impressive level. Although her hours were reduced to half-time this past year, because of program needs, she taught two courses, advised, developed curriculum, planned course scheduling, hired adjuncts, and organized a study abroad program to Japan all as a half-time instructor. In the long run, this level of individual activity, which is responsible for program expansion, is not

sustainable with such a small faculty. She is the only faculty who can teach the required literature and advanced language courses needed for the Japanese major. Degree programs cannot be run by such a reduced number of full time faculty without constraining growth and quality. They necessitate a high level of involvement, time and energy.

Similarly, our South Asia track has been hampered by staffing problems. At the heart of each track is language training. Professor Kumar was initially hired with seed monies from a Title VI grant for a half-time assistant professor. For a few years Dr. Kumar held the position and was able to develop language courses at the Basic and Intermediate level and upper-division courses in Indian literature and culture. By AY 2008-09, enrollments in Hindi and Indian literature had grown to 66 students per year—a similar level attained by the Japanese program two-three years ago. Dr. Kumar is a charismatic teacher who had a **presence** among the South Asian students. She worked with students in a variety of extra-curricular activities, for example in the annual Diwali festival. When her position was converted to an adjunct line, the program began to falter. There are no special activities, no presence on the campus. Nor surprisingly, Hindi enrollments have declined to 52 in AY 2009-2010 (-21%) and 57 in AY 2010-2011 (-14%). New Jersey has one of the highest concentrations of Indians and South Asians in general in the U.S. We at WPUNJ should be able to recruit students from the relatively large South Asian community while at the same time gain recognition state-wide as a center of Hindi and South Asia studies among students of all ethnic backgrounds.

The South Asia program, at present the slowest growing track, can do much better. A couple of years ago we recruited Linda Hahn, who graduated last year as an Outstanding Major in Asian Studies, and who came to William Paterson University precisely because we offered Hindi and South Asian studies. After that, our Hindi offerings contracted as we were unable to offer language courses beyond the Basic level. The Hindi language program and the South Asia track would benefit enormously from a regularly appointed half-time assistant professor in Hindi. It is the language faculty who recruit many students into Asian Studies. From experience, we know that course development, active student recruitment, accurate language placement, and supplemental activities are essential to program development. These activities are “owned” and carried out only by faculty with regular appointments. They require faculty to invest substantial time beyond classroom contact and office hours. The kind of planning and proactive interaction needed in program development require vision and a long-term commitment to the program.

PROGRAM PLANNING

The Asian Studies Program will continue to grow both qualitatively and quantitatively. Priorities for next academic year include:

1. **Recruitment** of new students into the program. Special attention to the language teacher preparation programs and to reviving the South Asia track
2. Continue developing courses for the **UCC** program. Special attention should be given to Areas 4 and 5.
3. Continue plans to **expand our Korean studies** courses.
4. **Professors Heejung An** (Education), **Angie Yu** (Communication), and **Keumjae Park**

(Sociology) continue to work on developing the Korean Studies program within ASN. The three have been meeting to discuss ways to strengthen the program and increase students in Korean classes. The group has co-authored a grant proposal to the Korean American Community Foundation to support a workshop event targeting the Korean community on career opportunities in K-12 education in New Jersey.

5. **Strengthen Program Assessment.**
6. **Host and co-sponsor public events** to bring visibility to the program within the University and the external community.

ASIAN STUDIES ASSESSMENT SUMMARY

Assessment Activities, 2010-2011:

First and foremost, the active participation of the Asian Studies Program in the creation of new and revision of existing courses for the UCC program has facilitated assessment. All three ASN portal courses (ASN 201, 270 and 280) and the capstone course (ASN 480) underwent revisions of course content and SLOs as part of the process of curricular reform. All four courses are now part of the UCC program Area 6 Global Awareness. This revision of SLOs will make assessing these courses and the Program as a whole much simpler and clearer.

Second, thanks to NCATE/ACTFL reaccreditation activities, the Department of Languages and Cultures refined SLOs and means of assessing the SLOs for all language classes, including Chinese and Japanese (Korean and Hindi are not offered beyond the beginner or Basic level).

In line with Asian Studies **Program Goal 1** concerning language training, Prof. **Haruko Taya Cook**, in collaboration with Professors **Madhuri Mukherjee**, **Octavio de la Suarée**, and **Maria Tajés**, developed a process to assess language courses and course progression, beginning at the Basic through the Intermediate level, and culminating in the three-course sequence at the advanced level. This is particularly important in the case of non-native language learners as they progress from the most basic to the advanced level. The Language program wants to insure both the quality of instruction and students' ability to succeed in careers and graduate studies. Professor Cook's development of a new Challenge and Placement Tests for Japanese was the first step toward consistency and clear progression in the major.

The Japanese Program recognizes the need for clear **Student Learning Outcomes** that require, in turn, significant attention to both consistency in classroom instruction and the need to mentor and develop student talent through the many difficult stages in the language acquisition process. This also entails developing a cadre of student tutors for supplemental work that will bring students up to the proficiency goals in each individual course. Next year, the Japanese program will offer the first senior seminar for Majors in the Japanese Language Teacher Preparation track: JPAN 4000 Seminar in Japanese Language and Culture and JPAN 3630 Methods for Teaching Japanese. These courses will form the capstone experience for JLTP students.

Professor Taya-Cook's efforts will allow us to collect concrete proficiency information for **Program SLO 1** for all students in Japanese language classes.

But beyond the substantial progress in Languages courses and in the revision of course SLOs for ASN 201, 270, 280, and 480, Program Assessment in Asian Studies has been somewhat sporadic and inconsistent. Part of the problem stemmed from the fact that the Program was led by an interim director who was not familiar with the Program's past assessment activities. Most of the program's energies went to the revision and creation of UCC courses. There are also inherent challenges to sustained program assessment.

As noted in the 2009 assessment report, the program's strength and uniqueness—i.e., its interdisciplinary and cross-disciplinary content—complicate assessment. Because students take courses in a variety of departments and several colleges, it is difficult to plan assessment on a sustained level. Particularly, the capstone experience is at times taught in one of the participating departments. Participating departments have their own program goals, SLOs, and assessment instruments that are not necessarily congruent with Asian Studies goals and SLOs.

This year, a total of 9 Asian Studies Majors enrolled in capstone courses. Five Majors were enrolled

in CHIN 400 Seminar in Chinese Literature and Culture (Chang Caulfield, Shu Pin Chia, Sophie Johnson, Monica lee Chen, and Angel Tso-Katcher). This particular capstone course was unusual in that it only had Asian Studies Majors. Two ASN Majors enrolled in the capstone course ASN 480 in the Fall (Darian Eletto and Carla Sanders), a Seminar on East Asian History (cross listed with History). In the Spring, two ASN Major enrolled in ASN 468-60 Gandhi and Non-Violence, a capstone course also cross listed with history (Darian Eletto and Mathew Lutz). This is probably the largest graduating cohort but their work was not assessed. Assessment has to be carried out not only at the capstone level, but in the two portals and language courses. Below are assessment priorities for the year ahead.

ASSESSMENT PLANNING AND PRIORITIES

1. Establish and convene an **Asian Studies Assessment Committee** from the start of the school year. Develop assessment instruments and rubrics to assess the portal courses (ASN 201, ASN 270, and ASN 280). Collect student papers/exams as well as syllabi and apply assessment rubric at the end of Fall semester. Repeat this process at the end of the Spring semester. Such a process will gradually will yield enough data to give the Program a sense of its students' performance and a clearer understanding of the extent to which the Program is meeting its own Goals and Student Learning Outcomes.
2. The Asian Studies Assessment Committee must work closely with participating **Language** faculty to collect detailed information regarding student proficiency in language courses. This is the only means of assessing linguistic proficiency of Asian Studies Majors (**Program Goal 1 and Program SLO 1**). The commitment of the Languages to apply ACTFL standards, and in particular, to use the Oral Proficiency Instrument (OPI) as an assessment tool, the Asian Studies Program has a relatively clear-cut means of assessing student linguistic progression and proficiency by senior year.
3. An instrument and rubrics for assessing the portal course into the Major, **ASN 201 Introduction to Asian Studies**, must measure the following **course and Program Goals and SLOs**:
 - a. student's broad knowledge of Asia, its historical development and major current issues, systems and processes of Asian countries and the region as a whole (which corresponds to Program Goal 2 and Program SLO 2);
 - b. students' ability to identify unique characteristics of Asia and analyze, from a cross-cultural perspective, cultural differences, similarities, and inter-cultural relations between and among Asian and Western countries (which corresponds to Program Goals 2 and 4, and Program SLOs 2 and 4);
 - c. students' ability to identify and analyze controversial global issues from the perspective of Asian philosophy, cultural values, history, and political systems and to critically analyze, in discussion and writing, these issues by employing both Asian and Western frames of reference (for Program Goal 3 and 4 and Program SLO 3 and 4);
 - d. Apply knowledge of the variety of human experience and of Asian cultures to expand their understanding of the human condition and enrich our own life experience (for Program Goal 4 and Program SLO 4);
4. An assessment instrument and rubric must be developed for **ASN 270 East Asian Civilizations**, the **portal course into the East Asia** and the **language tracks**. Such an

instrument and rubrics must measure the following **course SLOS** as approved by the UCC as well as the Asian Studies **Program Goals and SLOS**:

- a. students' ability to identify the interaction between diverse cultural and social traditions in the East Asian region (Program Goal 2 and SLO 2);
 - b. students' ability to identify cultural differences, ambiguities and similarities at the level of local cultures (Program Goal 2 and SLO 2);
 - c. students' ability to analyze the interaction between East Asia and other parts of the world, the impact of China on the region, the spread of Buddhism, and the influence of European imperialism (Program Goal 4 and SLO 4);
 - d. students' use of diverse disciplinary frames of reference to expand critical thinking about the nature of cultural change over time and the conflicts and convergences of diverse civilizations in East Asia (Program Goal 3 and SLO 3);
 - e. students' use of diverse communication patterns and knowledge about East Asian history, culture and society to consider differences and similarities to contemporary societies in the East Asia, the United States and the wider world (Program Goal 4 and SLO 4).
5. An assessment instrument and rubrics must be developed for **ASN 280** Civilizations of South Asia, the **portal courses into the South Asia track**. Such an instrument and rubrics must measure the following **course SLOS** as approved by the UCC as well as the Asian Studies **Program Goals and SLOS**:
- a. students' ability to identify cultural differences, ambiguities and similarities within the South Asian subcontinent at the level of local cultures as well as the "Great Tradition" civilizations (urban-based civilizations that synthesize local traditions) associated with Hinduism, Islam and European modernity (Program Goal 2 and SLO 2);
 - b. students' use of diverse disciplinary frames of reference by investigating the nature of cultural change over time and the conflicts and convergences of diverse civilizations in South Asia (Program Goal 3 and SLO 3);
 - c. students' ability to identify global issues, processes, trends and systems relevant to the diverse civilizations of South Asia, including migration, conquest, urbanization, state formation, and the construction of ideologies (Program Goal 4 and SLO4);
 - d. students' analysis of diverse cultural systems with respect to the interaction between South Asia and other parts of the world, the spread of Buddhism within South Asia and beyond, the introduction of Islamicate civilization (civilizations dominated by Muslim cultural traditions and institutions), and the influence of European imperialism (Program Goal 4 and SLO4);
 - e. students' ability to use diverse disciplinary frameworks and general knowledge about South Asian history and society to consider differences and similarities among contemporary societies in the South Asia and in comparison with the United States and the wider world (Program Goals 3 and 4 and SLOs 3 and 4).

6. An assessment instrument and rubrics must be developed for the **capstone** experience **strictly for ASN—i.e.**, it must assess all of the following Asian Studies SLOS (and not assess the SLOs established by the participating disciplines, which do not necessarily coincide with ASN Program Goals and SLOs):
 - a. students' ability to read and converse at least a second-year level of an Asian Language, depending on Track. **Note:** because in most cases, the capstone experience is **not** a language intensive course, students' linguistic proficiency should be assessed by language program faculty (Program Goal 1 and SLO 1);
 - b. students' familiarity with the histories and societies, and geography of Asia in general and with a specific geographic and cultural sub-region of Asia, either East Asia (including China, Japan, and Korea) or South Asia (including India, Pakistan, Bangladesh, Nepal, and Sri Lanka) (Program Goal 2 and SLO 2);
 - c. students' familiarity with different disciplinary approaches to Asia, such as historical, political, cultural, geographic, social, and or linguistic perspectives. (Program Goal 3 and SLO 3);
 - d. students' ability to critically analyze Asia's role in relation to the U.S. and the world (Program Goal 4 and SLO 4).
7. The capstone experience should be assessed every semester. Given the small number of ASN majors, this will not be a terrible imposition on the assessment committee.

Appendix. Asian Studies Courses, 2010-2011

<u>Fall 2010</u> <u>(27 courses/ 6 online/419 enrolled students)</u>	<u>Spring 2011</u> <u>(27 courses/ 4 online/475 enrolled students)</u>
1. ASN 201 60 INTRO TO ASIAN STUDIES 27 Ming Jian (P), Maya Chadda	1. ASN/CHIN 200 80 INTRO TO CHINESE CULTURE 21 Li Ma ONLINE
2. ASN/JPAN 221 01 JAPANESE CONVERSATION 7 Hideo Watanabe	2. ASN 201 60 INTRO TO ASIAN STUDIES 27 Ming Jian, Maya Chadda
3. ASN/PHIL 227 01 EASTERN PHIL & RELIGION 35 Marie Friquegnon	3. ASN 227 01 EASTERN PHIL & RELIGION 36 Marie L. Friquegnon
4. ASN/PHIL 227 60 EASTERN PHIL & RELIGION 34 Marie Friquegnon	4. ASN/HIST 270 01 EAST ASIAN CIVILIZATION 35 Yingcong Dai
5. ASN 270 80 EAST ASIAN CIVILIZATION 20 Theodore F. Cook ONLINE	5. ASN 280 80 CIVILIZATIONS OF SOUTH ASIA 20 Balmurli Natrajan ONLINE
6. ASN 280 81 CIVILIZATIONS OF SOUTH ASIA 20 David S. Lelyveld ONLINE	6. ASN/JPAN 302 01 JAPANESE LIT&FILM IN TRANSL 23 Haruko T. Cook
7. ASN/JPAN 301 60 CONTEMPORARY JAPAN CULTURE 17 Hideo Watanabe	7. ASN/HNDI 303 80 LIT OF INDIA IN TRANSLATION 21 Anil P. Kumar online
8. ASN/CHIN 306 80 CHINESE POPULAR CULTURE 24 Ming Jian ONLINE	8. ASN 316 60 DAILY LIFE IN JAPAN 24 Hideo Watanabe
9. ASN/HNDI 307 60 MODERN INDIAN LITERATURE & FILM 6 Anil P. Kumar	9. ASN/GEO 331 01 THE GEOGRAPHY OF ASIA 27 Ben Liu
10. ASN/JPAN 325 01 WOMEN IN MOD JAPANESE LIT 23 Haruko T. Cook	10. ASN/COMM 338 01 MEDIA IN ASIA 29 Casey M. Lum
11. ASN 341 80 ASIAN & AMER CROSSCUL COMM 19 Keumsil Kim-Yoon ONLINE	11. ASN/PHIL 350 60 BUDDHIST PHILOSOPHY 25 Marie L. Friquegnon
12. ASN/ENG 351 60 ASIAN AMERICAN LITERATURE 26 Rajender Kaur	12. ASN/HIST 378 01 MUGHAL INDIA 28 David S. Lelyveld
13. ASN/SOC 391 80 POPULATION &DEVELPMNT IN ASIA 20 Tiande Wang ONLINE	13. ASN/SOC 391 80 POPULATION &DEVELPMNT IN ASIA 24 Tiande Wang ONLINE
14. ASN480/HIST 460 80 ASIAN STUDIES SENIOR SEMINAR 15 T F. Cook ONLINE	14. ASN/HIST 468 60 GANDHI AND NONVIOLENCE 25 David S. Lelyveld
	15. CHIN 110 01 BASIC CHINESE I 8 Nora Hu

<p>15. CHIN 110 01 BASIC CHINESE I 13 Huahua. Parker</p> <p>16. CHIN 110 75 BASIC CHINESE I 19 Nora Hu DeMasi</p> <p>17. CHIN 310 60 CHINESE ADV TUTORIAL I 8 Lan Jiang</p> <p>18. CHIN 311 60 CHINESE ADV. TUTORIAL II 4 Li Ma</p> <p>19. CHIN 499 01 INDEPENDENT STUDY 1</p> <p>20. HNDI 110 01 BASIC HINDI I 11 Anil Kumar</p> <p>21. HIST 371 01 MODERN CHINA 30 Yingcong Dai</p> <p>22. JPAN 110 01 BASIC JAPANESE I 22 Haruko T. Cook</p> <p>23. JPAN 110 60 BASIC JAPANESE I 11 Mayumi Kawakami</p> <p>24. JPAN 210 01 INTERMEDIATE JAPANESE I 7 Hideo Watanabe</p> <p>25. JPAN 211 01 INTERMEDIATE JAPANESE II 15 Reiko Kawahara</p> <p>26. JPAN 311 01 JAPANESE ADV TUTORIAL II 4 Kawakami</p> <p>27. KORE 110 01 BASIC KOREAN I 10 Mi Hye Lee</p>	<p>DeMasi</p> <p>16. CHIN 111 01 BASIC CHINESE II 12 Huahua Parker</p> <p>17. CHIN 111 75 BASIC CHINESE II 15 Nora Hu DeMasi SITE</p> <p>18. CHIN 314 60 TEACHING CHINESE GRAMMAR 8 Lan Jiang</p> <p>19. CHIN 400 60 SEMINAR CHINESE LIT & CULTURE 5 Ming Jian</p> <p>20. HNDI 111 01 BASIC HINDI II 9 Anil P. Kumar</p> <p>21. JPAN 110 01 BASIC JAPANESE I 19 Kyoko Akitaya Hincapie</p> <p>22. JPAN 110 60 BASIC JAPANESE I 11 Hideo Watanabe</p> <p>23. JPAN 111 01 BASIC JAPANESE II 23 0 Haruko T. Cook</p> <p>24. JPAN 111 60 BASIC JAPANESE II 16 Mayumi Kawakami</p> <p>25. JPAN 211 01 INTERMEDIATE JAPANESE II 8 17 Mayumi Kawakami</p> <p>26. JPAN 222 01 ADVANCED JAPANESE I 12 Hideo Watanabe</p> <p>27. KORE 111 01 BASIC KOREAN II 15 Mi Hye Lee</p>
	<p><u>Summer 2011 (3 courses /1 online/ 39 enrolled)</u></p>
	<p>1. ASN 270 80 EAST ASIAN CIVILIZATION TBA 13 Jonathan A. Bone ONLINE</p> <p>2. ASN/ARTH 290 01 ART OF INDIA,CHINA & JAPAN 9 He Zhang</p> <p>3. ASN/PHIL 380 60 INDO-TIBETAN BUDDHISM 17 Marie L. Friquegnon</p>