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EASC expose

From the Director

When I was first appointed to the EASC directorship, I sought to appease my trepidation by a visit to the local bookstore. It was at that point that I discovered Peter Drucker as a source of inspiration to guide organizational growth.

Drucker made it clear that in the thicket of competing pressures it might be tempting to embark on a host of different ventures to advance an organization; however, since organizations are living organisms and as such intrinsically chaotic, the more variables one adds to a unit's portfolio, the greater the chances for sudden derailment. Hence, in order to thrive, he proposed that an organization needed to identify its core business. After sifting through a range of possibilities, I eventually settled on the idea of EASC as a catalyst for innovation.

Drucker pointed out that orchestrating innovation demands a different approach to human resources than managing docile adherence to a status quo. He concluded that those who are paid to create disruption—the knowledge workers—needed to be treated as a precious resource rather than as dispensable cogs in an impersonal machinery of “more of the same.” I decided somewhere along the way that EASC was about empowering our knowledge workers—the faculty, the graduate students, the K-12 teachers together with the EASC staff—to pursue their hunches, ideas, and dreams through team-based collaboration.

Drucker implied that a team composed of what Steve Jobs memorably called the A players is a force for organizational renewal. Teams do more than committees; they do not fulfill charges, they experiment. Over the years, EASC became home to variously constituted teams—EASC staff teams and the many EASC faculty teams that did not simply discharge duties, but pieced together new directions, one conversation at a time.

Now, long after Drucker quipped that obsolescence was the fate of all organizations, change is all the rage. But the real question is not whether or not to change, but how to foster and facilitate the kind of change that will not simply pad resumes or placate some lobby, but that creates organizational sweet spots. EASC was premised on the notion that such transformative convergences could not be anticipated, but had to emerge organically through constant scrutiny of opportunities, or what I like to call strategic improvisation.

Strategic plans proceed from the assumption that change is linear, cumulative, and largely predictable. But the day-to-day running of an organization dedicated to knowledge creation is an exercise in living with uncertainty. It is not enough to create a brand. In an age of short-lived PR, it is the real—that quirky impossibility endowed with flesh and soul by Margaret Mead's famous handful of individuals—that stands out over time.

Hence, if EASC in a very small way approximated the workings of some of my administrative heroes—Jean-Paul Bignon, Ruan Yuan, Henri Cole to name a few—I consider myself fortunate. I certainly had tremendous fun trying.

PATRICIA SIEBER, PH.D.
DIRECTOR, EAST ASIAN STUDIES CENTER
ASSOCIATE PROFESSOR, EAST ASIAN LANGUAGES AND LITERATURES



Center News

EASC honors the accomplishments of Director Patricia Sieber

by Amy Carey, EASC senior assistant director



PATRICIA SIEBER SERVED AS EASC DIRECTOR FROM 2005 TO 2013.

After eight years at the helm of EASC, Director Patricia Sieber has announced that she will be stepping down from the post at the end of Summer 2013. An invaluable asset to the Office of International Affairs and a national leader in area studies administration, Patricia's vision and passion for disseminating knowledge about East Asia on campus, in Ohio, in the U.S., and around the world has been inspiring. While we will surely miss her leadership as director, Patricia will continue to lend her insights and knowledge to the center in her new role as a member of EASC's advisory board. We wish her the best as she turns her focus to the completion of her book projects and readies herself for future ventures.

Since 2005, under Patricia's leadership, EASC has undergone a complete transformation, growing by leaps and bounds, from a center with 2.1 FTE to one with 5.85 FTE and additional student assistants and interns, offering over 200 events a year with an annual budget of over \$1 million. Growth of this magnitude was only possible through major fundraising initiatives. During this time, EASC garnered more than \$4.3 million in external funding from federal sources, private foundations, and state and local government and community organizations. Patricia has also been

"While wishing her resounding success in her future research and publication activities, please join me in thanking Patricia for her many years of dedicated service to the Office of International Affairs and congratulating her on her many accomplishments."

■ **Kelechi Kalu, associate provost, Office of International Affairs**

"The greatest impact of a Title VI center is the bridge built by the center's director with the allied academic units. Patricia Sieber's leadership practically set a new standard for cooperation and collaboration. She is a highly effective bridge-builder and her work as a center director will affect all that we do for years to come."

■ **Mark Shanda, dean, Arts and Humanities, College of Arts and Sciences**

"With the vision and abilities of a talented leader, Patricia Sieber has influenced the mission and accomplishments not only of the East Asian Studies Center but other area studies centers as well. In our collaborations, I have learned a great deal from Patricia and have been truly inspired by the scope and depth of her work and by her passionate commitment to interdisciplinarity!"

■ **Yana Hashamova, director, Center for Slavic and East European Studies**

"My most first substantial impression of Patricia Sieber was Xiaomei Chen lecturing her on why she should wear shoes, not go barefoot, when teaching her classes. Patricia's shoes, it seems, were ill-fitting, and blisters had formed. I too have an aversion to ill-fitting shoes, and so I had a pair of sandals in my office, which I lent her. A kindred soul, I thought, but I was wrong. I have worked with Patricia, at times closely, at EASC since 2005, and she has proved to be far more pragmatic, realistic, efficient, and forward-looking than I am. I have been consistently impressed by her strategic thinking, her objectivity, and her fairness. That the EASC has established a national and international reputation in the first tier of similar Centers is largely due to Patricia's leadership. We at the Institute for Japanese Studies very much regret her decision to leave EASC, but we wish her the best, and hope she finds another avenue to display her extraordinary administrative skills."

■ **Richard Torrance, director, Institute for Japanese Studies**

"The Institute for Korean Studies owes a tremendous debt to Patricia. Her leadership, her knowledge, and her steady guidance were all absolutely critical to our success."

■ **Mitch Lerner, director, Institute for Korean Studies**



at the forefront of embracing OSU's new advancement strategies, working with OIA's advancement officer to court potential donors through written materials, specialized events, and sustained engagement.

During this time, EASC has contributed significantly to the academic mission of the university through its leadership in introducing less- and least-commonly-taught language (LCTL) offerings and innovative interdisciplinary courses on East Asia. Patricia spearheaded the successful Tibetan language partnership with the University of Michigan, which culminated in 12 permanent Tibetan language courses offered at OSU via real-time videoconference technology, and led to numerous related events such as a Tibetan photography exhibition which traveled nationally and a high-profile Tibetan sand mandala event. Mongolian and Uzbek language instruction were also introduced with EASC's support. Through consistent support of advanced-level Korean language and area studies courses, under Patricia's tenure, Korean studies at OSU blossomed and EASC's Korean Studies Initiative was able to grow into the Institute for Korean Studies. More recently, she has also helped work toward the inauguration of Cantonese language instruction, a LCTL that attracted great student interest in the LCTL needs assessment that EASC conducted in 2006 and that intersects with the research interests of several faculty in DEALL. In addition, under the auspices of EASC's postdoctoral researcher program and beyond, Patricia has supported the offering of new interdisciplinary courses in the Undergraduate International Studies Program, history, comparative studies, political science, and more.

Always an advocate for students, under her leadership, EASC has supported over 400 undergraduate and graduate students from departments all over campus through its various fellowships, scholarships, grants, and competitions. Reaching out beyond the traditional humanities fields, Patricia's initiatives supported students in numerous professional fields, and more recently, a focus on undergraduate STEM students resulted in fellowships for outstanding students simultaneously pursuing East Asian language study and a STEM discipline. Patricia made professionalization of graduate students one of the key objectives of her latest Title VI proposal, and consistently supported efforts for students to become involved in and take on leadership roles in EASC programming. In addition, with EASC serving as the administrative home to the Interdisciplinary Master of Arts in East Asian Studies program and the Graduate Interdisciplinary Specialization in Chinese Cultural Studies, Patricia fostered the growth and diversification of critical graduate programs, working closely with the elected graduate studies committees and administrative staff.

CONTINUED ON PAGE 4

"Professor Sieber has brought unmatched leadership, vision, and energy to her role as Director of the EASC. She has successfully reached across geographic regions, disciplinary boundaries, and different audiences among the EASC constituents in an exemplary fashion. Her efforts have made a major impact at Ohio State and beyond, and she leaves a legacy that will be felt for many years to come. She will be sorely missed."

■ **Susan L. Huntington, Distinguished University Professor, Emerita**

"Dr. Patricia Sieber literally put The Ohio State University East Asian Studies Center "on the map" as a center of excellence for preparing scholars on the languages and cultures of East Asia. Achieving and maintaining this distinction is only possible through steadfast and focused leadership, soft diplomacy, integrity of purpose, and academic and personal unselfishness. Patricia exemplifies all of these attributes. It has been my extreme pleasure to work with her on the Title VI National Resource Center and Foreign Language & Area Studies Fellowships programs."

■ **Cheryl E. Gibbs, senior program officer, US Department of Education**

"Like my classmates, I have greatly benefited from the interdisciplinary connections across fields, institutions, and regions orchestrated by Dr. Sieber. In Fall 2012 when I first sought support from EASC to produce *The Wedded Husband*, a 1919 play written by Hong Shen, Dr. Sieber not only passionately committed herself to the project as a stimulating advisor and reliable sounding board, but also created new venues for the play to reach broader communities within OSU, Columbus, and even nationwide. Furthermore, Dr. Sieber, with her scholarly charisma and constructive advice, alongside the institutional support of EASC, has helped me and my fellow graduate students hold on to our academic curiosity; to dare to explore, envision, and act upon our research interests; and grow into scholars."

■ **Man He, PhD candidate in Chinese literature and culture, East Asian languages and literatures**

EASC honors the accomplishments of Director Patricia Sieber CONTINUED FROM PAGE 3

Perhaps her most visible accomplishment is the plethora of programming offered on campus and beyond that we read about in EASC's numerous outstanding communications vehicles (weekly e-newsletter, biannual print newsletter, professionally-printed brochures, website, facebook—all developed under her tenure). From 2005-2010, Patricia served concurrently as the director of EASC and the Institute for Chinese Studies (ICS). During this period, ICS not only spearheaded a postdoctoral initiative in collaboration with UISP, but the ICS lecture series grew in range, size, and audience thanks to robust and regular graduate student participation. ICS instituted both English- and Chinese-language lecture series and embarked on collaborations with the National Committee for US-China Relations, the Taiwan Economic and Cultural Office (TECO), and scholars, delegations, and universities from China. All told, under Patricia's leadership, and in close cooperation with faculty and students across campus, EASC has coordinated and supported over 1,500 events, from lectures, film screenings, conferences, and symposia to K-12 teacher training seminars, business seminars, and community events, reaching nearly 3 million people during this eight-year window. Highlights have included the 2010 Midwest Conference on Asian Affairs, the largest and most successful event of its kind, for which she served as program chair; the National Consortium for Teaching about Asia program, a national model for middle- and high-school teacher training programs, for which she served as PI on the grant and lead seminar instructor in 2011; and multiple interdisciplinary and highly-popular lecture series across all three institutes (Chinese, Japanese, and Korean Studies).

Growing out of her academic interests and her personal passion, her arts outreach has been particularly impressive in widening the audience exposed to East Asian artists and art forms (theater, film, visual arts, music). Under her leadership, EASC orchestrated or co-sponsored over 200 arts-related events from 2006-2012 and developed sustained programming partnerships with the Wexner Center for the Arts, University Libraries, Upper Arlington Concourse Gallery, Asian Festival, and Pro Musica, among others. Most recently, Patricia served as the PI on a highly-competitive BETHA grant proposal which was subsequently funded, titled "Understanding Asia through Art and Religion," which will make the unique resources (approximately 262,000 photographs) of the Huntington Photographic Archive of Buddhist and Asian Art available to a broad public of non-specialist audiences around the world. She also serves as the chair of the faculty committee that is spearheading programs around the commemoration of one of OSU's most famous early Chinese alumni, Hong Shen (1894-1955).

Patricia believes that superior programmatic outcomes should not be left to chance, and therefore has always been a great champion of professional development. A graduate of OSU's two-year President's and Provost's Leadership Institute program (2007-09), she has consistently encouraged everyone within EASC to make use of all that academe offers to pursue a path of dynamic professional growth. She has supported part-time graduate education for Center staff, sent faculty directors and staff to professional conferences to strengthen EASC programs and individuals' knowledge and networks, and invested in skills training for staff in areas from fiscal management to grant writing. She has also fostered a climate where staff can take on leadership roles in areas of personal interest and strength, ensuring continued engagement and personal passion for the work of the center.

Finally, in so many ways, her efforts have benefitted all units of the Office of International Affairs. In particular, Patricia has been a leader in advocating for systematic program evaluation, culminating in the development of an evaluation plan that was shared across centers and hailed as a national model, the successful hosting of the first national NRC conference on evaluation and assessment, and the institutional legacy of the hire of a full-time dedicated Evaluation Manager to support all of OIA's evaluation needs. In addition, other efforts supported the missions of other OIA units and created synergies and fruitful collaborations. For example, EASC's fellowships and scholarships supported nearly 200 students in studying abroad. Working closely with International Students and Scholars, EASC hosted 10 international scholars and postdoctoral researchers during this time. EASC also co-developed and co-sponsored numerous events with the Mershon Center for International Security Studies such as the annual National China Town Hall. While serving on the China Gateway committee, Patricia has also fostered collaborations with them resulting in the creation of an East Asia Career Intern and in the award of a U.S. Department of State grant for OSU arts programming in China. And, EASC and its institutes often assisted in hosting international delegations and supporting the development of MOUs with East Asian institutions.

In a word, Patricia showed how a university community can be a catalyst and foster the global understanding that Ohio and the world need in order to thrive in the twenty-first century.





Etsuyo Yuasa appointed as next EASC director



PROFESSOR ETSUYO YUASA WAS APPOINTED AS THE NEW DIRECTOR OF THE EAST ASIAN STUDIES CENTER, EFFECTIVE SEPTEMBER 1, 2013.

In May 2013, Associate Provost for International Affairs and Global Strategies Kelechi Kalu announced the appointment of Dr. Etsuyo Yuasa as director of the East Asian Studies Center, effective September 1. He stated that, in collaboration with key stakeholders, Yuasa will work to enhance area studies programs, especially East Asian Studies as an academically crucial component of internationalization at Ohio State. In addition, she will provide vision and leadership for the center's activities and programs on campus, the larger community and state of Ohio, nationally and internationally.

Dr. Etsuyo Yuasa was born and raised in Tokyo. From a very young age, she was always interested in foreign countries and cultures. Because her parents lived in Boston when she was very young, she grew up listening to their fond memories of America. When she was in high school, she herself studied in the UK and had firsthand experience of interacting with people from different cultures. The study abroad experience left an indelible impression on her, and she decided to pursue the study of English. In college at Showa's

Women's University, while majoring in British and American Literatures, she joined an English debate club and won several national debate tournaments. Eventually, her passion for foreign cultures led her to graduate school in the US. After graduating with a PhD in linguistics from the University of Chicago, she joined the faculty at OSU where she is currently an associate professor in the Department of East Asian Languages and Literatures. She says her life would not have been this enriched and exciting if she did not look beyond Japan.

Dr. Yuasa is a theoretical linguist. She has written a book about how form and meaning are associated and dissociated in language (*Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics*, Mouton de Gruyter, 2005) and edited a linguistics volume (*Pragmatics and Autolexical Grammar: In Honor of Jerry Sadock*, John Benjamins, 2011). Lately, she has been working on seemingly idiosyncratic Japanese expressions, such as grammaticalized modality markers and innovative adjectives. She says such expressions shed light on the architecture of grammar. At OSU, she created the Japanese Individualized Instruction Program and expanded 5th-Year Japanese courses by introducing individual sessions. Language teaching is rewarding, she says, because it allows her to use her expertise to help her students to become global citizens.

Dr. Yuasa says she is honored and excited to be the next EASC director and is looking forward to developing a variety of innovative activities and programs together with the EASC team and the faculty and students at OSU. Dr. Yuasa brings extensive administrative experience to her new position. She was the key organizer of numerous events (e.g., two academic conferences; numerous workshops/lecture series; several DEALL annual Language Festivals); she has served in leadership positions in DEALL and in regional organizations (e.g., Ohio Association of Teachers of Japanese Treasurer; Japanese Individualized Instruction Program Director; DEALL Language Program Director; DEALL Undergraduate Studies Director; DEALL Graduate Studies Director), and she has orchestrated an international research project (e.g., editing a volume that involved more than 20 contributors world-wide). It is an exciting time for the field of East Asian Studies, she says. As the new EASC director, she looks forward to communicating the importance of internationalization and promoting East Asian Studies at OSU, in Ohio, and beyond.

Center News

A tribute to Amy Carey, EASC senior assistant director

by Patricia Sieber, EASC director



In 2006, when I first reviewed Amy Carey's application for the newly created position of assistant director of the EASC, her former supervisor at the Center for Japanese Studies at the University of Michigan remarked in the reference letter that "no words of praise could adequately describe Ms. Carey's consistently brilliant performance." Now, that I have had the privilege of supervising and working with Amy for the past seven years, I could not agree more.

Since Amy joined EASC, the Center has not only become a major force for teaching and learning about East Asia on campus, but it has gained visibility as a facilitator around the State of Ohio and among peer institutions across the U.S. As the Center grew in size, Amy was critical in identifying new staff, students, and interns committed to the mission of the Center; once they were on board, she mentored them with great care, patience, and a seemingly inexhaustible ability to strengthen the team in the face of challenges. Thanks to her superior organizational and project management skills, she was a critical asset to the Center's ability to attract over \$3,000,000 in external funding from federal, state, and local agencies. On account of her fiscal oversight and meticulous stewardship of an annual budget of approximately \$1,000,000, the Center has become a model for accountability and fiscal prudence at OSU and among its sponsors.

Amy pioneered the implementation of a range of new programs—the EAS MA program (2005-present), the import of less-commonly-taught languages through the CIC CourseShare infrastructure (2006-present), the undergraduate STEM FLAS program (2009-present), and the organization of in-depth K-12 teacher training programs (National Consortia for Teaching About Asia, 2005-present; Ohio Global Institute 2010-present), among other initiatives. Through her professionalism, problem-solving skills, and individualized attention, she earned the trust of the large East Asian Studies student community (150 graduate students annually), the respect of the over 50 faculty associated with the Center, and the admiration of teachers, administrators, and program officers nationwide.

One of Amy's key tasks was to grow the newly inaugurated East Asian Studies MA program housed

at the Center and administered by an interdisciplinary faculty committee. When asked about Amy's role in the success of the program, every faculty member who ever chaired that committee enthusiastically pointed to the invaluable services that Amy has rendered in attracting, recruiting, mentoring, and advising students in the program, while continuously soliciting the students' and the faculty's feedback on how to optimize the student experience. Prof. **Thomas Kasulis** (comparative studies) noted that "without Amy, the program would not have been the success that it has been." Dr. **Naomi Fukumori** (East Asian languages and literatures) concurred, remarking that "the EAS MA Program simply could not have operated without the meticulous and thoughtful work of Amy. She is the constant and unifying presence—the administrative lynchpin—in a program comprised of East Asian specialists spread across The Ohio State University." Prof. **Philip Brown** (history) observed that "Amy goes above and beyond the call of duty in providing support for the M.A. program's graduate students." Under Amy's tutelage, nearly 20 students have graduated and are now pursuing East Asia-related careers in academia, government, law, and the non-profit sector.

Another critical task for EASC was to launch the CIC CourseShare program where universities share specialized classes through real-time videoconferencing technology. While the technology is straightforward enough, the administration is not. In a concerted effort to align units across the university (DEALL, Foreign Language Center, University Registrar, Office of Curriculum and Instruction, Office of Academic Affairs) around the common objective of timely access to Tibetan and Mongolian classes imported from University of Michigan and Indiana University respectively, Amy did much of the often arduous and delicate work to build permanent partnerships so that OSU could offer colloquial and literary Tibetan (since 2006) and Mongolian (2009-10), resulting in over 90 enrollments over the years. As Dr. **Ariana Maki**, a three-year Tibetan language student and an onsite tutor for the Tibetan program observed, thanks to Amy's "tireless efforts in support of Tibetan," new professional opportunities opened up for OSU students.

Another critical task has been the management of the Center's diverse fellowship programs. Since 2006, Amy has been the steward of over 270 student fellowship awards, which have ranged from \$400 to \$30,000. Among these, the highly competitive US Department of Education's (USDE) Foreign Language and Area Studies (FLAS) program is by far the most important and most complex. Not only has Amy brought



together many OSU units (OIA, Graduate School, OSURF, Professional Schools, Payroll) in order to successfully administer this program, but thanks to Amy's ability to gather and synthesize data about student enrollments, EASC pioneered the nationally distinctive undergraduate STEM FLAS fellowship. As **Cheryl Gibbs**, the most senior international program officer at USDE, observed, "my career as a federal employee is very rewarding because of people like Amy Carey."

Finally, as part of the Center's landgrant mission, Amy has managed East Asia-focused, high-quality, in-depth training programs for over 2,750 K-12 teachers in the state of Ohio. As **Ryan Wertz**, the World Languages Consultant at the Ohio Department of Education, commented, Amy Carey "is an outstanding ambassador for OSU, who is at all times professional, efficient, collaborative, forward-thinking, and extremely pleasant to work with."

For Amy, no problem is too small to ignore and no problem is too large to solve. Organizationally, she is superbly prepared, but what makes Amy uniquely effective is that she has the interpersonal skills to nudge people across OSU toward optimal solutions. Unfailingly modest and cheerful, it is with a spirit of infectious generosity, openness to change, and thoughtfulness that she has rendered exemplary service to EASC. Now that Amy has been chosen to serve a three-year term on OSU's University Staff Advisory Committee, I am happy that other university leaders will have the good fortune of becoming the beneficiaries of Amy's deep commitment to OSU's educational mission.

Carey appointed to USAC

Amy Carey, the senior assistant director of the East Asian Studies Center, was selected as one of nine new members to join The Ohio State University Staff Advisory Committee (USAC). The USAC is an advisory body to the university president comprised of 27 classified civil service, unclassified administrative and professional and professional and senior administrative professional staff members. Its mission is to maintain an active and participatory line of communication with the university community and to provide a forum through which university staff can raise, discuss and make recommendations to support the university's mission. Amy will serve a three-year term beginning July 1.

Amy has been employed at Ohio State since 2004, starting as director of communications and alumni relations at the Knowlton School of Architecture, and since 2006 has been with the Office of International Affairs East Asian Studies Center. Prior to joining Ohio State, she worked at the University of Michigan's Center for Japanese Studies; the Japan Society, a nonprofit educational institution in New York; and as an international relations coordinator and English language instructor in Japan. Amy holds bachelor's degrees in marketing, international business and Japanese from Miami University and a master's in higher education administration and student affairs from Ohio State. She is a 2008 graduate of Ohio State's Women's Place Staff Leadership Series.

EASC bids farewell to student assistant Christina Caputo

Visitors to the EASC office over the last three years have probably encountered our smiling student assistant, **Christina Marie Caputo**, who assisted the Center on a variety of projects. In Spring 2013, Christina graduated with a bachelor of science in city and regional planning.

"Bright and tenacious, Christina was committed to accomplishing whatever task we give her with attention to detail, quality and efficiency," said EASC program manager **Michelle Attias-Goldstein**. "In addition, she was an absolute pleasure to work with on an interpersonal basis, and we will sorely miss her."

"Christina was an extremely valuable addition to the EASC team," added **Amy Carey**, EASC senior assistant director. "From greeting our visitors to conducting complicated research projects, she approached all aspects of her work with a high level of responsibility and a commitment to excellence. I don't know what I will do without Christina, but wish her the best in all her future endeavors. I'm sure she will go far!"



THE EASC TEAM CELEBRATES STUDENT ASSISTANT CHRISTINA CAPUTO'S GRADUATION (FROM LEFT: PATRICIA SIEBER, MICHELLE ATTIAS-GOLDSTEIN, AMY CAREY, CHRISTINA CAPUTO, JEFFREY CHAN AND JANET STUCKY.)

Center News

Focus on Evaluation and Assessment

EASC hosts first national conference on impact of NRCs



Four Title VI National Resource Centers at The Ohio State University collectively proposed a national conference in their 2010-2014 grant proposals to address the need for information sharing and collaboration to promote effective evaluation practices. The conference, "Demonstrating the Impact of National Resource Centers (NRCs)," was held at The Ohio State University on February 27-28, 2013, co-chaired by EASC Director **Patricia Sieber**, EASC Senior Assistant Director **Amy Carey**, and OIA Evaluation Manager **Cindy Xinquan Jiang**. The conference was the first collective effort among NRCs to identify and promote effective evaluation practices. The main goals of the conference were twofold: a) to bring together Title VI NRCs, administrators and researchers to share promising practices and strategies in evaluation and assessment of foreign language and area studies programs; and b) to facilitate national discourse on defining and measuring NRC outcomes and thus help shape future directions for area studies.

Over 150 faculty directors, assistant directors, and administrators from 46 institutions of higher education, representing 86 (out of 125) National Resource Centers were present at the conference. More than 50 NRC administrators and researchers presented on various evaluation initiatives for NRC core programs including Foreign Language and Area Studies Fellowships (FLAS), K-16 outreach, less-commonly-taught languages, and undergraduate and graduate degree programs. Based on these presentations and subsequent group discussions, the program committee chairs summarize the impact of the NRCs and make recommendations in the report below.

Report of the 2013 Title VI NRC Conference

Authored by Patricia Sieber, Ph.D.; Cindy Xinquan Jiang, Ph.D.; Amy Carey, M.A.

SECURING AMERICA'S FUTURE: THE EFFECTS OF NATIONAL RESOURCE CENTERS

The Infrastructure Effect

Title VI NRC/FLAS funding, universities, libraries and area studies centers together have co-created an unrivalled technical training system that significantly contributes to enhancing national security and U.S. global competitiveness.

CASE 1: 54% of the University of Michigan's NRC & FLAS graduates work in higher education, and nearly 10% in government/military. 44% of Indiana NRC alumni survey respondents use area studies skills daily at work.

CASE 2: Less-commonly-taught language (LCTL) library holdings are supported by NRCs and nearly 15% of LCTL library borrowing in the US goes to state/municipal governments.

The Seeding Effect

Title VI NRC/FLAS seed funding has been amplified through programs and faculty and staff hiring sustained by universities to prepare the next generation of experts with applied and technical knowledge of world languages and regions.

CASE 3: The Ohio State University Graduate School matches FLAS funding with 50% in fellowship tuition support.

The Multiplier Effect

Title VI NRC/FLAS funding trains linguistically proficient, area-savvy MA and PhD graduates who educate thousands of

students, other faculty, teachers, policy makers, and the general public over the course of their long careers (30-40 years).

CASE 4: Cornell University produced 250 PhDs in Southeast Asian Studies between 1951-1988, the majority of whom remain in institutions of higher education as faculty and/or area studies experts.

The Global Diversity Effect

Title VI funding facilitates educational diplomacy by educating young generations, teachers, and the general public about world languages, cultures and regions and enables them to interact more meaningfully with local heritage communities and international communities; these interactions in turn become catalysts for global learning for all students in a classroom.

The Evaluation Effect

Title VI funding can spur universities to evaluate the benefits of international education for improved access, preparation, and degree completion of all student populations.

CASE 5: The GLOSSARI study conducted by the University of Georgia System showed that education abroad improved college completion rates for all students and hence makes a strong case for education abroad.

Report of the 2013 Title VI NRC Conference CONTINUED**RECOMMENDATIONS FOR TITLE VI NRC/FLAS COMMUNITY AND STAKEHOLDERS****The Ohio State University**

We propose that The Ohio State University serve as an information hub for the NRC community and:

- Continue to organize events related to NRC performance measures and evaluation.
- Develop a resource library that contains bibliographies and abstracts of research related to NRC/FLAS.
- Create a collection of evaluation instruments used by NRCs for measuring outcomes.

National Resource Centers

We recommend that NRCs:

- Expand on current evaluation efforts in order to benefit NRC planning and delivery, university initiatives, and state-wide programs through systematic, longitudinal data collection, analysis, and dissemination of results.
- Set specific, measurable goals for programs and incorporate evaluation results to improve and validate programs and demonstrate impact.
- Collaborate on measuring outcomes of common programs such as FLAS, degree programs, and placement to demonstrate collective impact to stakeholders.
- Conduct "fit" test with the strategic priorities and outcomes of their institutions to gauge how NRCs map into the effect of college learning on students, and work with institutional researchers, faculty and administration to tap into the potential impact of NRCs on student learning outcomes.
- Communicate frequently with their Government Relations and Congressional representatives regarding their program goals and outcomes.

Universities

We recommend that universities:

- Incorporate NRC/FLAS assessment into institution's overall assessment plan to show cross-effects of international education on broader set of institutional learning outcomes.
- Invest in resources to build assessment capacity for NRCs.
- Align students/alumni tracking across multiple interest groups and centralize data collection and analysis on international programs.

US Department of Education/International and Foreign Language Education (IFLE)

We recommend that USDE/IFLE:

- Collaborate with NRCs (through conferences/workshops) to develop performance measures that are broad enough to accommodate the discretionary (non-contract) nature of the NRC program.
- Organize training and other events to promote high impact practices and build grantee capacity in evaluation.
- Leverage USDE resources to incentivize research on NRC/FLAS (IRS programs).
- Tap into national resources on educational statistics (at NCES) and prioritize assessment of international education as an integral part of the broader assessment of the nation's higher education system.

US Congress

We urge Congress to:

- Continue FLAS funding to secure the training of the next generation of higher education and government experts (over 60% of FLAS recipients work in these two sectors).
- Not only restore NRC funds to FY2010-11 levels, but to appropriate more NRC funds in order to scale up "access, preparation, and achievement" for global competitiveness for "all U.S. students" (currently, 95% of OSU East Asia Title VI budget goes toward undergraduate and graduate student support; that still only translates into \$2.09 annually per OSU student; 5% of OSU East Asia NRC budget goes toward K-12 outreach; that only translates into \$0.01 annually per Ohio K-12 student).



The 2013 Title VI NRC conference program, presentation materials, streaming video files, and this report are available at:
<http://easc.osu.edu/events/2013-nrc-conference>

TOP LEFT: 2013 NRC CONFERENCE ATTENDEES LISTEN TO U.S. DEPARTMENT OF EDUCATION PERSPECTIVE ON EVALUATION AND ASSESSMENT FROM SENIOR PROGRAM OFFICER CHERYL GIBBS.

RIGHT: OSU OFFICE OF INTERNATIONAL AFFAIRS EVALUATION MANAGER CINDY XINQUAN JIANG (RIGHT) CONVERSES WITH THE CONFERENCE KEYNOTE SPEAKER, PROFESSOR ANAND YANG (LEFT), UNIVERSITY OF WASHINGTON.



Center News

Focus on FLAS Fellowships

EASC-administered FLAS Fellowships benefit diverse body of students

From Autumn 2006 through Spring 2014, the East Asian Studies Center has supported 139 students with Foreign Language and Area Studies (FLAS) Fellowships from the US Department of Education through its Title VI program. Awarded to students with potential to achieve competency in the language and culture of study and thereby increase the US's pool of world area specialists, both Summer and Academic Year FLAS Fellows complete one full year's instruction in the language of award during the tenure of their fellowship. Academic Year Fellows also take area studies courses each semester.

Under the direction of EASC director **Patricia Sieber** and EASC senior assistant director, **Amy Carey**, who serves as FLAS coordinator for EASC and as the FLAS team lead for all area studies centers in the Office of International Affairs, EASC's FLAS program has grown and diversified in recent years. Traditionally reserved for graduate students, FLAS fellowships for undergraduate students became available in 2010, and EASC has strategically used them to support 12 students simultaneously pursuing STEM and foreign language study. For further information and outcomes of EASC's FLAS fellowship program, see tables 1-4 below. <http://easc.osu.edu/fellowships>

TABLE 1: FELLOWSHIP SUPPORT & MATCHING FUNDING, FLAS Fellowships, 2006-2014

	ACADEMIC YEAR	SUMMER	TOTAL
Total Support from US Department of Education	\$1,578,000	\$285,500	\$1,863,500
Total Matching Funding from OSU	\$1,199,315	\$112,955	\$1,312,270
TOTAL SUPPORT AWARDED	\$2,777,315	\$398,455	\$3,175,770
Total # of Fellowships from US Department of Education	55	41	96
Additional Fellowships Offered Due to Matching Funding from OSU	23	20	43
TOTAL FELLOWSHIPS AWARDED	78	61	139

TABLE 1 KEY FINDING: From Autumn 2006 to Spring 2014, EASC received more than \$1.8 million in FLAS funds from the US Department of Education. A 70 percent match, in the form of tuition waivers from The Ohio State University Graduate School (\$1.3 million), allowed EASC to supplement the 96 fellowships received from the federal government with another 43 fellowships, for a total of 139 fellowships awarded during this period.

TABLE 2: LANGUAGE LEVEL DISTRIBUTION, FLAS Fellowships, 2006-2014

LANGUAGE LEVEL	NUMBER OF AWARDS	% OF TOTAL AWARDS
Advanced	119	86%
Intermediate/Advanced	2	1%
Intermediate	13	9%
Beginning	5	4%
TOTAL AWARDS	139	100%

TABLE 2 KEY FINDING:

From Autumn 2006 to Spring 2014, 86 percent of EASC FLAS Fellowships supported East Asian language study at the advanced level (defined by the US Department of Education as third-year language study or above).



EASC-administered FLAS Fellowships benefit diverse body of students CONTINUED

TABLE 3: DEGREE DISTRIBUTION, FLAS Fellowships, 2006-2014

DEGREE PROGRAM	NUMBER OF AWARDS	% OF TOTAL AWARDS
Undergraduate	12	9%
Masters	75	54%
Doctorate	52	37%
TOTAL AWARDS	139	100%

TABLE 3 KEY FINDING:

From Autumn 2006 to Spring 2014, 91 percent of EASC FLAS Fellowships supported graduate students while 9 percent supported undergraduate students, who became eligible in 2010.

TABLE 4: LANGUAGE AND DISCIPLINARY DISTRIBUTION, FLAS Fellowships, 2006-2014

DISCIPLINE	CHINESE	JAPANESE	KAZAKH	KOREAN	MONGOLIAN	TIBETAN	UIGHUR	UZBEK	TOTAL	% OF TOTAL
ARTS										6%
History of Art	2	3				4			9	
HUMANITIES										40%
EA Languages & Literatures	20	17		1	1	1			40	
Other Foreign Languages							1		1	
History	9	6							15	
INTERDISCIPLINARY										27%
Comparative Studies						1			1	
East Asian Studies	19	16		1					36	
Other Area Studies							1		1	
PROFESSIONAL SCHOOLS										11%
Accounting		1							1	
Agriculture	1								1	
Business	2	1							3	
Education	1	2							3	
Law	5								5	
Public Policy	1							1	2	
SOCIAL SCIENCES										4%
Communications		1							1	
Economics		1		1					2	
Linguistics				1					1	
Political Science	2								2	
STEM FIELDS										11%
Biological Sciences	1	1							2	
Engineering	1	3	1	2					7	
Environmental Science	1								1	
Geography	1								1	
Natural Resources		1							1	
Physical Sciences	1	1							2	
Public Health		1							1	
TOTAL	67	55	1	6	1	6	2	1	139	
PERCENTAGE	48%	40%	1%	4%	1%	4%	1%	1%		100%

TABLE 4 KEY FINDING: From Autumn 2006 to Spring 2014, EASC FLAS Fellowships were distributed across numerous disciplines, including those in the arts, humanities, professional schools, social sciences, STEM fields, and interdisciplinary studies. 88 percent of awards were for Chinese and Japanese language study, while the remaining 12 percent supported least-commonly-taught languages of the East Asian region.



Focus on STEM fields

EASC's FLAS Fellowships support undergraduate STEM majors

Since undergraduate FLAS fellowships became available again in 2010, EASC has used them to support 12 students who are pursuing a STEM major and advanced East Asian language study. Fellowships have been awarded for Chinese, Japanese, Korean and Kazakh for both overseas study and domestic study, to students in fields from chemistry to computer science. See profiles of two such fellows here.

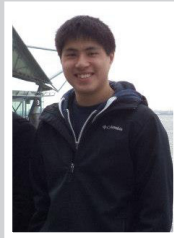
Jordan Chen Undergraduate FLAS Fellow Academic Year 2012-13

STEM Major:

Biology

Language:

Chinese



What did you study during your fellowship?

During my FLAS fellowship year, I was able to dramatically increase my Chinese language proficiency through 4th-level Chinese classes, Chinese 5101 and 5102. It was very beneficial for me as there was a more significant immersion into native Chinese texts than in 3rd-level Chinese. In addition, I was able to learn about many of the cultural aspects of China through courses on Chinese ancient literature, Chinese modern culture, and Chinese modern history.

Why combine STEM and language study?

As a STEM major, I work in a research lab that often collaborates with other researchers in China. In particular, we collaborated with a group that studied the effects of air pollution in Beijing a few years ago. In our ever internationalizing world, it is important that we are able to collaborate with and communicate with individuals from around the world. By combining my STEM study with foreign language study, I have opened doors to better communication and more opportunities.

How did the fellowship benefit your studies?

The FLAS fellowship was beneficial to my studies as it gave me an opportunity to focus on many of these Chinese language and Chinese culture classes that would have otherwise been an afterthought. My language proficiency greatly increased with these classes, and I have also gained a greater appreciation and understanding of Chinese culture and society.

What are your career goals?

After my undergraduate studies, I plan to attend medical school and become a physician.



Nathan Stoltzfus Undergraduate FLAS Fellow Academic Year 2011-12

STEM Major:

Agricultural Engineering

Language:

Korean

What did you study during your fellowship?

I studied a variety of subjects. In the Korean language classes, I took the 3rd-year series, gaining proficiency in both reading and writing. The most challenging part was learning the *hanja*, the use of Chinese characters in Korean. For the area studies requirement, I took a class on Korean culture, Korean literary works, and finally a class focusing on the global application of agriculture. In addition to these classes, each quarter I took three engineering classes for my major.

Why combine STEM and language study?

I had just returned from living in rural Korea for a year when I arrived at Ohio State. I knew all along that I wanted to study Agricultural Engineering, but I discovered, to my surprise, that Korean classes were also offered at OSU. Initially, I signed up so that I could continue to use what I had learned. I soon found out how much more there was for me to learn, and the many ways that I could continue to improve. Taking Korean also created an interesting balance with my math, physics, and other engineering classes.

How did the fellowship benefit your studies?

Without the FLAS fellowship, I would probably have stopped taking Korean after one year in order to focus more on major classes. The fellowship gave me the ability to devote my resources into learning more of the language. It also granted me the opportunity to form relationships with many people who will continue to be influential on my path through school and beyond.

What are your career goals?

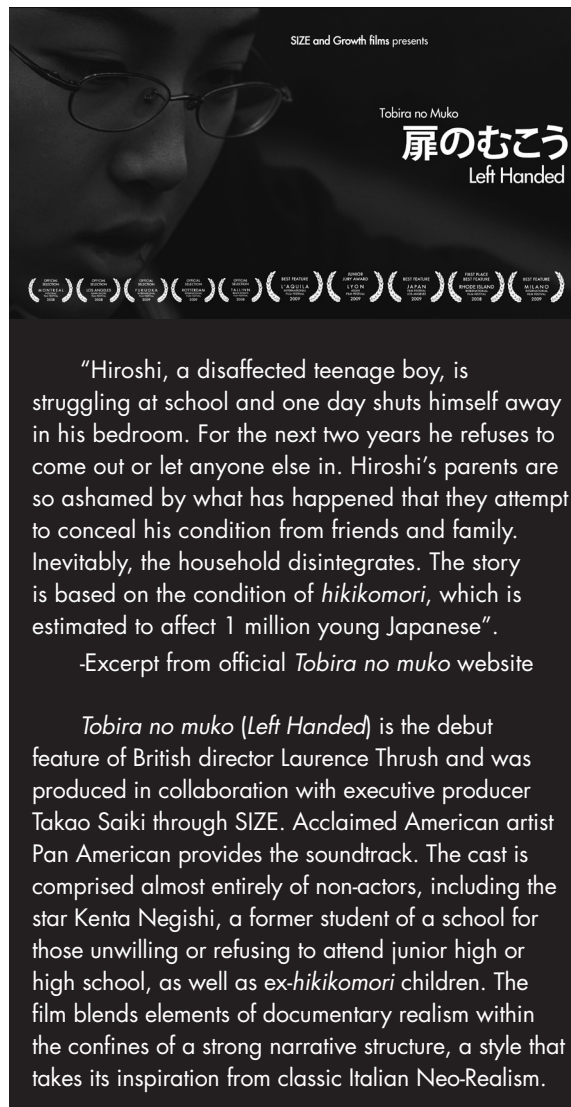
My experience living in Korea not only increased my knowledge of how sustainable agriculture is applied in Korea, but also of the urgency and severity of the agricultural situation in North Korea. It has been my ongoing hope to be a part of an organization or team that first conducts continued research and implementation of sustainable agriculture in the South and then expands to the North to begin restoring and developing a sustainable, self-supported agricultural system. While this is an ambitious goal in light of current political tensions, I am confident that the training I have received through the FLAS fellowship and my degree in Agricultural Engineering has been more than adequate to prepare me for this step when the opportunity arises.

EASC covers hikikomori phenomenon in STEM outreach programs

As part of its recent focus on STEM in East Asia, the East Asian Studies Center presented two special events on April 9 and 10 on the topic of hikikomori, a form of social isolation, in Japan and beyond. The first event reached out to Cleveland-area middle and high school teachers who had completed EASC's National Consortium for Teaching about Asia program in 2012, and featured a lively discussion about the challenges and successes of incorporating East Asian content into the K-12 curriculum. The second event, co-sponsored by the Institute for Japanese Studies and the Film Studies Program, reached out to OSU campus constituents and the local community, with attendees coming from both East Asian studies interests and the medical field.

Featuring a lecture, "Modern-Day Hermits: The Story of Hikikomori in Japan and Beyond," by leading expert Dr. Alan Teo, followed by a film screening of critically-acclaimed *Tobira no muko* or *Left-Handed*, both events raised awareness of this issue Japan has been struggling with in recent years with hundreds of thousands of young people who have retreated into their very own bedrooms. Known as "hikikomori," they are modern-day hermits who disdain social contact and are unable to work or go to school for months or even years. Using the lens of a physician—but, also careful to consider psychological, social, and cultural factors at play—Dr. Teo reviewed the nature, scope, and ramifications of this epidemic of social isolation. He further considered whether *hikikomori* exists elsewhere in the world and what we can do to address the problem.

Alan R. Teo, MD, MS, is an adult psychiatrist, a clinical lecturer in the department of psychiatry and a Robert Wood Johnson Foundation Clinical Scholar at the University of Michigan. Dr. Teo's research is focused on the effect of social ties on mental health outcomes. He has also written extensively about *hikikomori*. His work has been featured in the *Guardian*, *Le Monde*, *Los Angeles Times*, and NPR. In his clinical work, he is interested in collaborative care and incorporates principles of cultural humility, measurement-based care, stepped treatment, and patient centeredness.



"Hiroshi, a disaffected teenage boy, is struggling at school and one day shuts himself away in his bedroom. For the next two years he refuses to come out or let anyone else in. Hiroshi's parents are so ashamed by what has happened that they attempt to conceal his condition from friends and family. Inevitably, the household disintegrates. The story is based on the condition of *hikikomori*, which is estimated to affect 1 million young Japanese".

-Excerpt from official *Tobira no muko* website

Tobira no muko (Left Handed) is the debut feature of British director Laurence Thrush and was produced in collaboration with executive producer Takao Saiki through SIZE. Acclaimed American artist Pan American provides the soundtrack. The cast is comprised almost entirely of non-actors, including the star Kenta Negishi, a former student of a school for those unwilling or refusing to attend junior high or high school, as well as *ex-hikikomori* children. The film blends elements of documentary realism within the confines of a strong narrative structure, a style that takes its inspiration from classic Italian Neo-Realism.

BOTTOM LEFT: EASC DIRECTOR PATRICIA SIEBER (LEFT), GUEST SPEAKER DR. ALAN TEO (CENTER) AND EASC SENIOR ASSISTANT DIRECTOR AMY CAREY AT THE HIKIKOMORI EVENT AT OSU.

BOTTOM RIGHT: EASC SENIOR ASSISTANT DIRECTOR AMY CAREY (FRONT, SECOND FROM LEFT), GUEST SPEAKER DR. ALAN TEO (FRONT, SECOND FROM RIGHT) AND NCTA-CLEVELAND LEAD INSTRUCTOR DR. GARRETT WASHINGTON (FRONT, LEFT) DISCUSS THE TOPIC OF HIKIKOMORI WITH MIDDLE AND HIGH SCHOOL TEACHERS IN CLEVELAND.



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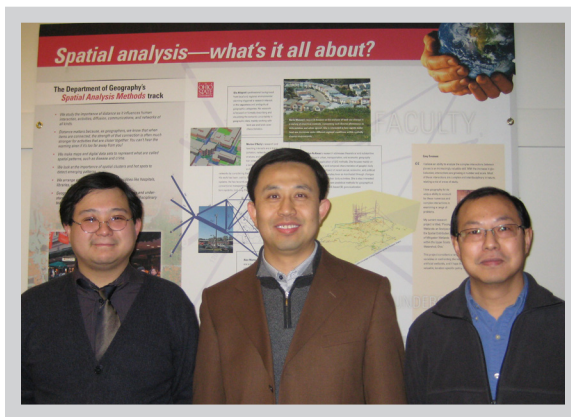
Focus on STEM fields CONTINUED

ICS partners with Geography to host STEM lectures

In collaboration with the Department of Geography, ICS hosted three lectures in the STEM fields. In early January, **Emily Yeh**, associate professor of geography at University of Colorado at Boulder, gave a lecture titled, "Following the Caterpillar Fungus: Nature, Commodity Chains, and the Place of Tibet in China's Uneven Geographies." Caterpillar fungus has become the single most important source of income for rural Tibetans in China. Following caterpillar fungus as it travels from the Tibetan plateau to wealthy Chinese consumers, the talk examined the intersection of political and moral economies along the commodity chain, focusing on the cultural politics of value and how this intersects with inequality in China's uneven geographies of development. In particular, the paper focused on the importance of non-human nature in setting barriers to the production of the wild harvest for the market. At the same time, a geographic imaginary of a pristine Tibetan nature, used to sell caterpillar fungus, erases the labor of Tibetan harvesters and constitutes Tibet as a natural resource for a Chinese middle class anxious about health and pollution.



CATERPILLAR FUNGUS (PICTURED ABOVE) WAS THE FOCUS OF EMILY YEH'S TALK IN JANUARY.



ICS'S JEFF CHAN (LEFT) POSES WITH GUEST SPEAKER SHAOWEN WANG AND NINGCHUAN XIAO OF THE GEOGRAPHY DEPARTMENT AT THE SPRING 2013 LECTURE.

Next, ICS presented a lecture by **Shaowen Wang**, associate professor of geography at University of Illinois at Urbana-Champaign, on "From Computational Geography to CyberGIS: The Geospatial Dimensions of Extreme Digital Transformation." The presentation underpinned the major elements of the emerging field of cyberGIS and discussed how these elements help chart the extreme digital transformation of geospatial research and education.

Finally, ICS hosted **Max Woodworth** from the geography department at University of California at Berkeley. Ordos Municipality, in the Inner Mongolia Autonomous Region, has undergone radical change in the past decade powered by an intensification of local resource extraction, especially of coal. By highlighting key moments of change, this talk examined the implications of Ordos' transformation into a frontier boomtown.

Focus on Asian American studies

Collaboration leads to joint performance, talk and seminar

In collaboration with the Asian American Studies program, the Institute for Chinese Studies hosted **Jon Jang**, a Northern California-based Chinese American educator and jazz musician, at OSU on February 21 and 22 for two events. The first was an "Evening of Jazz and Conversation," combining performance with audience discussion and comments from Jang about his own negotiation of racial and cultural borders, as well as the intersections of aesthetics and politics. The second was a talk and seminar, "One Day American, One Day Alien: The Legacy of Artists of Color Who Changed the National Anthem." This latter event focused on histories of *The Star Spangled Banner* from Jose Feliciano's version in 1968 at the World Series in Detroit, Jimi Hendrix, Marvin Gaye, Armando Perez and Carlos Ponce version in Spanish criticized by Bush, Rene Marie's merging of *The Star Spangled Banner* with *Lift Ev'ry Voice and Sing* (African American National

Anthem) for the Mayor of Denver and even a 1943 version sung by Chinese children in the film, *Thirty Seconds Over Tokyo*.

In mid-April, **Katherine Lew**, lecturer at University of Edinburgh, delivered "From Exotic to Authentic: Chinese Linguistic Practice in San Francisco, California." This talk documented how Chinese social practices became available resources for authentication and denaturalization among non-Chinese San Franciscans, and one suggestive phonetic consequence of this. Despite the historicity of Chinese in San Francisco, the wider circulation of Chinese practices only became commonplace in the 1990s, following post-WWII desegregation and the establishment of San Francisco's 'New Chinatown' neighborhoods. Lew suggested that social change was accompanied by an indexical shift: some ethnic practices gained place-based meanings, allowing for their circulation among non-Chinese.

Focus on international relations

ICS, African Studies and CIBER bring China-Africa specialist to campus

In collaboration with the Center for African Studies and the Center for International Business Education and Research, the Institute for Chinese Studies invited Moses N. Kiggundu, professor of management and international business at the Sprott School Business at Carleton University in Ottawa, Ontario. On February 13, Kiggundu presented “China-Africa Growing Economic Relations: Looking In, Looking Out and Looking Ahead.”

China has become Africa’s largest trading partner, surpassing the United States and its European partners, with commercial trade growing from \$10 billion to \$100 billion in the last decade. African countries increasingly provide China with energy and natural resources in exchange for investments in industry, transportation and agriculture. These business arrangements often enable African governments to avoid aid restrictions typically imposed by Western nations. Kiggundu examined the excitement, resentment, and the controversy provoked by the China-Africa relationship. Developments in trade, investment, foreign aid, concessional loans and migration between Africa and China are significant enough to reframe the rules of the development game. Kiggundu examined the extent which the Forum on China-Africa Cooperation brings meaningful opportunities for ordinary Africans. In the broader context of globalization, what forces determine the sustainability of the China-Africa relationship? More specifically, how will it affect Africa in the East-West context?



DR. MOSES N. KIGGUNDU SPEAKS TO A PACKED ROOM ON FEBRUARY 13 ON CHINA-AFRICA RELATIONS.

Sixth Annual CHINA Town Hall hosted by ICS and Mershon Center



DR. CHRISTOPHER A. REED (ASSOCIATE PROFESSOR, HISTORY) INTRODUCES PAR CASSEL AT THE CHINA TOWN HALL EVENT IN THE MERSHON CENTER FOR INTERNATIONAL SECURITY STUDIES IN OCTOBER 2012.

Held on October 29, 2012, “CHINA Town Hall: Local Connections, National Reflections,” is a national day of programming designed to provide Americans with the opportunity to discuss issues with leading experts. The sixth annual program featured a nationwide webcast by **Gary Locke**, the 10th Ambassador of the United States of America to the People’s Republic of China, which was moderated by **Stephan A. Orlins**, president of the National Committee on US-China Relations. The onsite presentation at OSU was led by **Par Cassel**, who presented “100 Years Anniversary of the Establishment of the Republic of China.”

Cassel teaches courses on late imperial and modern China; the legal, political and institutional history of China; and Sino-Japanese relations. A native speaker of Swedish, he also speaks English, Chinese and Japanese, and has a reading knowledge of classical Chinese, classical Japanese, Danish, Norwegian, French, German, Russian and Manchu. He has put many of these languages to use in his recent book, *Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan* (Oxford University Press, 2012).

US-China relations explored through the lens of cybersecurity issues

On behalf of the Council on Foreign Relations (CFR), the Institute for Chinese Studies and the Mershon Center for International Security Studies collaborated on a national *Academic Conference Call* series on Thursday, April 25. **Adam Segal**, CFR’s Maurice R. Greenberg senior fellow for China studies, discussed US-China relations through the lens of cybersecurity issues. Dr. Segal is an expert on security issues, technology development, and Chinese domestic and foreign policy, and currently leads CFR’s Cyberconflict and Cybersecurity initiative.



Focus on Higher Education Partnerships

EASC partners with local community college and liberal arts college on annual teacher training program



In Winter 2013, EASC held its annual National Consortium for Teaching about Asia (NCTA) seminar on the Delaware campus of Columbus State Community College (CSCC). From January to April, participants met for three hours weekly to learn from lead instructor, Dr. **Anne Sokolsky**, professor of Japanese literature at Ohio Wesleyan University. This three-way partnership—between community college, liberal arts college, and research university—proved critical in reaching out to teachers in the area and leveraging resources. CSCC Delaware’s administration, namely **Patricia Fabrisi**, **Jason LaMar**, **Robbie Campbell**, **Marcia Holleman** and Dean **Angelo Frole**, were instrumental in the success of the program and other joint ventures.

With generous support from the Freeman Foundation, EASC’s seminars provide 6th-12th grade teachers with the knowledge, resources and expert guidance to incorporate or enhance curriculum about East Asia in their classrooms. Since 2004, NCTA-Ohio seminars have given over 255 teachers a strong background in Chinese, Japanese and Korean history and culture, which they have passed on to middle and high school students around the state. For further information, see <http://ncta.osu.edu>.

“Teaching teachers was a new challenge for me. I am used to teaching young adults, but not fellow colleagues. I was a bit nervous at first about how to pitch the level of the class, but I was greeted with enthusiasm and sincere interest in what I had to say about East Asia so the experience was wonderful. I was very impressed with the teachers’ devotion to their profession. They came to my class after a full day of work to spend three hours each week learning about East Asia. Their students are truly lucky to have such serious pedagogues as their educational mentors. All of their lesson plans were fascinating and I learned some new teaching techniques from them that I hope to use in my classes. I am glad I was able to share my love of East Asia with fellow teachers in the Central Ohio area and I hope in the future that maybe some of their students will become my students at Ohio Wesleyan University.”

■ **Anne Sokolsky, NCTA 2013 lead instructor**



Focus on Higher Education Partnerships CONTINUED

EASC teaches about manga at Columbus State Community College

The Ohio State University and Columbus State Community College formalized the Preferred Pathway program in 2011 which offers CSCC students guaranteed admission to OSU and joint advising to help ensure a smooth transition from community college to university.

In an effort to increase access to education about East Asia beyond The Ohio State University, on April 23, the East Asian Studies Center hosted a lecture, organized by Michelle Attias-Goldstein, on the topic of *manga* at Columbus State Community College's Delaware campus. Dr. Anne Cooper-Chen, professor emerita of Ohio University's EW Scripps School of Journalism, gave a lecture titled "Anime Goes Global: Fans From Around the World."

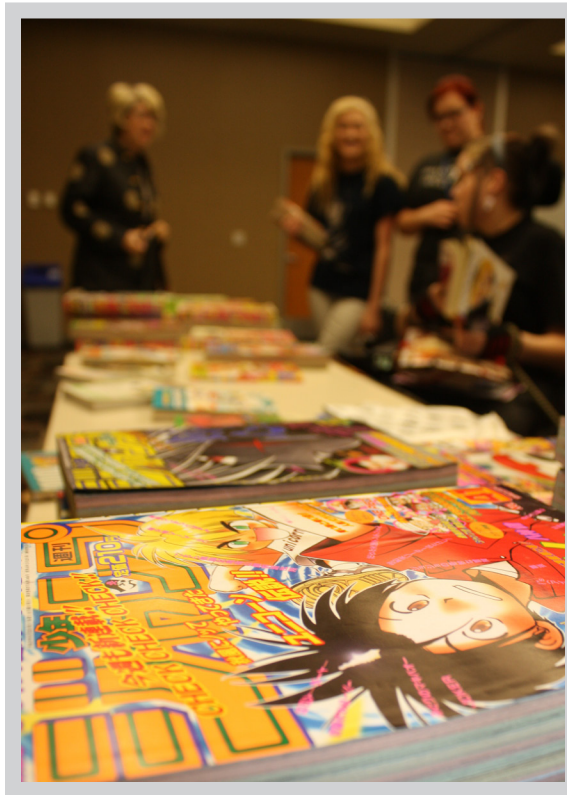
Addressing a broad audience of students interested in *manga* and Japanese culture, Dr. Cooper-Chen's lecture examined the widespread distribution of *manga*, the country-specific popularity of different *manga* styles and, finally, how the global consumption of *manga* is often a surprise to the Japanese who create *manga* primarily for a domestic audience. Following the lecture, Cooper-Chen held a question-and-answer session and distributed a large collection of free *manga* to interested attendees.

Dr. Cooper-Chen received her MA in Japanese Studies from the University of Michigan and PhD from the University of North Carolina-Chapel Hill. She has more than 10 years' full-time media experience—beginning with her first job out of college at an English-language daily newspaper in Tokyo. She is the author of *Cartoon Cultures* (2010), *Mass Communication in Japan* (1997) and three other books. She was a Fulbright Senior Research Scholar in Japan in 1992-93 and a visiting professor at Musashi University, Tokyo, in 2009.

LEFT: NCTA 2013 PARTICIPANTS, EDUCATORS FROM ACROSS CENTRAL OHIO, MEET WITH INSTRUCTOR ANNE SOKOLSKY (RIGHT) AND EASC SENIOR ASSISTANT DIRECTOR AMY CAREY (FRONT, SECOND FROM RIGHT) ON THE FIRST DAY OF THE COURSE AT COLUMBUS STATE COMMUNITY COLLEGE, DELAWARE CAMPUS.

TOP RIGHT: GUEST LECTURER ANNE COOPER-CHEN AND EASC PROGRAM MANAGER MICHELLE ATTIAS-GOLDSTEIN VISIT COLUMBUS STATE COMMUNITY COLLEGE'S DELAWARE CAMPUS FOR AN OUTREACH EVENT.

BOTTOM RIGHT: MEMBERS OF COLUMBUS STATE COMMUNITY COLLEGE'S MANGA CLUB RECEIVE DR. COOPER-CHEN'S BOOK AND FREE MANGA AT THE EVENT.



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Focus on Higher Education Partnerships CONTINUED

IJS receives major Japan Foundation Center for Global Partnership grant

The Institute for Japanese Studies was awarded three years of funding—an anticipated \$118,522—from the Japan Foundation Center for Global Partnership for a project titled “Strengthening the Infrastructure to Produce Future Leaders through Educational Outreach, Career Development, and Development in the State of Ohio and the Midwest.” Led by **Richard Torrance**, the institute’s director, and **Janet Stucky**, assistant director, IJS will use the grant funds to support cooperative activities in Ohio, the Midwest and Japan to enhance outreach to all levels of educational institutions and the community, as well as expand internship programs in the US and Japan.

The Institute for Japanese Studies, part of Ohio State’s East Asian Studies Center, works to promote education and research about Japan. For further information on the Institute for Japanese Studies, contact Janet Stucky at stucky.7@osu.edu.

IKS leads OSU into new CIC-wide teaching consortium for Korea

The Institute for Korean Studies, working with ten other schools in the Committee on Institutional Cooperation (CIC), has recently joined a major effort to encourage the teaching of Korean-related classes at Ohio State and beyond. The program, sponsored by a \$1 million gift from the Korea Foundation, will support the efforts by the CIC schools to develop a series of e-classes about Korea, which will be taught at one university but transmitted electronically to two other member campuses. Unlike traditional online classes, however, these offerings will have limited enrollments, with a maximum of 15 students per class on each campus, and are designed to use cutting-edge technology to make them interactive and engaging. Students will essentially be “in” the classroom of the host campus, even while they sit in an OSU building and receive OSU course credit on their transcripts, and will interact with the professors and the students on the other campuses directly and in real-time. In addition, all professors will travel to the different campuses to teach at least one class from each campus, and to meet with the students in person.

Through this program, IKS will offer OSU students the opportunity to take classes from some of the top professors in the field. In the Spring semester of 2014, this program will offer two classes at Ohio State. The History Department will sponsor one such class, titled “Controversies in Contemporary Korea,” taught by Dr. **Juhn Ann** of the University of Michigan, and the Department of East Asian Languages and Literatures will offer the other, a class titled “North Korea Beyond Images,” which will be taught by Dr. **Se-Mi Oh** at the University of Wisconsin. OSU will also provide one class, “The Two Koreas: Political Economy of Regional Rivalry,” taught by Dr. **Young-Bae Hwang** in International Studies, which will be offered to students at Purdue University and the University of Wisconsin.

Japanese writing workshop brings together Midwest schools and universities



WPT WORKSHOP ATTENDEES POSE FOR A GROUP PHOTO.

The Institute of Japanese Studies (IJS) and the Ohio Association of Teachers of Japanese (OATJ) collaborated to offer an ACTFL Writing Proficiency Guidelines Familiarization (WPT) Workshop on Sunday, May 19 on the campus of The Ohio State University. Over 30 educators from five high schools and 14 universities around Ohio and the Midwest (Bowling Green State University, Case Western Reserve University, Eastern Michigan University, Indiana University, Kansas State University, Kenyon College, Michigan State University, Millersville University, Oberlin College, The Ohio State University, University of Findlay, University of Cincinnati, University of Michigan and Wittenberg University) attended the workshop. Participants learned about assessment criteria for writing and rating a writing sample, and then engaged in rating practice, creative writing prompts and evaluation.

As part of its teacher training mandate, EASC supported this workshop, with Title VI funds, which aimed to provide additional training to K-16 Japanese language teachers in Ohio. The Ohio Department of Education (ODE) made Oral Proficiency Interviews (OPI) and Writing Proficiency Tests (WPT) part of K-12 foreign language teaching license requirements in 2009, and will start evaluating teachers based on their students’ proficiency-based performance in 2013-2014.

Focus on Arts Outreach Initiative

“Understanding Asia through Religion and Art” funded by BETHA grant

East Asian Studies Center Director **Patricia Sieber**, in collaboration with **Susan Huntington**, professor emerita, department of history of art, was awarded a Battelle Engineering, Technology, and Human Affairs (BETHA) grant in Spring 2013 in the amount of \$33,000 for an interdisciplinary project titled “Understanding Asia through Religion and Art: Creating Finding Tools for a Database of Original Source Materials.” A partnership between OSU’s Huntington Archive, the Center for the Study of Religion, the East Asian Studies Center, and the Department of East Asian Languages and Literatures, the objective of the grant is to make the 262,000 original photographs in the John C. and Susan Huntington Photographic Archive for Buddhist and Asian Art accessible to non-specialist audiences. The project will bring together faculty from the Huntington Archive (**Susan Huntington**), History of Art (**John Huntington**), Comparative Studies (**Lindsay Jones**, **Thomas Kasulis**), and the University Libraries (**Maureen Donovan**) along with **Patricia Sieber** (EASC, East Asian Languages and Literatures) in an effort to make one of OSU’s unique world-class resources searchable for a general audience. Outside collaborators (**Marcus Bingenheimer**, Temple University and **Cathleen A. Cummings**, University of Alabama) will assist in the process of making this project a model in the digital humanities.



PHOTOGRAPH BY ERIC HUNTINGTON, COURTESY OF THE HUNTINGTON PHOTOGRAPHIC ARCHIVE AT THE OHIO STATE UNIVERSITY.
[HTTP://HUNTINGTONARCHIVE.OSU.EDU](http://HUNTINGTONARCHIVE.OSU.EDU)

The John C. and Susan L.

Huntington Photographic Archive of Buddhist and Asian Art represents 40 years of field documentation photography by the Huntingtons. In 1986, the two History of Art professors at The Ohio State University, partnering with the History of Art department, created an institutional archive to house images of art from countries central to their personal research, as well as other areas of the Buddhist world. Originally devoted to providing pan-Asian documentation and resource materials for scholarly research and classroom teaching, the BETHA grant funds will be used to expand access and extend its reach to multidisciplinary and multi-level audiences through enhanced search capabilities, fostering education about Asia, and creating a template for other similar databases.

In addition to expanding access through innovative search tools, the project team will design nationally relevant K-12 teacher training modules, utilizing photographs

from the archive, that will help teachers implement lessons on East Asian themes in the classroom. These “Open Educational Resources” will each consist of images, maps, short essays, and other textual information to enable non-specialists to adapt the materials for a lecture, presentation, or report. EASC Senior Assistant Director **Amy Carey** and Program Manager **Michelle Attias-Goldstein** have been instrumental in this aspect of the project, bringing in teacher consultants from EASC’s “Teaching about Asia” alumni network and synthesizing K-12 Common Core standards to see where such content might naturally fit. The project

team is also exploring incorporating cutting-edge technology into the modules, such as e-books and animation, through partnerships with OSU’s Digital First Initiative and Advanced Computing Center for the Arts and Design (ACCAD). Once the modules are complete, EASC plans to host a K-12 educator seminar to introduce the resources.

A major emphasis of the project is Asian religions and belief systems, thus building on the strengths of the Huntington photographic collection, but, also, providing a window into the foundations of Asian thought. “Religion has sometimes been an overarching unifying feature of Asian society, as in the case of Buddhism, and sometimes religion has been at the crux of violent upheavals and societal disruptions,” said Susan Huntington. “Given that many

of OSU’s graduates, including STEM majors, will find themselves working in Asia or with Asian partners and/or colleagues upon graduation, the deepening of social and cultural knowledge about Asia is especially critical.”

Highly competitive, BETHA awards at OSU are aimed at influencing future leaders so that scientists and engineers become more sensitive to social needs, and so that others gain a better comprehension of the capabilities and limitations of science and technology. “Given the pressures that rapid development in China and India present for climate change and other global issues, creating educational materials and disseminating knowledge about Asia is crucial,” explained Sieber. “Such knowledge can inform future leaders in technology, government, and business about how to achieve a sustainable equilibrium between human society, nature, and technology.”



Center News

Focus on Arts Outreach Initiative CONTINUED**Resurrecting *The Wedded Husband*, a play by Hong Shen**

by He Man, PhD candidate in modern Chinese literature and culture

For the first time in nearly a century, Hong Shen's (1894-1955) *The Wedded Husband: A Realist Chinese Play* (1919)—the first English play written, published, and staged by a Chinese national in America—will be performed at OSU. Sponsored by an Arts and Humanities RCA Grant awarded to Kirk Denton (DEALL) and Patricia Sieber (DEALL) and an interdisciplinary team of co-PIs (Library, History of Art, and Theatre/UBC) with additional support from the East Asian Studies Center and the Institute for Chinese Studies, *The Wedded Husband* will be staged at the Royal Bowen Theatre in OSU's Drake Performance Center for four performances on November 16-17, 2013. After an extensive search, the production team (Sieber, Denton, and He Man) invited Siyuan Liu (assistant professor in theatre and film, British Columbia University) to be the director and auditioned OSU students for the cast.

Hong Shen successfully premiered *The Wedded Husband* at OSU on April 12 and 13, 1919, at the Chapel, a place in the Oval now occupied by University Hall. At that time, Hong Shen was an undergraduate student pursuing a degree in Ceramic Engineering at OSU under the auspices of a Boxer Indemnity Scholarship. *The Wedded Husband* marked Hong's initial foray into drama and was staged with the participation of the OSU chapters of the Cosmopolitan Club and the Columbus Chinese Students' Club. Significantly, Hong's production featured a mixed-gender and mixed-racial cast, which ran counter to both Chinese (single-sex) and Western (yellow-face) staging conventions of the day. Partly due to these innovations, *The Wedded Husband* attracted a large audience of over 1,300 from both the university and the wider Columbus community. The production received favorable reviews in the local press, including *The Columbus Dispatch*. The success of *The Wedded Husband* inspired Hong to stage a second play at OSU in September 1919, *The Rainbow*, which involved student-actors from OSU, the University of Michigan, University of Chicago, University of Wisconsin, and other US universities. These two achievements gave Hong the confidence to forgo engineering for a career in drama.

Although Hong Shen is commonly regarded as one of the key figures of early Chinese modern drama and film, his formative drama experiences at OSU have, until now, gone largely unnoticed. This oversight only began to be remedied when **Hong Qian**, Hong Shen's daughter, paid a visit to OSU in summer 2012. Arriving under the auspices of the Institute for Chinese Studies, and assisted by affiliated faculty (in particular **Julia Andrews**, Distinguished University Professor, history of art and founder of the Institute for Chinese Studies) and graduate students such as myself, Hong Qian conducted research at the OSU archives, the Columbus Metropolitan Library, and the archives of *The Columbus Dispatch* for a revised edition of a biography of her father. It was this research that revealed the details about Hong Shen's student life and production activities at OSU. And it was during a leisurely walk with Hong Qian around the Oval on a balmy afternoon on June 14, 2012, that the idea of restaging *The Wedded Husband* was conceived.

On that afternoon, it was as if I had stepped through a gateway where the past encounters the present and where world-renowned dramatists agree to converse with budding scholars. Like my fellow DEALLers, I had made countless treks these past years from Hagerty Hall across the Oval to University Hall or other points of destination. Whether rushing between classes or just aimlessly wandering around, my mind tended to focus on what seemed to be more pressing concerns, and I often lost sight of the buildings and history that surrounded me. Listening to Hong Qian recount her father's experiences at OSU, I was suddenly struck by the rich history of the OSU campus and its unexpected connections to my field of study of modern Chinese drama.

During that fortuitous walk with Hong Qian, I saw OSU and my place within the campus community in a whole new light. It was truly the sort of pivotal moment that all researchers seek, and it took place right here, on the OSU campus. My goal for the coming production is that it will kindle similar emotions of historical awareness and campus pride among performers and spectators alike. We invite you to contribute to this project. We are still looking for additional cast members, potential set and light designers, and stage hands. We also invite you to support the project with financial contributions and by spreading the word among the campus community and interested parties in Central Ohio and beyond. And of course, we hope that you will join us this fall so that we can properly thank our senior Buckeyes for giving birth to this classic theatre production and for playing such an instrumental role in the development of one of Chinese modern theatre's most important figures—Hong Shen!

For further information, contact He Man at he.121@osu.edu or (440) 309-0476.



Focus on Arts Outreach Initiative CONTINUED

OSU Special Collections home to new “Shen Hung (1894-1955) Collection”

by Patricia Sieber, director, EASC

April 30 was a special day. It was on that day that OSU Special Collections welcomed its first donation of Chinese language materials. The occasion was all the more memorable in that the donation featured a famous alumnus of the first generation of Chinese students studying at OSU in the 1910s. Last summer, Ms. **Hong Qian**, the daughter of Hong Shen, widely regarded as one of the founding figures of the modern Chinese film and theatre, visited OSU to conduct research for a revised biography of her father. In collaboration with Prof. **Judy Andrews** and **He Man**, she discovered that in 1918, Hong Shen, though majoring in ceramic engineering, enrolled in an English class, where he wrote the first known play in English of any Chinese national and went on to stage it to great acclaim at OSU in 1919. After presenting a lecture on her findings in the ICS lecture series, Ms. Hong Qian was very happy to discover that the university that had played such a major role in her father's work as a playwright and producer is now home to a thriving community of scholars with interests in Chinese drama, theatre, and film. Needless to say, we were all extremely touched and excited when later in the fall, Ms. Hong Qian decided to donate to the OSU Libraries over thirty items, including books, CDs, photos, and pictures pertaining to her father's career, on her own behalf and that of her mother, the late Ms. Chang Qingzhen, in memory of Hong Shen's studies at OSU. We also felt fortunate that OSU's Special Collections faculty, most notably **Nena Couch** and **Geoffrey Smith**, shared our enthusiasm on welcoming that collection at OSU. With finding aids and digital sources planned, we hope to make Ms. Hong Qian's donation the nucleus of a collection for the study of the modern Chinese mediasphere. Happily, the Division of Arts and Humanities also concurred and awarded a major grant to the Hong Shen initiative that will enable us to host a symposium entitled “Hong Shen and the Modern Mediasphere in Republican Era China” on November 18 in conjunction with a staging of Hong Shen's play on November 16 and 17, 2013. For further information on the symposium, contact Prof. **Kirk Denton** (denton.2@osu.edu).

TOP RIGHT: PROF. KIRK DENTON (LEFT), PROF. PATRICIA SIEBER (SECOND FROM RIGHT) AND HE MAN (RIGHT), WITH NENA COUCH (SECOND FROM LEFT), PROFESSOR OF THEATRE AND CURATOR OF THE JEROME LAWRENCE AND ROBERT E. LEE THEATRE RESEARCH INSTITUTE, IN OSU'S SPECIAL COLLECTIONS READING ROOM WITH WORKS BY AND ABOUT HONG SHEN.

BELOW: HONG QIAN (CENTER) FLANKED BY PROF. JULIA ANDREWS (RIGHT) AND PROF. PATRICIA SIEBER (LEFT) WITH ICS ASSISTANT DIRECTOR JEFF CHAN (REAR).



UPCOMING SYMPOSIUM: *Hong Shen and the Modern Mediasphere in Republican Era China*

Monday, November 18, 2013
The Ohio State University, Columbus, OH

Opening Remarks: Kirk A. Denton (OSU)

Morning Session:

Steven Liu (University of British Columbia), *The Role of Two Beijing Newspapers in the National Theatre Movement Debate*

Xuelei Huang (University of Edinburgh), *Mediating, Interlinking, and Multitasking: Hong Shen at the Mingxing (Star) Motion Picture Company, 1925-1937*

Xiaomei Chen (University of California, Davis), *Mapping a “New” Dramatic Canon: Rewriting the Legacy of Hong Shen*

Afternoon Session:

Man He (OSU), *When S/He is Not Nora: Global Citizens, Chinese Dramatists, and Their Staging Experiences in 1910s America*

Weihong Bao (University of California, Berkeley), *Hong Shen's Performance Theory for Stage and Film*

Megan Ammirati (University of California, Davis), *Hong Shen and Gender-straight Casting: Inevitable Impersonations in Yama Zhao*

Closing Remarks: Patricia Sieber (OSU)



Center News

Focus on Arts Outreach Initiative CONTINUED

IJS sponsors Japanese art and poetry contest in Mt. Vernon

Selecting the winners from among hundreds of entries in the 2013 Mt. Vernon Japanese-inspired art and poetry contest that focused on the Children's Day theme was a difficult task, according to **Janet Stucky Smith**, assistant director of the The Ohio State University Institute for Japanese Studies, which cosponsors the competition and provides certificates and cash prizes. The winning students in each category were recognized in a brief ceremony held May 3 in the Mt. Vernon High School theater lobby. A special guest at the ceremony was **Veronica Abraham**, who came in third in one of the first Japanese-influenced art contests held in Mount Vernon in 2007. The next year, she won first place. "I have always had an interest in Japanese art," she said. "I am part Japanese and I am glad the students get to learn more about Japanese culture and art." Abraham, currently a student teacher at Mount Vernon High School, graduated from Columbus College of Art and Design and will teach art at Watkins Memorial next year.

"The students really enjoy learning about Japanese culture and traditions like Children's Day," said **Heather Vaughn**, 2nd grade teacher at Wiggin Street School. "Giving them an opportunity to create artwork and poetry to show what they have learned makes it even more special and fun for them."

The contest is organized by high school social studies instructor **Rob Fetters**, a graduate of EASC's National Consortium for Teaching about Asia program.



FIRST-PLACE WINNERS IN THE 2013 MOUNT VERNON CITY SCHOOLS JAPANESE-INSPIRED ART AND POETRY CONTEST. FROM LEFT, JACK WELTER, ELEMENTARY HAIKU; MADALYNN COSTSAMIRE, SECOND/THIRD GRADE ART; CHLOE DAILEY, FOURTH-GRADE ART; AND CANA YOST, HIGH SCHOOL HAIKU OR TANKA POETRY. NOT AVAILABLE FOR PHOTO: IAN WITAKER, FIFTH-GRADE ART.

Spring 2013 EASC expOSure

East Asia projects featured at OSU Outreach and Engagement Forum

EASC faculty and staff projects were featured in the inaugural Ohio State University Outreach and Engagement Forum on May 2 at the Ohio Union. Only 80 projects were chosen to be featured during a campus-wide vetting process. EASC presented its work with Japanese artist Migiwa Orimo and local charter school Columbus Preparatory Academy, through the EASC arts outreach initiative, while faculty associate Professor **Karen Mancl** (EAS MA graduate, 2010) featured her work on environmental technology transfer to rural China.



EASC'S AMY CAREY (LEFT) AND MICHELLE ATTIAS-GOLDSTEIN (RIGHT) DISPLAY THE WORK OF THE EASC ARTS OUTREACH INITIATIVE.



PROFESSOR KAREN MANCL SHARES HER OUTREACH WORK IN RURAL CHINA.

Focus on Arts Outreach Initiative CONTINUED

Noh theatre presented up close and personal in Spring 2013



Shelley Fenno Quinn, associate professor in the Department of East Asian Languages and Literatures, was the principal organizer for a project titled “The Noh Theatre Up Close and Personal: Proposal for a Public Exhibition, a Public Noh Performance, and Two Noh Workshops for OSU Students.” The primary objective of the project was to provide OSU students with the opportunity to actually meet and interact with Noh performers and with scholars who offer diverse perspectives on the art. The series of events took place during spring semester 2013 with major funding from the Tōshiba International Foundation and support from DEALL, the Institute for Japanese Studies, the East Asian Studies Center, The Ohio State University Libraries, and the US Department of Education Title VI Grant.

The first event was an art exhibit featuring fifteen Japanese woodblock prints by the preeminent artist of Noh and Kyōgen, Tsukioka Kōgyo (1868-1927). It took place from February 15 to March 15 at the William Oxley Thompson Memorial Library. The prints belong to the private collection of Professors **Richard J. Smethurst** and **Mae J. Smethurst** of the University of Pittsburgh (pictured above, center). The curator of the exhibit was Professor **Nena Couch** of the Jerome Lawrence and Robert E. Lee Theatre Research Institute. On February 18, in conjunction with the exhibit, Richard Smethurst, who is a historian of Japan, gave a public lecture at Thompson titled “Tsukioka Kōgyo and the Popularization of Noh, 1869-1927.” His lecture connected Kōgyo’s oeuvre with rising Western interest in Noh and with Noh’s recovery in Japan after its loss of feudal patronage in the late nineteenth century.

On February 19, drama scholar Professor Mae Smethurst presented “Philoctetes and Shunkan,” a comparative analysis of classical Greek tragedy and Noh drama. While open to the public, the lecture took a workshop format designed especially to engage students in two OSU courses, J5400: *Performance Traditions of Japan* and J5112: *Classical Japanese II*. Preparatory reading was assigned from Smethurst’s latest monograph, *Dramatic Action in Greek Tragedy and Noh: Reading with and beyond Aristotle* (2013), and time was earmarked for questions and discussion.

On April 1 and 2, OSU hosted two professional Noh performers, Ms. **Hisa Uzawa** and Ms. **Hikaru Uzawa**, from the Noh Laboratory Theatre, Tessenkai, Tokyo. On the first day, the performers, who are mother and daughter, conducted a Noh dance workshop for students at the Women’s Field House (pictured below). The Uzawas first demonstrated movement sequences in three contrasting styles, the ghost of a warrior, the ghost of a young woman, and a goblin. The workshop participants, who chose to learn more of the goblin’s dance, then spent a spirited ninety minutes learning how to twirl, leap and execute other fast-paced movement patterns.

On the evening of April 2, the Uzawas starred in a public performance of the Noh play *Shōjō Midare* (*The Topsy Elves*) in the West Ballroom at the Ohio Union (pictured above, left). The play treats celebratory themes of longevity and the joys of imbibing saké, believed to be the elixir of life. In a special variant, two elves instead of one rose out of the tidal waters of the Yangtze River to dance. The dance, which simulates the tipsy elves cavorting on the waves, is very challenging technically and is a special highlight of this play.

Another highlight of the Uzawas’ time here was the rare opportunity they gave OSU students to train as stagehands to assist at the April 2 performance. It was a rigorous two days. The students’ tasks included raising the curtain, handling the stage prop, assisting with the audio, and taking part in the complex process of dressing the actors (pictured above, right). **Emi Williams** and **Qi He**, two students who trained as assistant dressers, took part in an on-stage costume demonstration that the Uzawas conducted prior to their performance.



Focus on East Asian Lecture Series

Korean studies lecture series covers broad range of topics



(LEFT TO RIGHT) DR. ELEANA KIM, DR. MITCH LERNER, DEANN BORSHAY LIEM AND SHANNON GONZALEZ-MILLER (DIRECTOR OF SCHOLARSHIP SERVICES, OSU OFFICE OF DIVERSITY AND INCLUSION) GATHER AT LECTURE EVENT.

The IKS lecture series has examined a broad range of exciting topics over the past few months. In late November, IKS hosted Dr. **T.X. Hammes**, a senior research fellow with the Institute for National Strategic Studies at National Defense University and a retired colonel in the US Marine Corps, for a talk, "The 1st Provisional Marine Brigade, the Corps Ethos, and the Korean War." This lecture took place at the Mershon Center for International Security Studies, and explored the experiences of the the 1st Provisional Marine Brigade, which was the first Marine brigade to Korea in 1950, and which has reached mythological status in the Corps. The Brigade is often cited as proof that unit integrity, tough training and combat experienced leaders make the difference between success and failure in a first fight. In fact, as Hammes demonstrated, the Brigade had none of those advantages, which makes the story of its success in Korea even more remarkable, as well as being more valuable for today's Armed Forces.

In January, as part of Asian Pacific Heritage Month, IKS brought together two events addressing the topic of Korean international adoption and examining issues of cultural identity and values in contemporary South Korea. Dr. **Eleana Kim**, a cultural anthropologist and assistant professor of anthropology at the University of Rochester, presented a lecture titled "Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging," on January 31 at the Multicultural Center in the Ohio Union. Dr. Kim's talk relied on ethnographic research with resident adoptee returnees who lived and worked in South Korea for extended periods of time at the turn of millennium, and showed how their social marginalization and discrepant cosmopolitanism reflect the ascendance of neoliberal values in contemporary South Korea. Since the late 1990s, she noted, adult Korean adoptees have been

returning by the thousands to visit, search for relatives, and explore Korean culture. A smaller number choose to live and work for extended periods of time there as well. This talk contextualized their experiences in relation to the South Korean government's proactive globalization policies and the rise of "English fever," and analyzes the shifting receptions of adoptees by the state and everyday South Koreans as a window onto post-HMF neoliberal transformations in South Korea. This talk was derived from Dr. Kim's recent book, *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging* (Duke University Press), which received the James B. Palais Prize in Korean Studies from the Association of Asian Studies and the Social Science Book Award from the Association of Asian American Studies, both in 2012.

Following this lecture, producer and director **Deann Borshay Liem** screened her film *In the Matter of Cha Jung Hee* at the Gateway Film Center. Well attended, the film was followed by a question-and-answer session with Borshay Liem, who is producer/director/writer for the Emmy Award-nominated documentary, *First Person Plural* (Sundance, 2000; Grand Prize, Best Bay Area Documentary, San Francisco Int'l Film Festival), executive producer for Spencer Nakasako's *Kelly Loves Tony* (PBS, 1998) and *AKA Don Bonus* (PBS, 1996, Emmy Award), co-producer for *Special Circumstances* (PBS, 2007), and is the former executive director of the Center for Asian American Media, as well as a Sundance Institute Fellow and the recipient of a Rockefeller Film/Video Fellowship. *In the Matter of Cha Jung Hee*, which was broadcast nationally on PBS on the award-winning series *Point of View* (POV) in September 2010, is Borshay Liem's first-hand account of being a Korean adoptee deceptively brought to the US in 1966. The film follows Borshay Liem as she returns to her native Korea to find her "double," the mysterious girl who she was switched with at the Korean orphanage just before being adopted into an American family. Traversing the landscapes of memory, amnesia and identity, while also uncovering layers of deception in her adoption, this moving and provocative film probes the ethics of international adoptions and reveals the cost of living a lie.

The IKS lecture series continued on February 28, with Dr. **Rachael Miyung Joo**, assistant professor of American Studies at Middlebury College, for a talk titled "Transnational Sport: Gender, Media, and Global Korea." In this presentation, Dr. Joo probed the production and representation of "Koreanness" in sports in this global era, and argued that superstar Korean athletes and sporting mega-events operated in ways designed to shape national sentiments and transnational subjectivities for Korean subjects located throughout the world. The talk, which was informed by her 2012 book, *Transnational Sport: Gender, Media, and Global Korea*,

Korean studies lecture series covers broad range of topics CONTINUED



DR. CHAN PARK, GUEST SPEAKER DR. GARY PAK AND DR. MITCH LERNER (CENTER) GATHER WITH GRADUATE STUDENTS AT THE CONCLUSION OF DR. PAK'S LECTURE.

focused on the contradictory discourses of race and nation that emerge within sporting contexts, and the gendered representations that symbolized changing ideas of appropriate womanhood and manhood within a neoliberal era. Perhaps fittingly, it also occurred at almost the same time that Dennis Rodman was arriving in North Korea!

On March 8, IKS turned its focus to Dr. **Jeremi Suri**, the Mack Brown Distinguished Chair for Leadership in Global Affairs at the University of Texas at Austin, for a talk titled "Why the Korean War was the Most Important and Enduring Cold War Conflict: Contemporary Lessons." Talking to a full house at the Mershon Center, Dr. Suri discussed how the Korean War changed the nature of the post-1945 international system in ways that continue to resonate.

First, Suri argued, the War militarized foreign policy-making, replacing the diplomatic efforts of the late 1940s with a new emphasis on limited war intervention-capabilities as a key measure of international power. Second, the conflict hardened animosities on the Korean peninsula and across East Asia. Third, and perhaps most important, the Korean War created a vision of "naked aggression" and "liberation" warfare that would dominate American thinking about international conflict thereafter. Suri also gave a talk at Otterbein University, as part of IKS' outreach efforts, examining the politics of East Asia from a historical perspective, and led a seminar with graduate students in diplomatic history.

In April, IKS teamed with Asian American Studies to bring to campus Dr. **Gary Pak**, an award-winning novelist from the University of Hawai'i at Manoa. Pak, who has won numerous writing fellowships and prizes, including the Elliot Cades Literary Prize in 1992, met with graduate students in the English department, and then gave a reading from his new book, *Brothers Under a Same Sky*. This novel tells the story of a second-generation Korean American who is called to serve in the Korean War, and the impact of the experience for him and his family. After the reading, Pak spoke to students and faculty about the process of conducting research for the book, and even showed a brief video presentation he made while doing research at the site of the 1950 Nogun-ri massacre.

The IKS lecture series came to a grand finale with Dr. **Monica Kim**, an assistant professor at the University at Albany (SUNY) and a Mellon Postdoctoral Fellow at the University of Pennsylvania, on April 17 at the Mershon Center. Dr. Kim's talk focused on the controversy that prolonged the Korean War ceasefire negotiations at Panmunjom for eighteen months: POW repatriation. Although scholars have often dismissed the POW controversy as a footnote or a propaganda ploy, she contended that the controversy, upon closer examination, reveals the limits of international laws of war in front of decolonization. From the vantage point of the largest United Nations Command POW camp on Kojima Island, this talk re-examined the workings and consequences of the armistice to suggest ways for understanding the legacies of a war that has still not officially ended.

Many groups contributed to the success of these lectures, and IKS would like to thank the East Asian Studies Center, the Department of East Asian Languages and Literatures, the Mershon Center for International Security Studies, the History Department, the Multicultural Center, and the Asian-American Studies program, for their support.

"Visiting OSU and screening my film, in conjunction with a presentation by Prof. Eleana Kim, was a wonderful experience. Eleana's talk really helped provide a social and historical context for my film which is very personal. The huge surprise was that my childhood friend, Shannon Gonzales, who happens to work at OSU was in the audience! I haven't seen Shannon in some 40 years. She gave me a precious gift—a letter I had written to her as a young girl, confiding in her my confusion about my identity as a Korean adoptee. This letter, which she had saved all these years, was like reclaiming a lost part of myself."

■ **Deann Borshay Liem, filmmaker**



Center News

Focus on East Asian Lecture Series CONTINUED

Japanese studies lectures cover topics from sign language to haiku

The Institute for Japanese Studies (IJS) presented numerous lectures during Winter and Spring 2013. **Kazumi Matsuoka**, a faculty member in economics from Keio University and University of Connecticut, spoke on January 17 about “Japanese Sign Language: Challenging Issues and a Linguistic Analysis.” She discussed how Japanese Sign Language (JSL, Nihon Shuwa) refers to the sign language that deaf children acquire as their first language, typically in a deaf household or through early exposure to the language. Its linguistic characteristics are very different from those of spoken Japanese, as many research results have revealed (Fischer 1996, Ichida 2005, Ichida 2010, Matsuoka et al. 2012, etc.), Matsuoka explained. She discussed numerous reasons for why the field of JSL linguistics has not been fully developed. One reason is the lack of recognition of JSL as a natural language, due to the political and educational policies implemented in the past. In her talk, Matsuoka explored the history of JSL, in relation to predominantly oral-oriented deaf education in Japan, with an introduction to examples of syntactic and semantic properties of JSL, many of which cannot be attributed to influences from Japanese. The event was co-sponsored by IJS, East Asian Languages and Literatures, Linguistics, Foreign Language Center, American Sign Language Program, East Asian Studies Center, and a US Department of Education Title VI Grant.

On April 12, IJS welcomed **Elaine Gerbert** of Kansas University who spoke on “A Predilection for Doubles, Doppelgangers and Dolls.” She discussed how sight has been called the primary sense of modern subjectivity, a privileging which is readily evident in instantaneous circulation of visual images across linguistic barriers today. Gerbert argued that a keen consciousness of the social effects of viewing and being viewed is already amply evident in early 20th century Japanese literature, with the growing thematization of the role of seeing in the novels of many prominent writers. She went on to explain that, in Japan, a corollary to this preoccupation with ocular experience was a fascination with the double, evidenced in the recurring images of doubles, doppelgangers and dolls that inhabit modern literature, particularly during the Taisho period, when photography and film technologies were gaining widespread popularity. This lecture was co-sponsored by IJS, East Asian Languages and Literatures, East Asian Studies Center, and a U.S. Department of Education Title VI Grant.



DR. ADAM L. KERN SPEAKS
IN THE IJS LECTURE SERIES.

Next in the series was **Adam L. Kern** of the University of Wisconsin–Madison who spoke on April 15 on the topic of “Zen and the Art of Mumbo Jumbo in Haiku.” Dipping into his forthcoming translation volume, *The Penguin Book of Haiku*, in his talk, Kern rethinks the history and nature of haiku. Proposing a “modal approach” to the wittily linked verse (*haikai*) of the Edo period (1600-1868) from which the haiku emerged, he examines key modes of the 17-syllable verseform that have been whitewashed or pooh-pooed by traditionalist narratives of haiku, particularly the comic haiku (*senryu*) and the dirty sexy haiku (*bareku*). Specifically, he argues that the notion of the haiku as an age-old freestanding form of poetry expressing Zen ideals and Japanese aesthetics is vexed, if not deliberately misleading. He proposes that until this “Grand Narrative of Haiku” can be exposed as having invented the haiku tradition only surprisingly recently, thereby distorting haikai and even Japanese culture itself as part of the polemics of the late-19th and early-20th century project of modernization and Westernization, contemporary haiku will remain gridlocked in an unfortunate binary

based on what is effectively an historical mirage. This event was co-sponsored by IJS, East Asian Languages and Literatures, East Asian Studies Center, and a U.S. Department of Education Title VI Grant.

IJS FACULTY POSE WITH GUEST SPEAKER ELAINE GERBERT (CENTER).

In addition to IJS’s regular series described above, the Institute for Japanese Studies provided support for the Department of East Asian Languages and Literatures series, which included **Ryan Cook** of Yale University on January 29 who spoke on “Through the Looking Glass: The Postwar Film Writing of Inkgaki Taruho and the Pursuit of a Minor Cinema”; **Kathryn Hemmann** of University of Pennsylvania on February 7 who spoke on “Interrogating the Text from the Wrong Perspective: The Female Gaze in Contemporary Manga”; **Patrick Noonan** of the University of California, Berkeley on February 17 who spoke on “Social Critique and Political Engagement in Postwar Japan: Subjectivity and Modalities of Dissent in 1960s Japanese Literature and Film”; and **Kerim Yasar** of Notre Dame University who spoke on February 26 on “Stadium of the Mind: Nation, Narrative, and Immediacy in Early Japanese Sports Broadcasting.”



“China at the Crossroads” covered in 2012-2013 ICS lecture series

The Institute for Chinese Studies’ “China at the Crossroads” lecture series featured as its theme *China at the crossroads, in both time and space, and explored the critical juncture between imperial China and the post-imperial era from multiple perspectives, as well as highlighted China on the world stage as the vanguard in Asia, in its role as a world leader and major political power.*

In early November 2012, **Sarah Kile**, post-doctoral fellow at University of Michigan’s Michigan Society of Fellows, presented, “The World at Your Fingertips: Technology, Practice, and Narrative in Seventeenth-Century China.” Rather than locate technological innovation in particular instruments, Kile took a broad view of technology, understanding it as tools that expand and contract spatial distances, or that speed up and slow down time—and that these affect both embodied perception and social experience. Her study centered on the writing and practice of the audacious literatus, entrepreneur, and author Li Yu (1611-1680). After surviving the transition from the Ming dynasty to the Qing in 1644, Li Yu flourished in the social, textual, and material networks of southern China’s major urban centers Hangzhou and Nanjing for the remainder of his life. Kile showed that technological innovation was the key mode Li Yu’s experiments took and that this mode reverberated throughout his fictional narratives, use of print, theater direction, and architectural and interior design.

In mid-November, ICS presented a lecture by **Daniel Chow**, Joseph S. Platt-Porter Wright Morris & Arthur Professor of Law at The Ohio State University, on “China and Human Rights in International Trade.” The talk discussed the use of trade sanctions by the United States to pressure China on human rights and the current use of human rights within the World Trade Organization as a justification for a trade restriction on countries, including China. The talk also focused on the United States approach to the use of human rights at the level of national legislation as a constraint on US companies in their conduct of international business and will contrast the United States position with China’s position on the use of human rights as a constraint on Chinese companies in international business.

ICS welcomed 2013 with a lecture by **Catherine Stuer**, visiting assistant professor of Asian art history at Denison University. Her lecture, “Picture, Text, Trace: Relational Space in 17th Century Maps in Nanjing” focused on spatial imagination articulated in 17th century visualization of the city of Nanjing. This study was based on her findings that from the establishment of the dynasty, mapped representation stands at the



(FROM LEFT) GRADUATE STUDENTS MENGJUN LI, ELISE DAVID AND AUSTIN DEAN, ICS ASSISTANT DIRECTOR JEFFREY CHAN, AND PROFESSOR YING ZHANG CONVERSE WITH GUEST SPEAKER DR. PETER ZHOU OVER LUNCH AT THE FACULTY CLUB.

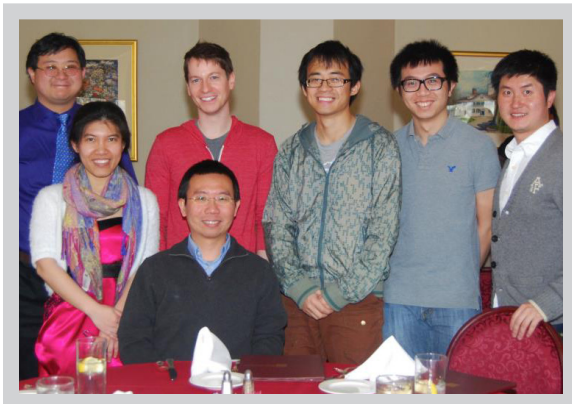
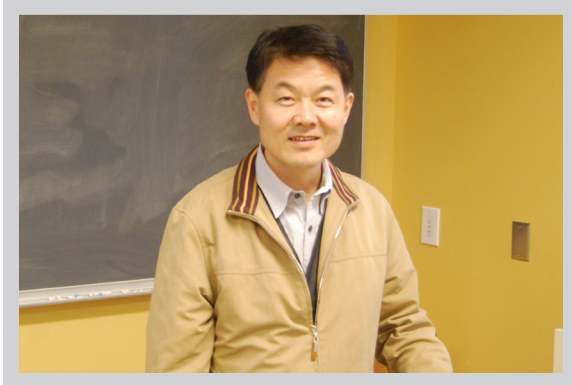
heart of the pronouncement of the new imperial vision of Nanjing, in a rhetoric of representation that comes to grips not just with the city’s identity as past capital, but with a visual ancestry that emerged from representations of the city as quintessentially past site. Stuer discussed how major mapped, scenic and poetic series produced throughout the dynasty and after the dynastic divide map out a space for the city that she called ‘relational.’

Peter Zhou, director of the CV Starr East Asian Library at University of California at Berkeley, continued the lecture series with “John Fryer and the New Age Novels of the Late Qing Dynasty.” John Fryer (1839-1928) was a British missionary, educator and technical translator who lived and worked in China for over thirty years. In 1895, in Shanghai he sponsored a “new-age novel” competition, which has been viewed by some as marking the transition from classical to modern literary genres and thus the beginning of modern Chinese literature. In 2006, Zhou uncovered a total of 150 of these novels, long regarded as long lost. They have since been published. In this talk, Zhou discussed the historical background of the new-age novels with particular attention to John Fryer, the novels’ significance to modern Chinese literature and contemporary Chinese history, and the circumstances of the novels’ recovery.

In late February, **Xinzhong Liu**, visiting scholar at MIT department of linguistics and deputy director of Jinan University’s Institute of Chinese Dialects, delivered “An Investigation of Language Usage in Service Category in Panyu District of Guangzhou.” A questionnaire of language usage was administered to four group samples selected from Shiqiao Street and Xinzao Town of Panyu District. The results demonstrated: (1) employees from the service industry of the two areas mainly used Cantonese and Mandarin in their



Center News

Focus on East Asian Lecture Series CONTINUED"China at the Crossroads" covered in 2012-2013 ICS lecture series CONTINUED

TOP: GUEST SPEAKER JONATHAN GOLD (FRONT, SECOND FROM RIGHT) CONVERSES WITH ICS STAFF AND GRADUATE STUDENTS.

MIDDLE: DR. XINZHONG LIU SPEAKS IN THE ICS LECTURE SERIES.

BOTTOM: ICS STAFF AND GRADUATE STUDENTS WELCOME GUEST SPEAKER DR. CHAO-YANG LEE.

daily work and daily lives, and (2) these people communicated with others bilingually. However, due to urbanization of Shiqiao Street and an influx of migrants living there, people in Shiqiao Street were influenced more by Mandarin than Xinzao Town, where less urbanization occurred. People's attitudes towards Mandarin, Cantonese, and their relationship were also surveyed in the questionnaire. Age and educational background were the two main factors that contributed to the difference in language usage and attitudes toward Mandarin and Cantonese.

Also in February 2013, ICS hosted **Jonathan Gold**, assistant professor of religion at Princeton University. Gold's lecture, titled "A Non-dual Reading of the Many Vasubandhus," examined the core works attributed to the Indian Buddhist philosopher Vasubandhu (4th/5th century). They are often read either as the works of different authors or, more traditionally, as the works of one author on separate sides of a conversion experience. The paper cleared the ground to read Vasubandhu's works as, rather, diverse expressions of a single, core philosophical rubric, by critiquing both the traditional view and the interpretive frame that motivates Erich Frauwallner's famous "Two Vasubandhus" thesis. Examining Frauwallner's 1951 argument in detail, it is proposed that the thesis of two Vasubandhus rests upon a false assumption of scientific objectivity and an undue attachment to a static interpretive frame. The pun in the title was justified by an application of Vasubandhu's notion of non-duality to Gadamerian hermeneutics, which frames the critique.

In March, ICS presented a lecture by **Chao-Yang Lee**, associate professor of communication sciences and disorders at Ohio University, on "Processing Speaker Variability in Lexical Tone Perception." Acoustic-phonetic research has shown that phonologically identical utterances can vary significantly across speakers. However, listeners can easily understand sounds and words spoken by different speakers. How do listeners deal with such speaker variability to achieve perceptual constancy? Lee discussed recent work in his lab on the effect of speaker variability on lexical tone perception by native and non-native listeners. Contrary to intuition, speaker variability does not seem to disrupt non-native

tone perception disproportionately. This finding was compared to the effects of other sources of acoustic variability on tone perception.

In early April, **Michael G. Chang**, associate professor of history and art history at George Mason University, presented, "The Politics of Access at the Qing Court: The Young Kangxi Emperor and His Personal Advisors." This lecture focused on the degrees of access afforded by the young Kangxi emperor (1654-1722, r. 1661-1722) to a number of personal advisors, particularly during the 1660s and 1670s. These were critical years in the young monarch's assumption of direct rule, when he sought to establish independence from his regents and assert imperial

CONTINUED ON PAGE 29



“China at the Crossroads” covered in 2012-2013 ICS lecture series CONTINUED

prerogatives. In doing so, the young emperor turned to the recruitment of Han Chinese scholar-officials, which has led many to assume and emphasize the Kangxi emperor’s acceptance and adoption of Confucian notions of imperial rulership as well as their attendant institutional forms and practices.

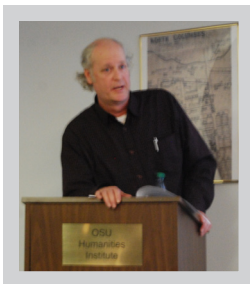
Also in April 2013, ICS hosted **Patricia Sieber** from East Asian languages and literatures at The Ohio State University. Sieber presented “The Other Illegal Commodity: The Haichuang Temple, the Buddhist Cult of the Book, and the Sino-European Traffic in Books, 1807-1831.” Her presentation analyzed many aspects, which included: What were the legal regulations governing the acquisitions and export of books printed in Qing China? How were such provisions enforced and/or circumvented? Who were the Chinese intermediaries in these acquisitions and what motivated them? Did the price structures for such books incentivize such transactions? Was the European book trade large enough to merit the label of an export market? Finally, how did the Opium War treaties, particularly those with the US and France, revise the legal framework of the Sino-European book trade?

The “China at the Crossroads” wrapped up with **Carl Jacobson**, executive director emeritus of Oberlin Shansi Memorial Association and adjunct professor of

history at Oberlin College. His lecture, “The ‘Oberlin Band’ in Shaanxi, 1881-1900,” introduced the background and development of the “Oberlin Band,” a group of missionaries with Oberlin connections that served and died in China. Beginning in 1881, the group came under auspices of the American Board of Commissioners for Foreign Missions and journeyed to Shanxi Province. He traced their activities in the province including street corner evangelism, medical work, opium refuges, education, and work with women. In the summer of 1900 all were killed in the course of the Boxer Uprising. The lecture focused on some of the missionary self-conceptions as revealed in their letters and diaries. Although their behavior, especially in their own eyes, might be considered “less offensive” than that of some other foreigners living in China, it was argued that their very being foreign, and representative of their very different kind, identified them as the subjects of attack. Their difference squarely identified them with the foreign powers that had been vexing the Chinese Empire for more than seventy years.

All ICS lectures were sponsored in part by a US Department of Education Title VI grant for the East Asian Studies Center. For more information, contact Jeff Chan at chan.184@osu.edu.

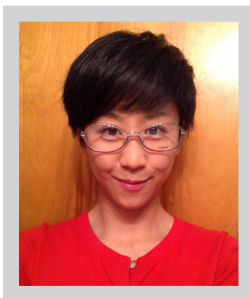
ICS collaborates with the Center for Folklore Studies on lecture event



In collaboration with the Center for Folklore Studies, ICS hosted **Mark Bender**, associate professor of East Asian languages and literatures, on January 25. Bender presented on “A Conversation on Eco-poetry in Southwest China and Northeast India.” He shared his experiences collaborating with poets in Southwest China and in Northwest India, exploring the commonalities in their reflections on cultural and environmental change in their engagement with traditional poetics.

LEFT: PROFESSOR MARK BENDER SPEAKS ON ECOPOETRY AT HIS LECTURE EVENT IN JANUARY 2013.

Chinese-language lectures series features two events



ABOVE: DANDAN ZHAO SPEAKS IN ICS'S CHINESE-LANGUAGE LECTURE SERIES IN MAY 2013.

In April, the Institute for Chinese Studies collaborated with the Ohio Contemporary Chinese School, Ohio China Links, the National East Asian Language Resource Center, and the Midwest US-China Flagship Program to host **Shunqing Cao**, distinguished professor at Sichuan University, who lectured on “Comparative Literature in China” to a crowd of more than 150 people.

In May, the Institute for Chinese Studies hosted **Dandan Zhao**, a visiting scholar in OSU’s department of dance and associate professor of dance at Zhejiang University’s public sports and arts department. Zhao presented “Short History of Chinese Dance,” in which she shared the cultural and social ramifications of dance in recent Chinese history.

The Chinese-language lecture series, hosted by the Institute for Chinese Studies, provides a forum for OSU students, faculty, staff and community to engage in sustained discussion in Chinese about China and Taiwan’s importance in an interconnected world. For more information, contact Jeff Chan at chan.184@osu.edu.





Faculty News

Faculty Updates



PROFESSOR JULIA A. ANDREWS DURING THE INSTALLATION OF *LIGHT BEFORE DAWN*, WITH TWO 1979 SCULPTURES BY XINGXING ARTIST WANG KEPING.

Julia F. Andrews (professor, history of art) co-curated an exhibition with a scholarly catalogue entitled *Light Before Dawn: Unofficial Chinese Art, 1974-1985*, which will be shown at Asia Society Hong Kong from May 14 to September 1, 2013. Her book, *Art of Modern China*, with Kuiyi Shen (Berkeley: University of California Press, 2012) appeared last fall and her article "Japanese Oil Paintings in the First Chinese National Fine Arts Exhibition of 1929 and the Development of Asian Modernism," this winter in Joshua Fogel, ed. *Role of Japan in Modern Chinese Art*, (Berkeley: University of California Press, 2012, pp. 181-211). Her recent presentations include "Confucian Transcendence and the Painting of Cui Zizhong," for the symposium *Image and the Imaginary in 17th Century China*, Santa Barbara Museum of Art, January 11-12, 2013; "Women as Painters and Painted: Between City and Country, Past and Present," for *New Geographies of Feminist Art, China, Asia, and the World*, University of Washington, Nov. 15-17, 2012; and "Shanghai Art Academy and the Construction of Modern Visual Culture in 1920s China," October 22, 2012, Tsinghua University College of Arts, Beijing.

Mark Bender (associate professor, East Asian languages and literatures) is part of an international translation team that has published a unique work of folk literature from China. *Hmong Oral Epics*, released in late 2012, by the Guizhou Nationalities Press in Guiyang, Guizhou province, is a trilingual text based on a long oral epic of the Miao (Hmong) people of Southeast Guizhou province China. The poem charts the creation of the earth and its life forms, including the present peoples of the area. The book consists of a Hmong/Miao version, a Chinese translation, and an English translation. Miao scholar Jin Dan and his son

Wu Yiwen collected and edited the original text, a feat spanning over 50 years. Bender collaborated with Wu Yifang (Jin's daughter) of the Guizhou Provincial Museum in Guiyang to translate the text into English. Levi Gibbs, a DEALL PhD candidate who will take up an assistant professor position at Dartmouth College this fall, aided in translating the introduction and back matter. This summer, Bender will continue fieldwork on oral traditions in Southwest China after leading the China Gateway Study Abroad to Chengdu, Sichuan province.

Philip Brown (professor, history) has been awarded a Fulbright for Spring 2014, to conduct research at the Academia Sinica, Taiwan, on "Dam Imperialism: The Case of the Wusantou Dam, Tainan, and Related Projects."

Guoqing Li (professor, libraries) published *Gu Lao De Nong Fu, Bu Xiu De Zhi Hui*, a Chinese translation of the *Farmers of Four Thousand Years* by F. H. King (Beijing: National Library of China Press, 2013, ISBN9787501349319) and *Han Ren: Zhongguo Ren de Shenghuo he Women de Chuanjiao Gushi*, a Chinese translation of *The Sons of Han: Stories of Chinese Life and Mission Work* (Beijing: National Library of China Press, 2013, ISBN9787501350186). He also published another set of edited books titled *Zhongguo Yan Jiu Wai Wen Jiu Ji Hui Kan: Zhongguo Ji Lu—Chinese Studies in the West: The Chinese Record*, Volume 4: 10 titles (Guilin: Guangxi Normal University Press, 2013, ISBN9787549534012). Li was granted an Honorary Librarian title by the Dongguan Library, Guangdong, China in April 2013 while he was conducting a training workshop for the librarians there.

Richard Moore (professor, environment and natural resources) will host a graduate student from Saitama University Department of Economics over the summer. He will conduct research on organic farms and water quality trading. Moore was also recently appointed as the associate director of academics for the OSU Office of Energy and the Environment. He will continue as the executive director of the OSU Environmental Sciences Network.

Mineharu Nakayama (professor, East Asian languages and literatures) has published a co-authored article "L3 Acquisition of Zibun by Chinese Learners of Japanese." (with N. Yoshimura, A. Fujimori & K. Sawasaki) in *Ars Linguistica* 19. He also presented co-authored conference papers: "L2 Acquisition of Grammatical Aspect in English" (with N. Yoshimura, A. Fujimori, & K. Sawasaki) at the 5th Generative Approaches to Language Acquisition North America Conference (University of Kansas) and "The

Faculty Updates CONTINUED

Development of Long-Distance *Zibun*: Roles of L1 and L2 in L3 Acquisition" (with N. Yoshimura, K. Sawasaki, A. Fujimori, & B. Kahrafman) at the 14th Tokyo Conference on Psycholinguistics (Keio University).

Patricia Sieber (associate professor, East Asian languages and literatures) was active on a number of fronts. In the realm of grants, she received awards to pursue archival research in China and in Europe from the Office of International Affairs, the Division of Arts and Humanities, and the Office of Diversity and Inclusion. She is also the PI on a successful award from one of OSU's most competitive and prestigious competitions, the Battelle Engineering, Technology, and Human Affairs Endowment Fund (BETHA), for an interdisciplinary collaboration with the Huntington Archives, the world's premier photographic resource for Asian art, and a co-PI on an Arts and Humanities Collaborative Research Award for another interdisciplinary collaboration on the OSU alumnus and Chinese playwright Hong Shen. In 2012-13, she published "The Imprint of the Imprints: Xiaoshuo Translations, and the Transcultural Canon of Early Chinese Belles Lettres in Europe, 1697-1826," *East Asian Publishing and Society* 3 (2013): 31-70 as well as several book reviews on Chinese theater and women's writing in the *American Historical Review*, *Harvard Journal of Asiatic Studies*, *CLEAR*, and the *International Journal of Asian Studies*, respectively. She was a presenter on a panel on the culture of the Canton Trade era at the Association of Asian Studies, served

as an ad-hoc commentator on another AAS panel on the fall of the Ming in global culture, was featured in the ICS Lecture Series with a talk on the intermediary role of the Haichuang Temple, Guangzhou, and will be a participant in the upcoming "Sinologists as Translators II" symposium (School of Oriental and African Studies, London). She has been invited to serve on the editorial board of the newly founded *Journal of Chinese Literature and Culture* (Duke University Press) and on the board of OSU's newly instituted "Literacy and Translation" initiative.

Zhiguo Xie's (assistant professor, East Asian languages and literatures) paper, "The Degree Use of the Possessive Verb *you* in Mandarin Chinese: A Unified Analysis and its Theoretical Implications," was accepted by the *Journal of East Asian Linguistics*. Another paper, "The Modal Uses of *de* and Temporal Shifting in Mandarin Chinese" came out in the same journal at the end of 2012 (Vol. 21, Issue 4: 387-420). Currently, he is working on several projects on Chinese semantics, syntax, and their interface. In addition, he presented two conference papers in Spring 2013: "Exhaustifying the Focus Intervention Effect: A Crosslinguistic Study" at the 39th Annual Meeting of the Berkeley Linguistics Society (February 16-17, 2013), and "Epistemological Classifiers and *tu* 'know' in Acehnese" at the 20th Meeting of the Austronesian Formal Linguistics Association (May 17-19, 2013). He also delivered an invited talk in OSU's Department of Linguistics on March 8, 2013, based on his aforementioned JEAL paper on the degree use of Mandarin Chinese *you*.

Julia Andrews receives OSU's Distinguished Scholar Award

OSU's Distinguished Scholar Award, established in 1978, recognizes exceptional scholarly accomplishments by senior professors who have compiled a substantial body of research. Supported by the Office of Research, recipients are nominated by their departments and chosen by a committee of senior faculty. Distinguished Scholars receive a \$3,000 honorarium and a research grant of \$20,000 to be used over the next three years.

Julia Andrews, professor in the department of history of art, has established herself as one of the few undisputed authorities on modern Chinese art in the English language world. Her groundbreaking research, publications and exhibitions are widely credited with establishing this now thriving subdiscipline of art and positioning Ohio State as one of the world's premier institutions for the study of modern and contemporary Chinese art. According to one colleague, "Her accomplishments in the field of Chinese art history have been exceptional. Her body of scholarly research stands out for its far-ranging scope, impressive depth and sustained quality."

Andrews' solely-authored book *Painters and Politics in the People's Republic of China, 1949-1979* was named best book of the year in 20th Century Chinese Studies by the Association of Asian Studies. She has authored more than 40 scholarly articles and essays in high-profile journals, has edited or co-edited five exhibition catalogues and has curated or co-curated seven exhibitions in the US and abroad. "A Century in Crisis: Modernity and Tradition in the Art of Twentieth-Century China," which Andrews co-curated for the Guggenheim Museum in New York in 1998, introduced audiences to the riches and complexities of modern and contemporary Chinese art.

As the founding director of the Institute for Chinese Studies, Andrews helped secure a \$2 million grant for the development of Ohio State's undergraduate curriculum in Chinese studies. She has received an ACLS Post-Doctoral Fellowship and a Fulbright Senior Fellowship to Japan.

Andrews received her PhD from the University of California, Berkeley. She joined Ohio State in 1987.



Student News

Student Updates

Alina Kordesch (undergraduate student, Japanese and linguistics) (advisor: Mineharu Nakayama) has passed the highest level of the Japanese Language Proficiency Test, and won the second prize at the Denman Undergraduate Research Forum, Arts and Humanities Division, with her poster, "Loss of Face: An Analysis of Physical and Social Face Overlap in Japanese." Kordesch also received the Miyo Kawai Memorial Award and the William Tyler Memorial Award from DEALL, and the Louise Zung-nyi Loh Memorial Scholarship from EASC. She is currently participating in the inaugural Japanese Language and Culture Study Abroad Program at Kobe Shoin Women's University (resident director: Ai Terada) during the May session and expects to graduate this summer.

Seth Goss (graduate student, East Asian languages and literatures) is currently conducting dissertation research at Nagoya University on a Japan Foundation fellowship. He recently presented papers at the annual meeting of the Japan Second Language Association, the Linguistic Society of Japan, and the European Second Language Association (with Katsuo Tamaoka).

Stephen Luft (graduate student, East Asian languages and literatures) presented a paper, "How Reliable is Daily Grading? An Investigation of the Inter-rater Reliability of Daily Grades Assigned by Trained Teachers," at the American Association of Teachers of Japanese Annual Spring Conference in San Diego, California. He also was a co-recipient (with Kanako Yao, a fellow OSU Japanese pedagogy PhD student) of the 2013 Hamako Ito-Chaplin Memorial Award for

Excellence in Japanese Language Teaching, which is administered by the Association of Asian Studies.

John Knight (graduate student, history) was awarded a Summer Research Grant from the Department of History an OIA International Affairs Grant, and a Fulbright to carry out dissertation research this summer and the 2013-14 academic year in the Chinese cities of Shanghai, Chongqing, Beijing, Harbin and Shenyang. His dissertation project, "Our Nation's Future? Chinese Imaginations of the Soviet Union, 1917-1956" explores changing media and organizational depictions of the Soviet Union in China during the Republican and early Maoist period. Knight also won a Critical Language Enhancement Award for four months of advanced Chinese language study this fall in Harbin.

Alexander Ratte (graduate student, East Asian languages and literatures) presented a paper, "Diachrony or Synchrony? Accounting for the Old Japanese Particle -tu," at the Penn Linguistics Colloquium 37 (PLC 37) and presented research, "On the Origins of Japanese Dakuon Obstruents: Evidence from Korean," at the International Conference on Phonetics and Phonology 2013 (ICPP 2013) with the help of an Arts and Humanities Graduate Research Small Grant. In addition to receiving the Louise Zung-nyi Loh Memorial Scholarship from the East Asian Studies Center, he also received support for his summer research project, "Japanese and Korean: Towards a New Theory of Common Linguistic Origin," in the form of an International Affairs Grant for research in Tokyo, Japan and the Global Gateway Graduate Student Research Abroad Grant from the Council of Graduate Students.

OSU students take top honors at Japanese Language Speech Contest



UNIVERSITY COMPETITION WINNERS CELEBRATE WITH THEIR TEACHERS.

The Japan-America Society of Central Ohio (JASCO) hosted the 14th Annual Japanese Speech Contest on Saturday, March 2 at JASCO's new building in Dublin (565 Metro Place South, Dublin, OH 43017). In the University Category, 1st Place went to **Rosaria Tirone**, The Ohio State University; 2nd Place to **Ruijie Yu**, Oberlin College; 3rd Place to **Qianqian Zhang**, The Ohio State University; the Pronunciation & Intonation award to **Jennifer Ravi**, The Ohio State University; and a new prize this year, Outstanding Content (special award), to **Anthony George**, Ohio University. In the High School Category, 1st Place went to **Olivia Marcum**, Dublin Coffman High School, 2nd Place to **Geoff Brown**, Kirtland High School, and 3rd Place to **Sushan Yu**, Dublin Jerome High School. The Pronunciation and Intonation award went to **Alec Wilson**, Dublin Jerome High School. The contest is also sponsored by Central Ohio Japanese Association of Commerce (COJAC), the Consulate General of Japan in Detroit, the Japan Foundation (Los Angeles) and OSU's Institute for Japanese Studies.

Focus on Professionalization of Students

ICS supports student-led international conference

The Institute for Chinese Studies supported the Intercollegiate Taiwanese American Students Association's (ITASA) 2013 Midwest Conference at The Ohio State University. ITASA is the "umbrella" group that oversees Taiwanese American communities across the United States. To better manage such a large community, ITASA has divided the United States into three geographical regions: East, West and Midwest. The conferences were planned by college students, and held at three universities of the three respective regions. This was the first time that ITASA held the conference at OSU. The theme for the conference was "Taiwan Taking Root." The mission of the conference was to provide an opportunity for a deeper understanding of each student's unique Taiwanese American identity in order to cultivate a united Midwestern community. The conference aimed at helping ITASAs across the Midwest discover the Taiwanese culture in their own cities while encouraging them to "take root" right where they are. Speakers and presenters shared in the self-discovery of Taiwanese Americans identity. The goal was to provide an opportunity for a deeper understanding of each student's unique Taiwanese American identity in order to cultivate a united Midwestern community. **Marjorie Chan** presented a workshop on "Chinese Opera" as part of the first-tier/"Forest Floor" workshop to include "taking root" involving the traditional Chinese roots. "The Forest Floor" series focused on the central question of "Where did we come from?" The "Chinese Opera" workshop was part of the "Forest Floor" because it was part of the roots of the past, where they came from. Over 200 people attended this two-day conference.

Graduate student forum focuses on Chinese oral and performing literature

The Institute for Chinese Studies hosted its third year of graduate forums in 2012-13. These area- or theme-based forums feature presentations by OSU graduate students in China-related fields. This year's graduate forum, titled "New Perspectives on Chinese Oral and Performing Literature," was held on Monday, March 18 in Hagerty Hall. The theme was broadly construed to include storytelling, opera, ceremonial chanting, folksongs, spoken drama, musical plays, modern songs, rap, etc. Also included were studies on the interplay between oral and written texts, as well as literary and/or linguistic analyses of written texts that are, or had once been, sung or performed. The forum included a total of nine presenters. The chairs for the panels included **Kirk Denton** (professor, East Asian languages and literatures), **Patricia Sieber** (associate professor, East Asian languages and literatures), and **Mark Bender** (associate professor, East Asian languages and literatures). This event was co-sponsored by the Center for Folklore Studies, Department of East Asian Languages and Literatures, Graduate Association of Chinese Linguistics, and Graduate Students of East Asian Languages and Literatures. For more information, contact Jeffrey Chan at chan.184@osu.edu.

ICS Graduate Forum Presenters:

- **Man He.** "Made in Academy: Spoken Drama, Participatory Citizens, and Nation-Building in the National Drama School, 1935-1949"
- **Qiong Yang.** "From Patriot to Poet of the People: Guo Moruo's Historical Play *Qu Yuan* and Its Revisions"
- **Ziying You.** "Contested Myth and History: Yao and Shun and Their Beliefs in Hongtong, Shanxi, China"
- **Mengjun Li.** "Performing Talent on the Walls: Poetry Writing and Transformation of Space in Scholar-Beauty Fiction (1644-1911)"
- **Litong Chen.** "Why Do Some Rhymes Occur More Frequently Than Others? – A Case Study of Yue-Ou"
- **Tsz-Him Tsui.** "Mandopop Rhymes and Phonology"
- **Yutian Tan.** "Humor in Peking Opera: A Case Study of The Phoenix Pavilion"
- **Levi Gibbs.** "Singing the Region: Tensions in the Transition from Local to Regional Folksong Traditions in Northern China"
- **Lulei Su.** "Learning to Love: Cultural Models in *The Story of Oriole*"

RIGHT: GRADUATE FORUM PRESENTERS AND PARTICIPANTS SHARE THEIR RESEARCH ON CHINESE ORAL AND PERFORMING LITERATURE.



Student News

Focus on Professionalization of Students CONTINUED

Graduate Association of Chinese Linguistics hosts events with support from ICS

With support from the Institute for Chinese Studies, the Graduate Association of Chinese Linguistics (GACL) hosted a lecture series on various topics, from Chinese internet language to academic job hunting, during 2013-2014, allowing student members the opportunity to gain experience in organizing events, interacting with scholars and developing career skills.

First, **Xiangxi Liu** from the University of Massachusetts at Amherst lectured on "Chinese Dialects and Internet Language." This talk explored the important role of dialects in the development of Chinese Internet language over time. Liu discussed the crucial interaction between local dialects and internet language during the past two decades.

In November 2012, **Hongjun Hui**, visiting professor from Guizhou Minzu University (China), gave a lecture titled "An Exploration of the Conceptual Structure of Chinese." Hui argued that Chinese is a language that prefers visualized expressions, and that this preference triggers a strategy that can be called "dimension decreasing." By employing the strategy of dimension decreasing, Chinese classifiers are no longer restricted by their original meanings, and have gradually been grammaticalized into a marker of quantity category, which generally refers to nouns and of verbs.

In early February 2013, **Levi Gibbs**, OSU PhD candidate in East Asian languages and literatures, presented "Preparing for the Unexpected: Some Experiences in Academic Job Hunting." Gibbs shared his experiences on academic job-hunting with fellow students. He was recently hired at Dartmouth College and, in autumn 2013, will begin his new position as assistant professor of Asian and Middle Eastern languages and literatures. His dissertation was on folksongs and contemporary folk singers in northern China.

Teach for China representatives share opportunities with students

The Institute for Chinese Studies hosted **Lizzy Berryman**, a representative from Teach for China, for four information sessions in February to undergraduates and interested faculty about job opportunities in China. Each year, Teach For China selects a cohort of outstanding Chinese and American university graduates to work as teaching fellows in China's most under-resourced schools for two years. Teach for China fellows become leaders in their classrooms and go on to become leaders in a variety of fields committed to ending educational inequity in China.

Congratulations to EASC scholarship winners!

Summer 2013 Foreign Language and Area Studies (FLAS) Fellowships:

Graduate students:

Chad Berry, Chinese, East Asian Studies
Austin Dean, Chinese, history
Erin Elsbernd, Chinese, EALL Chinese flagship program
Emma Karp, Chinese, EALL Chinese flagship program
Cassandra Olson, Chinese, Public Policy /
 EALL Chinese flagship program
Michael Porter, Chinese, EALL Chinese flagship program
Joseph Sarver, Chinese, EALL Chinese flagship program

Undergraduate students:

Pierce Freshwater, Japanese, biochemistry
Kathleen Newman, Chinese, physics and Chinese

2013-2014 Intensive Chinese Language Scholarships:

Undergraduate students:

Vyacheslav Dade, Chinese and international studies
Tasha Himes, Chinese and animal sciences
Molly Webb, Chinese and international studies

2013-2014 Louise Zung-nyi Loh Memorial Scholarships:

Graduate students:

Alexander Ratte, East Asian languages and literatures
Wei-Ting Yen, political science
Ziyang You, East Asian languages and literatures

Undergraduate students:

Alina Kordesch, Japanese and linguistics



IS collaborates with Japanese Student Organization on campus-based activities

The Institute for Japanese Studies worked closely with the Japanese Student Organization (JSO) this winter to support many of their activities on campus, including the Coming of Age Day celebration (Seijinshiki) on January 18; Taste of OSU on February 22; the Japanese Spring Festival on April 14; and JSO's Senior Graduation Ceremony on April 26. Perhaps the most visible of these activities was the 8th Annual Japanese Spring Festival held at the Ohio Union on The Ohio State University campus. Attended by over 300 students, faculty and community members the festival grows every year. Activity tables from Heart Bridge Ohio, Yamato Transport, Sa-You Tea Ceremony Group, Kimono Club, and Dragon Ikka kept attendees busy and learning. Other activity tables allowed participants to play Go, enjoy Japanese toys, origami or practice shodo. On the stage were performances on koto, demonstrations about judo, aikido and karate, and several bands and groups including J2K, BAAM, PSA Dance Irregulars, and Midori Baton Performance. Sponsors of the event included iii Career Consulting, Yamato Transport, and Institute for Japanese Studies at OSU.

RIGHT: SCENES FROM THE JAPANESE SPRING FESTIVAL AT OSU.



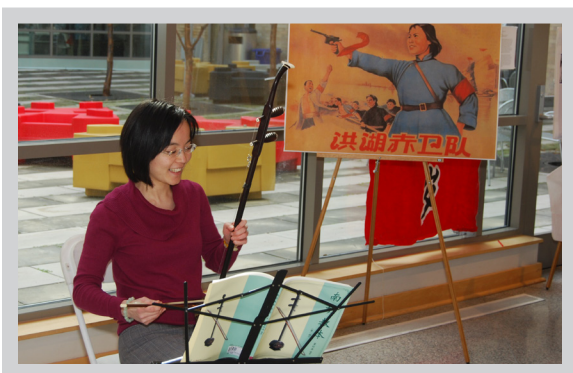
EASC supports student organizations at Taste of OSU



ABOVE: ICS'S JEFF CHAN SERVES AT FOOD JUDGE AT TASTE OF OSU.

The Office of International Affairs, more than 30 Ohio State student organizations (including representatives from East Asian student groups), and the University Residences & Dining Services chefs came together to prepare an evening of international food, exhibits and cultural performances for the campus community at the 2013 Taste of OSU on February 22. The Thai Student Association won the 1st prize for the best food category. Cultural performances were delivered by J2K (Japanese and Korean dance), Indonesian Student Association, Buckeye Bhangra, Taiwanese Student Association, Vietnamese Student Association, Indian Students Association and many more.

ICS celebrates Chinese New Year with campus units and student organizations



The Institute for Chinese Studies co-sponsored a well-attended event in celebration of Chinese New Year on February 18 in Hagerty Hall, which included a lion dance, tea ceremony, gu zheng performance, calligraphy demo and other cultural demonstrations. This event was co-sponsored by the Chinese Culture Connection, Chinese Writing & Art Communication Club, Pi Delta Psi Fraternity, Chinese Flagship Program, Foreign Language Center, National East Asian Languages Resource Center and the Department of East Asian Languages and Literatures.

LEFT: DR. TSUN-HUI HUNG PLAYS THE ERHU.

East Asian Studies Center

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Spring 2013
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