



University of Virginia

# East Asia Center

Newsletter  
Winter 2009

Director: John Shepherd

Newsletter Editor: Elizabeth Miller

East Asia Center  
New Cabell Hall B031  
(434) 924-7836 • [eastasiacenter@virginia.edu](mailto:eastasiacenter@virginia.edu)  
Fall 2009 hours:  
T: 11-4  
W: 1-4

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**Check out our website:**  
[www.virginia.edu/eastasia](http://www.virginia.edu/eastasia)

## Grants and Scholarships

The season for grant applications will soon be upon us! UVa offers several grants and scholarships for UVa students studying in fields related to East Asia..... **page 2**

## Lecture Series

Get a sneak peak at the exciting lectures lined up for next spring!..... **page 14**

## Looking for Spring course listings?

You can find the multi-departmental list of East Asian Studies courses on our website at:

<http://www.virginia.edu/eastasia/courses.html>

See the new courses for the Spring on **page 4**

## Study Abroad

Considering studying abroad next summer or next year? Now is the time to start thinking about it. Check out the study abroad programs that UVa sponsors..... **page 8**

Read reports of UVa students' study abroad experiences..... **page 12**

## Grants and Scholarships

The season for grant applications will soon be upon us! UVa offers several grants and scholarships for UVa students studying in fields related to East Asia. Both travel grants and tuition scholarships are available. We publish the most recent information here, but always check the website for the latest updates on deadlines and other details.

<http://www.virginia.edu/eastasia/grants.html>

### Margaret M. Coughlin Memorial Award In Asian History

#### PRIZE

Cash award of \$2,500, up to \$1,300 in Airfare to Asia, Award Certificate, and Recognition in Graduation Ceremonies

#### ELIGIBILITY

Competition is open to all graduating fourth-year students, any major, with 12 credit hours in South or East Asia-related courses, including at least 6 credit hours in Asian history. Candidates must have a demonstrated record of academic excellence and a commitment to pursue Asia-related interests in graduate school, professional school, or in a career.

#### TO APPLY

Submit 1) the application form (available online at [www.virginia.edu/eastasia](http://www.virginia.edu/eastasia) or at 214 Randall Hall); 2) a copy of your official transcript; 3) two letters of recommendation; 4) a 500-word statement of purpose; and 5) an academic paper of at least 1,000 words from an Asian history course to Professor Brad Reed, 214 Randall Hall.

The deadline for all applications is **3:00pm Friday, April 2nd, 2010**. No electronic submissions, please.

### Irwin S. Penn Memorial Scholarship

The deadline for application is **Monday March 15, 2010 at 2 pm**.

The Irwin S. Penn Memorial Scholarship provides three grants of up to \$3,300 each in travel funding to China for University of Virginia Graduate Students (any discipline) for the purpose of language study or dissertation research. Funds may be used either during the summer of 2009 or during the 2009-2010 academic year.

Applicants must submit a completed application form, transcripts; a statement of purpose including the proposed course of study or research and how this will further her or his graduate career; and two letters of recommendation, one of which must be from the applicant's faculty advisor. For students traveling to China for language study, the second letter of recommendation must be from a language instructor with whom the applicant has worked. Applicants applying for both the Weedon and Penn scholarships can submit one application and set of supporting materials for both scholarships. Applications are available at the East Asia Center Office or online. Completed applications must be turned in to the East Asia Center Office (B031 New Cabell Hall) no later than 2 pm, Monday, March 15th, 2010. No electronic submissions please.

### Founders Student Travel Grant to Asia

In 2002, on the occasion of the retirement of veteran Chinese language teacher Gilbert Roy and historian John Israel, alumni began to contribute to the Founders endowment fund in honor of the faculty who contributed to the founding and expansion of East Asia studies at the University of Virginia. The Founders Travel Grant is a special honor to a student planning language work in East Asia, and it supplements the available Weedon travel grants. Contributions continue to be welcome to this fund.

One or more Founders Student Travel Grants to Asia of \$1000 are awarded using the Weedon Travel Grant process. A separate application is not necessary. The deadline for application is **2pm, March 15th, 2010**.

## Mastercard Asian Studies Scholarship

The Mastercard Asian Studies Scholarship competition is held annually. This scholarship was established by Ms. Rebecca George and H. Eugene Lockhart Jr. to encourage the study of Asia. It is based on merit with a successful candidate showing excellence in language study and creative approaches to topics in South Asian or East Asian studies or languages. The award will go toward the payment of tuition and fees. South Asia or East Asia majors who apply for the Distinguished Majors Program will automatically be considered for the Mastercard Scholarship. The deadline for consideration of the Mastercard Scholarship is Friday, March 19th, 2010, when the DMP applications are due. A separate application is not required for the Mastercard Scholarship.

## Ellen Bayard Weedon Travel Grants

### AWARD

This grant is awarded by the East Asia Center at the University of Virginia. Funds granted are to be used to cover all or part of the cost of round-trip air fare between Charlottesville and East Asia. Travel within an Asian country will not be covered by the grant. Awards are distributed based on availability of funds.

### ELIGIBILITY

Both students and faculty members are eligible. Applicants must plan to be in East Asia at least two weeks for study or research. They are also required to be in residence at the University the following academic year and must be willing to share their newly acquired knowledge with the University community via lectures, seminars, and/or other presentations. Student applicants must spend eight weeks or more in East Asia to be eligible for funding up to full round trip air fare. A complete statement of eligibility, selection criteria, and application procedures may be found in the Weedon Travel Grant Information listed below. The application deadline is **March 15th, 2010 at 2 pm**.

For more information, see: <http://www.virginia.edu/eastasia/documents/WeedonGrantNotice.pdf>

## China-Studies Scholarship for Spring SAS Voyage

UVA's Semester at Sea program is inaugurating a brand new mini-program this spring with a particular focus on China and Chinese Studies. To promote the program, the CY Tung Program in Sino-US Relations, the Semester at Sea is offering two \$20,000 scholarships to undergraduates working in the area of China studies who sign up for our 2010 Spring Voyage and participate fully in our program. The Spring 2010 Semester at Sea Voyage departs from the Pacific Coast just south of San Diego on January 17 and travels to Hawaii, Japan, China, Vietnam, India, Mauritius, South Africa, Ghana and Brazil before returning to Florida on May 5. Students take classes in classrooms aboard the ship while it sails between ports, stopping for five days of educational field trips and sight-seeing in each country. For full details, please see the voyage website at: <http://www.semesteratsea.org/voyages/upcoming-voyages/spring-2010.php>.

On this voyage, we are offering a special course with a focus on China-US relations, co-taught by Profs. John Israel (University of Virginia emeritus) and Shen Dingli (Fudan University, one of China's foremost experts on American studies, with a particular focus on US-China relations). In addition, Jonathan Spence from Yale will be delivering special lectures for the full shipboard community; and the Tung family, which funded this program, will be assisting us in preparing field experiences in Asian ports. The two students awarded \$20,000 CY Tung scholarships will be expected to enroll in this class (plus three others) and participate in Asian field programs, but otherwise would be treated like any other student on the voyage. Five Chinese students from Fudan will also be participating in this program with the assistance of CY Tung scholarships.

### Are you an undergraduate looking for grants and scholarships?

The East Asia Center has launched a new web page with information specifically for undergraduates. Check it out:

[www.virginia.edu/eastasia/grants\\_undergrad.html](http://www.virginia.edu/eastasia/grants_undergrad.html)

## New Courses

### **Tibetan Cultural Heritage – EAST 1559 (Tsetan Nepali)**

This course is an introductory class to the unique culture of Tibet, The Land of Snows. It will touch on various topics on Tibetan culture, history, religion, language and literature, festivals, art and so forth. This will be done through lectures, movies, guest speakers, the reading of biographies of prominent Tibetan figures such as the Dalai Lama, etc. It will also include a minor component of introduction to Tibetan music. The main objective is to give a diverse and engaging introduction to a culture very different to ours.

Textbooks include: *My Land and My People* (The Dalai Lama), *Daughter of Tibet* (Taring) and *Tibetan Diary* (Childs)

**This course fulfills the Non-Western Perspectives requirement.**

### **Art of the Silk Road — ARAH/ARTH 5585 (Dorothy Wong)**

**This seminar is open to graduate students and advanced undergraduates.**

Stretching some 8,000 kilometers from east to west, the Silk Road is a network of trade routes that provided a bridge between the east and the west. Although the eastern part of the route had been in use for millennia, the opening of the Silk Road in China occurred during the first century BCE, when China secured control over the eastern section and began trading with the Roman Empire through intermediary states in Central Asia. From that time until the end of the Mongol Yuan dynasty in the fourteenth century, with periods of disruptions, the Silk Road flourished as a commercial and at times military highway. But more than that, the Silk Road was a channel for the transmission of ideas, technologies, and artistic forms and styles, whose impact reached well beyond China and the Mediterranean world, extending to Southwest Asia, Africa, the Atlantic shores of Europe, and Japan to the east. This seminar will examine the art forms that flourished along the Silk Road between the first and fourteenth centuries CE, ranging from ceramics, glass, gold and silverware, to textiles and religious art. Special attention will be paid to important sites such as Dunhuang (a Buddhist cave-temple site), Chang'an (capital of Han and Tang China), and Shosoin (the imperial art treasure house of Nara Japan).

### **Anthropology of Global Health, Development, and Education — ELDF 5500-18**

**Led by Professor Diane Hoffman, Curry School of Education**

In collaboration with Faculty from the School of Arts and Sciences, the Center for Global Health and others TBD

In today's environment it is increasingly recognized that global social progress is a complex phenomenon dependent upon interactions that occur across multiple domains of human activity. Human health is a biological as well as a social construct reflecting local cultural understandings, societal practices, educational processes and the influence of globalizing ideologies and practices. Education in turn is shaped by cultural and social contexts and exerts a powerful force on health outcomes, while health status in turn shapes educational outcomes. Furthermore, the activities associated with development efforts exist in tension with both local and global ideologies concerning health and education. Considering health through biomedical and social constructivist perspectives, this course will engage students in an exploration of the multifaceted interactions of health, culture, and education as they currently play out in the context of development practices and ideologies as they are being enacted in numerous countries around the world, including Latin America, the Caribbean, Africa, the Middle East, and Asia. We will read extensively in the literature on anthropology and development as well as on the social contexts of health and education. The course will utilize the expertise of faculty across Grounds, including Education, Arts and Sciences, and the Center for Global Health.

The aim to develop awareness of the many ways in which culture impacts development in the arenas of global health and education, and how better models of culturally informed inquiry can assist in that process.

### **Modern Japanese Architecture (1850—2000) — ARH 3802/7802 (Yunsheng Huang)**

This is a lecture course **open to graduates and undergraduates** to learn about the development of modern Japanese architecture. The "modern" history in Japan started from the mid-19th century Meiji period when Japan was opened to the Western world. The government-patronized projects showed a strong tendency of "Westernization" in architecture and they involved a number of western professionals for design. The new period began after Frank Lloyd Wright and later Le Corbusier built their projects in Tokyo. Since then the native architects, both domestically trained and foreign trained, contributed towards establishing a new architecture in Japan.

This course will expose students various aspects of modern Japanese architecture: its cultural roots, its main social driving forces and its major movements. The approaches will be both historical and projects-analysis oriented. The main representative projects and their designers will be introduced with discussions on their design philosophy. While the course will provide a brief but complete history of modern Japanese architecture, the emphasis will be the post-WWII developments. The major architects including Maekawa, Tange, Maki, Kurokawa, Ando and Takamatsu are to be introduced.

## **Architecture of East Asia —ARH 3801/7801 (Yunsheng Huang)**

This is a survey and introductory course on the history of traditional architecture and allied arts of East Asia which includes China, Japan, Korea, and Vietnam. Lectures will be presented to cover the major types of traditional architecture in East Asian countries. Images of the major monuments from East Asia will be shown in class with discussions on how and why they were built in the way that are so much different from the western architecture.

Lectures will discuss that how the nobilities and commoners conceived and used their buildings. East Asian architecture for thousands of years retained a timber structural system, and many magnificent palaces, temples, castles and gardens were created with this system. This course will present what technological concepts were employed to allow these structures to serve for multiple purposes even with their similar forms. Traditional folk houses will also be introduced to the class with their large variety of forms in different cultures.

## **“Remembering the Asia-Pacific Wars” — HIEA 1501 (Robert Stoltz)**

This discussion course will examine how memory either authorizes or represses specific histories. In exploring the politics of remembering and forgetting we will also pay attention to the ethical burden placed on the writing of history. We will look at theoretical and conceptual questions of history and memory, issues such as the Nanking Massacre, sexual slavery, and colonialism, concluding with the history and historical memory of the atomic bombings of Hiroshima and Nagasaki. This is not a course on the war itself. Reading load will vary from week to week based on difficulty.

**This course fulfills the second writing requirement.**

## **Modern Japan — HIEA 2072 (Robert Stoltz)**

This course is an introduction to the politics, culture, and ideologies of Modern Japan from roughly 1800 to the 1990s. It investigates the processes of Japan's experience as a modern nation-state and its historical consequences. We will pay special attention to the complex interplay between Japan's aggressive participation in global modernity and its simultaneous assertion of cultural particularity—the tension between a modernity based on constant change and the lure of a timeless cultural essence, especially in relation to Asia and “the West”.

## **Samurai, Monks, Townspeople, and Courtesans: Ideas and Society in Early Modern Japan — HIEA1501 (Federico Marcon)**

Japan of the Tokugawa period (1600-1868) is the romantic set of countless adventures of samurai and geisha, ninja and artists, Buddhist monks and violent outlaws. But early modern Japan was also the social laboratory where new forms of thought developed and new political experiments were tried out. Tokugawa, Japan is at the same time the negative image out of which modern Japan created itself and the origin of many social, political, economic, intellectual dynamics that facilitated the formation of a modern and technologically advanced nation state by the end of the nineteenth century. This seminar gives a genealogy of the various forms of thought and their social and political consequences in two centuries and a half of Japanese history.

**This class fulfills the second writing requirement.**

## **Scientific Revolution — HIEU3321 (Federico Marcon)**

'There was no such thing as The Scientific Revolution, and this is a course about it.' This paraphrase of the first line of Steven Shapin's *The Scientific Revolution* perfectly introduces the paradox at the core of this class. On the one hand, there was no such thing as a single event or a single process that we can unquestionably identify as the beginning, as the origin of what today we call modern science. And yet on the other hand, there is no doubt that by the end of the seventeenth century a completely new way of looking at the universe, of manipulating its objects and of conceptualizing its phenomena emerged as a new paradigm of knowledge and established the foundations of the natural sciences as we understand them today.

With the help of intellectual, philosophical, cultural, visual, and technical materials, the course tries to make sense of the revolution in knowledge that occurred in early modern Europe and of how it dramatically changed the world.

**The class fulfills the second writing requirement.**

## **Comparative Public Policy – PLCP 4150 (Len Schoppa)**

Investigates why policies in areas like social welfare, education, and trade differ across time and across countries in advanced industrialized nations. The course looks at policies in the United States, Europe, and Japan. About 25 percent of the readings focus on Japan.

## **Political and Economic Reform in Advanced Industrialized Nations – PLCP 7500 (Len Schoppa)**

A variety of scholars have attributed cross-national differences in public policy to the structure of these nations' political and economic institutions. This course focuses on whether and how arguments in this vein can accommodate and explain cases of political and economic reform that result in significant changes to institutions. The course looks at the politics of public policy in the United States, Europe, and Japan. About 33 percent of the readings focus on Japan.

## **Marriage, Mortality, Fertility – ANTH 3129 (John Shepherd)**

### **Upper level majors and non-majors.**

This course explores the ways that culturally formed systems of values and family organization affect population processes in a variety of cultures. Topics to be discussed will include (1) disease history, the impact of epidemics and famine, the differential impact of mortality by gender, age, and class, the impact of improved nutrition and modern medicine; (2) marriage strategies and alternatives, the problem of unbalanced sex ratios at marriageable age, systems of polygamy and polyandry, divorce, widowhood and remarriage; (3) fertility decision making, premodern methods of birth control and spacing, infanticide; and (4) migration, regional systems, and variation through time and space in the structure of populations. The course has 30% East Asian content.

**Anthro 101 or equivalent recommended as background.** This is an advanced course, adding to general offerings in social organization, kinship, marriage, and gender. **This course is cross-listed with women's studies.**

## **Gender, Family and Nation in Contemporary South Korea – ANTH 2559 (Caren Freeman)**

This course looks at the way South Korean men and women have refashioned their everyday lives amidst the radical and turbulent changes of the past four decades. Since the late 1960s, South Koreans have lived through rapid urbanization, industrialization, military authoritarian rule, democratic reform, rising consumerism, and integration into the global capitalist economy. We will explore what it means to live through these changes, and what the consequences are for the diverse ways Koreans think about themselves, their family relations and their ethnic/national identity. Keeping in the mind the tensions and interrelationship between ideological constructs and lived experiences of gender, family and nation, we will consider a wide range of social contexts and structures which frame the lives of South Koreans today, including transformations in work and education; marriage and dating; consumerism and youth culture; historical legacies of colonialism, military rule and national division; and political and economic policies of globalization. We will also look at Korea's relationship with diasporic communities as a site for the construction of new meanings and practices of gender, family and national belonging.

## **East Asian Buddhism – RELB 3559 (Clarke Hudson)**

TH 1400-1515, Clarke Hudson

History, scriptures, thought, and practice of Buddhism in China from earliest times to the present. Traditions studied include Pure Land and Chan (Zen) Buddhism

## **Chinese Literature in Translation: The Revolutionary Tradition – CHTR 3220/5220 (Charles Laughlin)**

The Revolutionary Tradition in Modern Chinese Literature and Film is a general introduction to modern Chinese literary culture.

## **East Asian Canons and Cultures – EAST 1010 (Conan Carey)**

This course is intended as an introduction to conceptions of self, society, and the universe as they were formulated in East Asia from earliest times up until the modern period through intensive engagement with canonical literary, philosophical, and religious texts such as the Analects, Diary of a Mad Old Man, Essays in Idleness, Lotus Sutra, Tale of Genji, and Tao Te Ching. In addition to reading these works in translation, students will be introduced to the characteristics of different East Asian languages that enabled their distinctive forms of rhetoric and thought, as well as conventions for romanization and pronunciation.

## **Media Japanese – JAPN 4830 (Conan Carey)**

This is an advanced Japanese language course, designed to expose students to journalistic writing through a careful examination of select newspaper and magazine articles on the current Japanese society, economy and/or politics. Some of the teaching material will be selected by the instructor, some according to student interests.

### **Introduction to Literary Japanese (Bungo) – JPTR 4710 (Conan Carey)**

This course is an introduction to Japanese as it was written from earliest times through to the mid-twentieth century. By the end of the course, students will be able to read any text written prior to the twentieth century. While reading representative selections from some of Japan's most revered works of poetry, fiction, myth, and history, students will also deepen their understanding of the modern Japanese language. Prerequisite: Japanese 301 or equivalent background. The course is divided into two parts, with two separate goals in mind. The first half will introduce grammatical fundamentals of literary Japanese (bungo 文語), in particular those particles and conjugations not found in modern Japanese. The second half of the course will build on these fundamentals through reading passages from a variety of texts, such as Heian poetry and tales, medieval essays, Edo travel literature, Meiji edicts and twentieth-century diplomatic documents. In addition to grammatical parsing and translation exercises, students will consider the potential complexities of translation from literary Japanese.

### **Korean culture and society – EALC 2559 (Teresa Lee)**

Fall 2009, T & TH 2-3:15pm

This course aims to help students develop an in-depth and well-balanced understanding of Korean culture and society. In so doing, it introduces important aspects of Korean culture including arranged marriage and ancestral rites. The course also introduces major literary works and touches upon some of the contemporary societal issues such as Korean people's views on education and English education, and their perception of American culture and people. In addition, this course emphasizes the importance of cultivating an ability to objectively compare Korean ways and perspectives with American ways and concepts. Students will be strongly encouraged to share their knowledge of American culture (or other cultures) and compare it with the cultural aspects and societal issues that are introduced in the course.

### **GCOM 7892: Business in a Global Context-China (Trey Maxham)**

For 5th year students who would like a foundation in business

This course focuses on doing business in China. Coursework consists of classroom instruction, corporate visits, and cultural experiences to help students better understand the global business environment and conducting business in China in particular. Prerequisites: Restricted to MS in Commerce students.

### **GCOM 7893: Business in a Global Context-SE Asia (Peter Maillet)**

For 5th year students who would like a foundation in business

This course focuses on doing business in SE Asia. Coursework consists of classroom instruction, corporate visits, and cultural experiences to help students better understand the global business environment and conducting business in SE Asia in particular. Prerequisites: Restricted to MS in Commerce students.

*Above are only the new courses to be offered in spring. All of the East Asia courses are listed on the East Asia Center website! [www.virginia.edu/eastasia](http://www.virginia.edu/eastasia)*

## Study Abroad

**Considering studying abroad next summer or next year? Now is the time to start examining your options, begin getting letters of recommendation together and apply for grants (see the section on grants on page 2). This section introduces the several study abroad programs that UVA sponsors.**

### **Kyoto Consortium for Japanese Studies**

The University of Virginia joins Harvard, Stanford, and about a dozen other top universities in running the Kyoto Consortium for Japanese Studies, a well-regarded consortium study abroad program based in Japan's historic capital city. The consortium arrangement entitles the university to select two to four undergraduate students each year to participate in the program, either for one semester or a full academic year.

The program requires students to have two full years of college-level Japanese language coursework as a prerequisite, and it works to improve students' language abilities through small-group instruction tailored to each student's ability level. A few courses are taught in Japanese, but most of the courses (on Japanese politics, foreign relations, society, and culture) are taught in English. The KCJS program, unlike some other study abroad programs in Japan, facilitates daily use of the language outside the classroom by placing all students who want to take advantage of this opportunity with host families.

### **UVA in Shanghai program (Chinese language)**

The UVA in Shanghai Intensive Chinese Language Program is run by the faculty of the Chinese language program in the Department of East Asian Languages, Literatures, and Cultures at the University of Virginia and hosted by East China Normal University. It is intended to enable students who are serious about studying Chinese language in a total immersion environment to cover an academic year worth of material and to earn eight UVA credits. This rigorous, demanding, and rewarding language program allows students to have first-hand experience in using Chinese in real world situations as well as studying and practicing it in the classroom.

The 2009 UVA in Shanghai program's newsletter is available at:  
<http://www.virginia.edu/eastasia/documents/2009Shanghainewsletter.pdf>

### **UVA China Gateway Program (non-language)**

The UVA China Gateway Program is specially designed by UVA faculty to give students with little or no prior experience the opportunity to discover China first hand. The program allows students to earn UVA credit and grades, not simply transfer credit. Participants will take an interdisciplinary study of Chinese language, history, society, and culture that reinforces class lectures with guest speakers, field trips and travel. The director, a member of the UVA faculty with extensive experience in China, will accompany the group and integrate on-site resources into the program.

Every day students will study "survival" Chinese for one and a half hours. Taught by experienced ECNU language teachers, this course is designed to enable students to use Chinese to move around the city, order food, and make purchases as soon as possible. Monday through Thursday, the program director will give a combination lecture/seminar course, "Shanghai and The Birth of Modern China," focusing on the critical roles the city has played in China's recent history. The final component of the coursework consists of a series of guest lecturers who will speak on current issues in China, such as education, population, government, economic reform, culture, and international relations,

Participants will take several field studies in Shanghai as a group including the Yu Gardens (Shanghai's "Old Town"), the Jade Buddha Temple, one of Shanghai's oldest active Buddhist temples and the Shanghai Museum. They will also take an overnight trip to the nearby city of Hangzhou, an extraordinarily beautiful and historic city. The Program Director will also generate a list of optional excursions and may conduct some of these himself.

Midway in the program, participants will take a train to Beijing for four days of sightseeing, including visits to Tiananmen Square, the Forbidden City, the Great Wall, the Summer Palace, and a Tibetan Temple. Once coursework in Shanghai is finished, the group will embark on a journey to the ancient capital city of Xi'an, to spend approximately three days visiting the provincial museum, the tomb of the Empress Wu from the Tang dynasty, the oldest city wall in China, and the tomb of China's first Emperor, Qin Shi Huangdi, who was buried with an army of terra cotta warriors, chariots and horses. From Xi'an, the group will fly to Chengdu, capital of Sichuan province in western China, where we will explore the city, the

panda research base, and the Leshan Dafou, the largest sitting Buddhist sculpture in the world. From there we return to Shanghai prior to departure back to the United States

Lasting six weeks and combining the study of language, history, and contemporary culture with travel and individual exploration, the program is ideal for students who have never before traveled to China.

### **UVA School of Architecture Summer in Beijing**

The program to Beijing will be offered again this summer, to study Chinese history, architecture, landscape architecture, and environmental issues. The estimated total for cost at this time is approximately \$3,300, depending on the number of students participating in the program and the exact or final figures for the group air fare (students and faculty must fly together on a package arrangement).

website: <http://urban.arch.virginia.edu/studyabroad/programs/china/>

### **UVA Studio Art Student Exchange Program with the Department of Fine Arts, Chinese University of Hong Kong**

The University of Virginia's Studio Art Program has initiated a Student Exchange Program with the Fine Arts Department at the Chinese University of Hong Kong this year. It first began as an exhibition exchange between the two schools, when in February 2008 the Studio faculty of C.U.H.K. showed their artworks at our "Off Grounds Gallery" and then in May 2008, UVA sent their work to Hong Kong.

The Chinese University of Hong Kong will begin sending us their art students next Fall 2009. The agreement between the two institutions allows us to exchange as many as two art students per semester. Any student majoring in Studio Art and in their second or third year is eligible.

Contact: Professor Megan Marlatt in Ruffin Hall, [mmg6n@virginia.edu](mailto:mmg6n@virginia.edu)

### **McIntire School of Commerce Semester in Hong Kong**

The McIntire School of Commerce and Hong Kong University of Science & Technology (HKUST) are offering third-year Commerce students an opportunity to study international business in Hong Kong during Spring Semester. HKUST is one of the top universities in Asia and is located in one of the world's most vibrant cities, Hong Kong. Spread over 150 acres in a beautiful setting in Clear Water Bay, Kowloon, the HKUST campus provides students with a relaxing environment in which to study and grow.

### **McIntire School of Commerce Global Immersion Project in China (summer)**

By working and studying within an international context, students develop a better understanding of the social, economic, and cultural dynamics affecting global organizations. Each immersion experience offers students additional depth within their functional area of concentration while providing an opportunity to create a tailored experience through the capstone project course. The global immersion project is held for six weeks between mid-May through the end of June.

### **Darden School of Business Global Business Experience in China (spring)**

Based on a unifying theme and a specific geographic location, each course includes structured classes and practitioner presentations as well as visits to companies, governmental agencies, and important cultural sites. Each Global Business Experience course is intended to give students a better perspective on the countries visited and, through comparison, on their country of origin. All GBEs share a common set of academic objectives, to increase students' awareness and understanding of the differences in cultures and business practices, and to increase students' familiarity with current economic, political, and cultural issues in countries and regions outside of the United States.

### **EFL Teaching Practicum in Shanghai**

Up to ten students from the University of Virginia will complete a three-week teaching practicum at a Summer English Camp for upper elementary, middle and high school students in Shanghai, China. The site is a middle school in the Putuo district of Shanghai, Jiao Hua Middle School. Shanghai, a modern and international city, is a vibrant gateway for first-time visitors to China. Weekend trips to such places as Suzhou, known for its classical Chinese gardens, and others will be

arranged to enhance participants' exposure to Chinese culture and history. Chinese students and teachers will benefit through contact with native speakers of English and opportunities for cultural exchange. U.Va. students will benefit from an intensive professional development experience, a chance for interaction with faculty and students in a foreign country, and an exceptional, low cost study abroad opportunity.

Contact: Shelley Staples, [sls8y@virginia.edu](mailto:sls8y@virginia.edu)

#### **More information**

For more information on these programs, as well as an extensive list of other programs not administered by UVa, visit the East Asia Center's study abroad page at: <http://www.virginia.edu/eastasia/abroad.htm>

Also check out the International Studies Office for lots of helpful resources on studying abroad:  
<http://www.studyabroad.virginia.edu/>

## **Summer Language Institute East Asian Language Programs**

### **Tibetan**

The UVa Tibetan Studies Program is pleased to announce its Summer Language Institute. Learn two years (12 U.Va. credit hours) of Tibetan in an intensive atmosphere guided by three instructors. You will read, write, speak, and live Tibetan for nine weeks, while also learning about Tibet's unique culture. Come and learn why intensive summer study is the most enjoyable and efficient way to learn a language!

Learning Tibetan is a great preparation for travel and study abroad in one of Asia's most fascinating cultures and striking environments across the Tibetan plateau, or for studying the religious life and literature of one of the greatest Buddhist cultures in Asia.

Summer is almost here -- spend it on Mr. Jefferson's beautiful grounds learning to speak and read about mountains, Himalayan communities, and monasteries! The 2009 program will be led by Professor Tsetan Chonjore, one of the most experienced and skilled teachers of Tibetan in the world, along with two native Tibetan assistants.

The program will focus on modern spoken and written Tibetan according to the Central Tibetan dialect and is oriented towards producing hearing and speaking proficiency. Students will learn both print as well as cursive script, a unique aspect of the program. In addition, it will utilize new multimedia materials being developed by the Tibetan Language Learning Resources from original film shot in Tibet. The last unit of the summer will offer a bridge to classical literary Tibetan on the basis of mastery of modern Tibetan.

Attendance in all three sessions (morning, afternoon, and evening) is required of all students, regardless of whether they are enrolled for credit or non-credit. Furthermore, every student, regardless of type of enrollment, must earn a passing grade in each class of the first half of the SLI in order to participate in the second half of the program. Virginia undergraduates may fulfill their language requirements with Literary and Spoken Tibetan I and II (RELB 500S and RELB 501S).

The SLI Tibetan Summer program will have a residential component this year in the French House at UVa, a beautiful, recently renovated mansion, first built in 1896 in the Queen Anne style of architecture. The mansion has a large living-room, library, seminar room, and dining room. It provides students a stimulating and near-immersion environment in which to learn Tibetan, while facilitating a close-knit sense of community for those committed to learning Tibetan language and culture.

A trained Residence Director who is fluent in Tibetan will live with the students in the house and encourage the use of Tibetan in everyday life. The RD will be available in the evenings to answer linguistic or other questions or simply to chat with students who wish to practice their conversational skills.

To reserve a space in the language house, please contact Conference Services.

Visiting high school students are not eligible for University Housing.

For more information, see <http://www.virginia.edu/summer/SLI/tibetan.html> or the Tibet Center's description of the program [www.uvatibetcenter.org/](http://www.uvatibetcenter.org/)

## Chinese

The Department of East Asian Languages, Literatures, and Cultures is pleased to announce its intensive program in Mandarin Chinese, offered through the Summer Language Institute (June 8 - August 7, 2009). The SLI program is an intensive, 8-credit, beginning-level program in Modern Standard Mandarin Chinese for students with no or little prior experience in the language. The program is not intended for students who speak Mandarin Chinese or who have previously studied the language. The program will cover material offered in Chinese 101 and 102 during the fall and spring semesters at the University of Virginia. Students may proceed to CHIN201 upon successful completion of the program.

### Program Description

The Summer Language Institute Chinese program helps students acquire a solid foundation in listening, speaking, reading, and writing. Students learn all the sounds and tones in Mandarin Chinese, basic vocabulary, frequently used characters, pinyin (the standard Mandarin Chinese transcription system), as well as information about Chinese language, culture, and society. An intimate class format maximizes interaction between teachers and students, creating a learning environment that facilitates both individual and collective learning processes. The program focuses on cultivating students' proficiency levels and aims at helping students acquire real life communication skills. Students will learn to perform the following functions using complete sentences at the paragraph level: descriptions, narrations, explanations, comparisons, and giving directions. They will also learn to handle a range of sociocultural situations within the short span of time.

### Program Activities and Information

**Core Coursework:** During the 9-week program, the class will meet every weekday, 9 am- to 12 pm. The students are also required to spend 4-6 hours outside of class previewing and reviewing class materials. Students will gain additional practice with sounds, tones, vocabulary and dialogue sentences by listening to audio files either at home or in the school language lab. Students will also participate in individual tutorials for Thirty minutes each week between 1 and 3 pm, Mondays through Wednesdays. The purpose of these sessions is to give students an opportunity to fine tune their speaking and listening skills and to interact one-on-one with trained tutors. Our tutors are Graduate students from UVA's Graduate School of Arts and Sciences. They usually work as teaching assistants during the regular academic year.

Attendance in all three sessions (morning, afternoon, and evening for Chinese Corner on Thursdays) is required of all students, regardless of whether they are enrolled for credit or non-credit. Furthermore, every student, regardless of type of enrollment, must earn a passing grade in each class of the first half of the SLI in order to participate in the second half of the program.

**Cultural Activities:** For one hour to one hour and a half on Thursday evenings between 5 and 7pm, students are required to attend Chinese Corner, where native Chinese speakers and students of Chinese gather informally on the lawn or in a classroom to practice their conversation skills. Organized cultural activities on Fridays, and occasionally on Saturdays, give students additional opportunities to interact with the local Chinese community. Activities include short lectures by UVA professors or guest lecturers and discussions on topics relating to Chinese culture and local customs. Attendance in all course activities is required of all students, regardless of whether they are enrolled for credit or non-credit.

**The Communicative Approach:** The curriculum emphasizes linguistic aspects of language learning (pronunciation, vocabulary, and structure) as well as social-cultural strategies in communication. The experienced instructors employ communicative and collaborative approaches to foster rapid development of oral and written communication skills. Extracurricular activities involving segments of the local Chinese community expose students to Chinese culture, including language exchanges and visits to the classroom by native speakers of Chinese.

Functional based homework and quizzes are given on a daily basis. Review tests (both written and oral) are administered frequently to increase students' long term memory of material learned. Students will leave the course with the ability to talk about themselves, their family and friends, academic life, hobbies, sports, weather, and transportation. Students will also

learn functional Chinese, suitable in a variety of settings, including restaurants, libraries, hospitals, airports, and post offices.

**Student Centered Approach:** It is not just the usefulness of Mandarin Chinese that makes it a good choice now that China is rising on the world stage. Students will also discover how enjoyable and rewarding it is to be able to read and write Chinese characters and learn the unique tones and sounds of Mandarin Chinese within a short span of time. This intensive, student-centered approach to learning Mandarin Chinese will allow students to acquire basic oral proficiency in Mandarin Chinese within less than a month. At the end of the program, students will be able to communicate in Chinese in complete sentences and paragraphs.

**Textbooks:** Textbooks: Integrated Chinese, Level 1, Part 1, 2 including Textbook, Workbook, and Character Workbook, all in Simplified Character Edition, Boston: Cheng & Tsui, 2nd edition, 2005. Students are required to write with Simplified Characters.

**Program Director:** Shu-chen Chen earned her MA in linguistics from the University of Victoria and her PhD in Religious Studies (Buddhist Studies) from the University of Virginia. Her research focuses on Chinese and Tibetan Buddhism, but her personal interests extend to books on spirituality and language pedagogy. Having studied Sanskrit and Japanese during her doctoral program, Shu-chen understands the challenges of foreign language learning from the student's perspective, and this insight shapes the way she teaches Chinese (her native language). Shu-chen Chen finds teaching Chinese in the summer intensive setting most rewarding because she sees her students' abilities increase quickly in a short period of time. She also derives fulfillment from knowing that the SLI experience will prepare her students to excel in CHIN 201 and 202 should they continue with their Chinese studies during the regular academic year. Shu-chen Chen also sees common ground between her research on religion and spirituality and her teaching of Chinese. On the first day of Chinese 101, in the Fall of 2007 she told her class: "Through learning Chinese, you get to know your own culture better, you become more understanding, more accepting and you learn that differences aren't so great after all. It's good for the harmony of the world."

<http://www.virginia.edu/summer/SLI/chinese.html>

## **Grant Reports – Follow-up Reports from Grant Recipients**

### **Evan Lord, Weedon Grant Follow-Up Report**

During the summer, I participated in the UVA in Shanghai language program, at East China Normal University in Shanghai, China. It was a two month long language immersion program, where my classmates and I pledged to only speak in Chinese for the entire two months. It was an intensive program, where we learned dozens of new words every day, and applied them each day in four hours of classes. One of those hours every day was a one-on-one discussion with one of our teachers, all of whom were graduate students at the University learning how to teach Chinese as a foreign language. It was without a doubt the most challenging and rewarding class I have taken at UVA.

Our classes started every day at 8 in the morning. After our daily dictation, the first hour of class was an overview of the day's lesson, reviewing the new vocabulary and grammar structures. The next hour was a drill class, where the teachers led us in practicing the grammar. The final hour of group classes was a group discussion where we put the words we had learned into practice.

In our free time, we were able to explore Shanghai, one of the largest cities in the world. The city is so densely populated that even miles outside of the city center one is still surrounded by tall apartment blocks and offices. From the glass skyscrapers in Pudong to the European-built art-deco architecture of the Bund, to the back alleys and narrow streets just south of downtown, Shanghai was the most interesting city I had ever seen. And in one excursion into downtown I could enjoy everything from high tea in the splendid colonial buildings on Zhongshan Road to the delicious xiao long bao dumplings that singlehandedly put Shanghai on the world's culinary map. As if Shanghai weren't enough, the program included two side trips, giving me the opportunity to ride a boat on Hangzhou's beautiful West Lake, glimpse into the lives of the emperors in Beijing's Forbidden City and Summer Palace, and even climb to the point of exhaustion on the Great Wall, only to find to my horror that there was yet more wall to climb.

In addition to my time on the program, I flew out a week before the program and stayed on another two weeks afterwards, and was able to independently see the country and immerse myself in the language and culture. The week I spent in Shanghai before the program started helped orient myself to the city and the country, and the adjustment period

proved invaluable. In the two weeks after the program ended, I saw the famed Terra-cotta warriors in Xi'an, the awe-inspiring karst landscape along the Li River near Guilin, and was treated to authentic Cantonese cuisine in Guangzhou by a friend I had met in Shanghai. I marveled at the ultramodern skyline of China's "Overnight City," Shenzhen, which just thirty years ago was little more than farmland, and from there I crossed over into Hong Kong, where I rode the Star Ferry, took the Tram up to Victoria Peak, haggled with stubborn street vendors in what little Cantonese I had managed to glean from a phrasebook, and stood under the spellbinding gaze of the world's largest outdoor, seated Buddha. On the plane home I only regretted not having just one more day to spend in China. I will definitely be back soon.

#### **Theodore Karch, Weedon Grant Follow-Up Report:**

Facing the hot, humid Shanghai weather every day was definitely worth every minute. The two short months I spent there taught me so much, not only in terms of the language, but also about Chinese culture. On a daily basis, I was able to interact with native Chinese speakers and to experience how they lived. This experience was an extremely valuable addition to the already amazing language education I have received at the University of Virginia in my first two years here. My time in Shanghai was an invaluable experience that has broadened my worldview and benefited my language capabilities tremendously.

Before going to Shanghai, I had taken Chinese language courses at UVA for two years. By Chinese 202, my proficiency was sound, and I was comfortable and confident in my abilities when I went to China. A few days after arriving in Shanghai, we commenced our language study. My 300-level classmates and I took classes four days a week, for four hours a day. Those four hours included three hours of classroom lecture-style teaching, and one hour of one-on-one time with our graduate-student teachers. The one-on-one time really solidified what we learned in lectures that day, which was truly useful because of the very rapid pace at which we were learning. In Shanghai, we would cover a chapter of material per day, whereas in the States we would only go over a chapter (albeit shorter) per week. The language education I got there was truly indispensable; we learned really useful information that we could apply when we interacted with Chinese after class.

On a normal day, we would be done with classes around noon or one o'clock, at which point we would go out to lunch and maybe go exploring the city. This was always an adventure, as you never knew whom you would meet on the street and how they would react once they realized that I was learning their language. When a Chinese person realized that a foreigner was speaking their language, their demeanor changed immediately. They opened up to you and started asking all sorts of questions that they didn't previously even consider asking. This type of experience was one that I experienced often in Shanghai and was always supremely gratifying for me, as I could tell that the people really appreciated and respected that I was making an effort to learn their language and understand their culture.

The travel and tourism we experienced in China was also very worthwhile. Shanghai has many worthwhile sightseeing ventures and is a very cosmopolitan city with something for everyone. While in Hangzhou, I visited historical monuments and temples that were truly breathtaking and unlike anything I had seen before, myself never having been to Asia. In Beijing, we saw the palaces of emperors past as well as many monuments of great significance and importance to Chinese culture, such as the Great Wall (长城) and the Temple of Heaven (天坛).

All in all, my time in China was extremely well spent, and I would recommend anyone interested in learning more about Chinese culture or language to go there. I learned a great deal about Chinese culture that I didn't know before, the types of things that you can't learn from a textbook. My Chinese language level also increased drastically, and my proficiency now is firmly in the advanced level of comprehension and communication. I plan to continue my studies of Chinese language, culture and politics and I hope to return to China and Shanghai as soon as possible.

#### **Phillip S. Green, Grant Follow-Up Report, Economic/ Political Intern at the US State Department, Summer '09**

I spent the summer of 2009 working in the Economic Section of the US Consulate in Guangzhou, China. My goal in going to China was to learn about renewable energy in China, particularly, solar cells. I prepared a research plan and planned on using my internship as a vehicle for my stay in China. Early in the internship my supervisor informed me that my work at the Consulate would not get quite in depth as I indicated in my research plan, which disappointed me at first. However, my internship gave me a broader understanding of the Environment, Science, and Technology in South China.

Through conversations with my supervisor and based on the needs of the Economic/Political Office and my interest, we decided on several topics. The topics we chose were the solar energy industry, high tech parks, green building and sentiments towards the environment in South China. The Guangzhou Consulate jurisdiction covers several provinces in South China, excluding, Hong Kong and Macau. The Consulate has contacts with almost every government agency, enterprise, foreign officials and private citizens in South China.

Diplomacy is a tricky game, so you have to be mindful of what you say. My topics were not too controversial, so I avoided a lot of the pitfalls. We wanted to continue relations with our contacts and the Chinese government, so there was always a balancing act being performed.

My work had a lot of variety and required my attendance at many functions. In regards to my work on solar energy, I met with all the representatives from solar cell companies operating in South China, a lot of solar water heater companies, two solar energy associations and government officials. Based on my meetings and my background research, I wrote a cable (in my case an article similar to that found Economist, Wall Street Journal, Reuters, etc.) for policy makers in DC, the embassy in Beijing and other federal agencies. The process was similar for other topics.

I also attended a lot of diplomatic events that did not directly relate to my topics, but were useful at building relationships and finding out the buzz in China. In addition to the diplomatic events, there were a lot of fairs, conferences, trade shows, discussion, press conferences and so forth that the consulate received hundreds of invitations for events throughout South China. We put an effort to have at least one representative from the Consulate at the critical events and for other events you could select to go depending on your work schedule and interest. Traveling was a big part of the job, and my colleagues and I were often away on the road.

My experience was amazing and I have learned a tremendous deal in doing business in China. Although I had translators/interpreters that helped me conduct interviews, having Chinese ability is really important. During my stay, I noticed the importance of relationships, guanxi, and you really missed out in that if you cannot communicate in Chinese. Guangdong province, with the highest per capita income in China, is atypical of other Chinese areas and is synonymous as the factory of the world due to its proximity to Hong Kong. I often traveled to Hong Kong and was amazed by the contrast of the two areas, so closely linked by geography, finance and culture.

My trip this summer has started a relationship with China that I feel will last the rest of my life. I am planning to visit again in the near future to see more of China and to gain a further understanding of Chinese culture. This trip was made possible by the support of Ellen Bayard Weedon East Asia Travel Grant awarded by the University of Virginia East Asia Center. I am truly appreciative of the grant, which was a critical component to the success of my experience.

## Lecture Series

Here's a sneak preview of the lectures lined up for next Spring. Check the East Asia Center website for updates on new lectures, topics, times and locations:

<http://www.virginia.edu/eastasia/events.html>

**Elliot Sperling of Indiana University**

Speaking on Tibetan Religious History

**Jim Milward of Georgetown University**

"The Guitar in China: Social and Historical Meanings of a Box With String"

**Nancy Abelmann of University of Illinois at Urbana-Champaign**

Speaking on Korean Cinema

**Judith Farquhar of University of Chicago**

Speaking on The Anthropology of Chinese Medicine

**Lynn Struve of Indiana University**

"Autobiographical Dream Records in Seventeenth-Century China"

**Laura Nelson of California State University East Bay**

Speaking on Korean Anthropology

**Asuka Sango of Carleton College**

Speaking on Heian Buddhism

# Faculty Directory

Faculty Name	Faculty for	Faculty Email
<b>Conan Carey</b>	Japanese Literature	<a href="mailto:cdc9y@virginia.edu">cdc9y@virginia.edu</a>
<b>Maria Chee</b>	Associate Director of Bachelor of Interdisciplinary Studies	<a href="mailto:mwc4e@virginia.edu">mwc4e@virginia.edu</a>
<b>Ming-Jer Chen</b>	Darden School	<a href="mailto:chenM@darden.virginia.edu">chenM@darden.virginia.edu</a>
<b>Shu-Chen Chen</b>	Chinese Language	<a href="mailto:sc8u@virginia.edu">sc8u@virginia.edu</a>
<b>Tsetan Chonjore</b>	Tibetan Language	<a href="mailto:tn8c@virginia.edu">tn8c@virginia.edu</a>
<b>Robert Conroy</b>	Darden School	<a href="mailto:ConroyR@darden.virginia.edu">ConroyR@darden.virginia.edu</a>
<b>Nawang Thokmey</b>	Asian Librarian (Tibet)	<a href="mailto:nt5y@virginia.edu">nt5y@virginia.edu</a>
<b>Frederick H. Damon</b>	Anthropology (Melanesia; Southeast, South, and East Asia)	<a href="mailto:fhd@virginia.edu">fhd@virginia.edu</a>
<b>Ronald Dimberg</b>	History (Korea)	<a href="mailto:rgd@virginia.edu">rgd@virginia.edu</a>
<b>Ellen Fuller</b>	East Asian Cultures/Studies in Women and Gender (Japan and East Asia), Grants Committee	<a href="mailto:evf5t@virginia.edu">evf5t@virginia.edu</a>
<b>David Germano</b>	Religious Studies (Tibetan Studies, Buddhist Studies)	<a href="mailto:dfg9w@virginia.edu">dfg9w@virginia.edu</a>
<b>Paul Groner</b>	Religious Studies (China and Japan)	<a href="mailto:psg3w@virginia.edu">psg3w@virginia.edu</a>
<b>Harry Harding</b>	Dean, Batten School Of Leadership and Public Policy	<a href="mailto:harding@virginia.edu">harding@virginia.edu</a>
<b>Gustav Heldt</b>	Japanese Literature	<a href="mailto:gch8r@virginia.edu">gch8r@virginia.edu</a>
<b>Robert Henricks</b>	Chinese	<a href="mailto:rg8n@virginia.edu">rg8n@virginia.edu</a>
<b>Diane Hoffman</b>	Curry School of Education (Anthropology, Comparative and International Education)	<a href="mailto:dmh3a@virginia.edu">dmh3a@virginia.edu</a>
<b>Yunsheng Huang</b>	Architectural History (East Asia)	<a href="mailto:yh6d@virginia.edu">yh6d@virginia.edu</a>
<b>Clarke Hudson</b>	Religious Studies (Daoism), Chair Speaker's Committee	<a href="mailto:wch4b@virginia.edu">wch4b@virginia.edu</a>
<b>Calvin Hsu</b>	Asian Librarian	<a href="mailto:ch8xy@virginia.edu">ch8xy@virginia.edu</a>
<b>Mieko Kawai</b>	Japanese Language	<a href="mailto:mk5aj@virginia.edu">mk5aj@virginia.edu</a>
<b>Soojeong Kim</b>	Korean Language	<a href="mailto:sck2j@virginia.edu">sck2j@virginia.edu</a>
<b>Anne Behnke Kinney</b>	Chinese Language and Literature	<a href="mailto:aeb2n@virginia.edu">aeb2n@virginia.edu</a>
<b>Teresa Lee</b>	Korean Language	<a href="mailto:ml5bc@virginia.edu">ml5bc@virginia.edu</a>
<b>Hsin-hsin Liang</b>	Chinese Language, UVA in Shanghai Program Coordinator, Chair, Grants Committee	<a href="mailto:hl9s@virginia.edu">hl9s@virginia.edu</a>
<b>Shawn Lyons</b>	Central Asia	<a href="mailto:stl8m@virginia.edu">stl8m@virginia.edu</a>
<b>Federico Marcon</b>	History (Japan)	<a href="mailto:fm2u@virginia.edu">fm2u@virginia.edu</a>
<b>Tomoko Marshall</b>	Japanese Language (Education, Japanese-language teaching)	<a href="mailto:tm5x@virginia.edu">tm5x@virginia.edu</a>
<b>Trey Maxham</b>	Global and Chinese Commerce	<a href="mailto:jgm3w@virginia.edu">jgm3w@virginia.edu</a>
<b>Tashi Rabgey</b>	Director, Contemporary Tibetan Studies Initiative	<a href="mailto:tr8n@virginia.edu">tr8n@virginia.edu</a>

<b>Bradly W. Reed</b>	History (Late Imperial and Modern China), China Gateway Program Coordinator, Speaker's Committee	<a href="mailto:bwr4k@virginia.edu">bwr4k@virginia.edu</a>
<b>Bruce L. Reynolds</b>	Economics (China and Japan)	<a href="mailto:br3p@virginia.edu">br3p@virginia.edu</a>
<b>Tomomi Sato</b>	Japanese Language	<a href="mailto:ts2fn@virginia.edu">ts2fn@virginia.edu</a>
<b>Kurtis Schaeffer</b>	Religious Studies (Tibet)	<a href="mailto:ks6bb@virginia.edu">ks6bb@virginia.edu</a>
<b>Leonard J. Schoppa</b>	Comparative Government and International Relations (Japan), Director of Graduate Studies	<a href="mailto:ljs2k@virginia.edu">ljs2k@virginia.edu</a>
<b>John R. Shepherd</b>	Anthropology (China and Taiwan): Director, East Asia Center	<a href="mailto:jrs4c@virginia.edu">jrs4c@virginia.edu</a>
<b>Nicolas Sihlé</b>	Anthropology (Tibet, Buddhism)	<a href="mailto:ns6n@virginia.edu">ns6n@virginia.edu</a>
<b>Robert Stolz</b>	History (Modern Japan)	<a href="mailto:rps6a@virginia.edu">rps6a@virginia.edu</a>
<b>Miao-Fen Tseng</b>	Chinese Language	<a href="mailto:mt3z@virginia.edu">mt3z@virginia.edu</a>
<b>Xiaorong Wang</b>	Chinese Language	<a href="mailto:xw6m@virginia.edu">xw6m@virginia.edu</a>
<b>Michiko Niikuni Wilson</b>	Modern Japanese Literature	<a href="mailto:mnw5m@virginia.edu">mnw5m@virginia.edu</a>
<b>Brantly Womack</b>	Comparative Government and International Relations (China and Vietnam)	<a href="mailto:bw9c@virginia.edu">bw9c@virginia.edu</a>
<b>Dorothy Wong</b>	Art History (Chinese Art, Buddhist Art)	<a href="mailto:dcw7a@virginia.edu">dcw7a@virginia.edu</a>
<b>Meredith Jung-En Woo</b>	Dean, Arts and Sciences, Buckner W Clay Professor	<a href="mailto:mjw8q@virginia.edu">mjw8q@virginia.edu</a>
<b>Jongbok Yi</b>	Korean Language	<a href="mailto:jby2y@virginia.edu">jby2y@virginia.edu</a>
<b>Xiaoming (Peter) Yu</b>	Assistant Dean of African-American Affairs	<a href="mailto:xy2m@virginia.edu">xy2m@virginia.edu</a>
<b>Jing Yuan</b>	Chinese Language	<a href="mailto:jy7s@virginia.edu">jy7s@virginia.edu</a>
<b>Ran Zhao</b>	Chinese Language	<a href="mailto:rz4e@virginia.edu">rz4e@virginia.edu</a>
<b>Ellen Zhang</b>	History (Ancient and Imperial China)	<a href="mailto:cz5h@virginia.edu">cz5h@virginia.edu</a>

