



University of Virginia

# East Asia Center

Newsletter  
Winter 2010

Director: John Shepherd

Newsletter Editor: Margaret McNett

East Asia Center  
New Cabell Hall 244  
(434) 924-7836  
[eastasiacenter@virginia.edu](mailto:eastasiacenter@virginia.edu)  
Fall 2010 hours:  
M: 2:30-5:30, T: 11-1,  
Th: 3:30-5:30

To subscribe to our mailing list or submit material for future newsletters, send a message to [eastasiacenter@virginia.edu](mailto:eastasiacenter@virginia.edu).

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 wide array of lectures lined up for next spring!..... [page 12](#)

## 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 5](#)

## Study Abroad & Summer Language Study

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 7](#)

Also check out the UVa's Summer Language Institute (SLI) programs in Chinese and Tibetan..... [page 9](#)

Read reports of UVa students' study abroad experiences..... [page 11](#)

# 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 available information here, but always check the website for the latest updates on deadlines and other details. <http://www.virginia.edu/eastasia/grants.html>

## FLAS (Foreign Language and Area Studies) Fellowship Awards

The Foreign Language and Area Studies Fellowship (also known as FLAS or Title VI) is an award for students concentrating in **modern** foreign language and a program that includes international or area studies. Academic-year (AY) fellowships are for nine months of study at the University of Virginia beginning Fall semester. The award includes a stipend, payment of tuition, and required health clinic and student activity fees. Each fellowship includes an institutional payment and a subsistence allowance. The estimated institutional payment for an academic year 2011-2012 fellowship is \$18,000 for a graduate student and \$10,000 for an undergraduate student. The estimated subsistence allowance for an academic year 2011-2012 fellowship is \$15,000 for a graduate student and \$5,000 for an undergraduate student. Summer FLAS fellowships provide a \$5,000 institutional payment and a \$2,500 subsistence allowance. No dependency allowances are offered.

FLAS fellowships are contingent upon funding from the U.S. Department of Education; no awards are guaranteed until funding notification, expected in late Spring 2011.

### Languages by Area

The US Department of Education has approved FLAS funded study of the following languages.  
**East Asia:** Chinese, Japanese, Korean, Tibetan

### Eligibility Requirements

The FLAS Fellowship competition is open to undergraduate and graduate students of the University of Virginia who are U.S. citizens, nationals, or permanent residents who are enrolled in a full-time program (either domestic or overseas) that combines modern foreign language training in the above mentioned language, with international or area studies.

Undergraduate students must be at the intermediate or advanced level of language proficiency

A FLAS fellow must register for a course in the language of the award each quarter and earn a grade of B or better; combine language study with area or international studies, or the international aspects of professional studies; and complete an online Performance Report by June 1, 2011 as required by the U.S. Department of Education.

With the approval from the United States Department of Education, Academic Year FLAS awards may be used for full-time dissertation research provided that the student is at the advanced level of language proficiency. The use of the foreign language in dissertation research must be extensive enough to be able to consider the language improvement facilitated by the research equal to improvement that would be obtained from a full academic year's worth of formal classroom instruction. Use of the FLAS fellowship for dissertation research is not encouraged by the U.S. Department of Education. The U.S. Department of Education prefers that students apply to the Fulbright-Hays Doctoral Dissertation Research Abroad. All overseas programs of study must be at the intermediate or advanced level of language proficiency and must be approved by the United States Department of Education at least thirty (30) days prior to the start of the program.

Application Submission: all materials to Dr. Richard Cohen, Managing Director, Asia Institute, P.O. Box 400169, 110 Minor Hall, by **Friday, March 4, 2010 at 2 p.m.**

**An applicant must submit:** 1. Application Form, 2. Statement of Purpose, 3. Transcript, and 4. UVA Supplemental Questionnaire. In addition, TWO recommendations by separate faculty are required: 5. Language Recommendation and 6. Academic Recommendation.

## **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 **typically late March or early April. Please check back on the [Grants & Awards page on our website for updated information.](#)** No electronic submissions, please.

## **Irwin S. Penn Memorial Scholarship**

The deadline for application is **Tuesday March 1, 2011 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 2010 or during the 2011-2012 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 (244 New Cabell Hall) no later than **2 pm, Tuesday, March 1st, 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, Tuesday, March 1st, 2011.**

## **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 usually **in March** when the DMP applications are due. A separate application is not required for the Mastercard Scholarship. **Please check the DMP website for more information:** [www.virginia.edu/deallc/degreeprograms\\_dmp.html](http://www.virginia.edu/deallc/degreeprograms_dmp.html)

## 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 **Tuesday, March 1st, 2011 at 2 pm.**

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

The East Asia Center has a 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

### **Seminar on Chinese Society - ANTH 5529 (John Shepherd)**

This class is a seminar reviewing classical and recent ethnography on Chinese society. This will be a small group seminar for students who have previous background in China studies or anthropology. This course will critically review the numerous characterizations of the Chinese culture of social relations that have been proposed by anthropologists, psychologists, and political scientists. The adequacy of these characterizations will be tested against ethnographic descriptions and literary accounts of Chinese families, gender roles, village life, friendship, formal organizations, and political culture. Examples will be drawn from the People's Republic, Taiwan, and overseas communities. The course will combine lecture and group discussions. Seminar participation and substantial papers required.

### **The Modern Chinese Essay – CHIN 4550/5550 (Charles Laughlin)**

Readings from major Chinese essayists of the 20th century in the original Chinese. Designed as a literary survey, this course also takes into account the needs of Chinese language learners. Essays are selected with difficulty level in mind. The course attends to general reading comprehension as well as the features of modern Chinese prose and its relationship to tradition. A moderate amount of secondary reading in English is also required.

### **Development and Social Change in Tibet – EALC 4559 (Tashi Rabgey)**

This intensive seminar provides a multidimensional framework for addressing the question of how Tibet should be understood in this period of rapid socio-economic and cultural change. Drawing on cross-disciplinary scholarship, research, tools and approaches, the course develops critical perspectives to explore prevailing frameworks for interpreting the contemporary Tibetan condition. Students will be guided through a critical reading of recent social sciences literature, as well as historical, literary and biographical texts and other forms of media such as film and the Internet, as a means of exploring alternative modes of framing the challenges facing communities on the Tibetan plateau. At the center of this course is the question of the role of social agency in Tibet's transition from tradition to modernity. Students will develop an independent service-learning project that addresses one or more of the themes and critical perspectives explored in the course. The service-learning component of the course will enable students to gain an in-depth understanding of the challenges facing communities in the Tibetan region by providing the immediacy of experience in a specific local context. The course will also feature guest speakers from the Tibetan region.

### **Early Modern Japan: A Social History – HIEA 3559 (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 laboratory where new forms of social relations developed and new political ideas were conceived. Tokugawa Japan is at the same time the negative image out of which modern Japan conjured itself up and the origin of many social, political, economic, intellectual dynamics that favored the formation of a modern and technologically advanced nation state by the end of the nineteenth century. This lecture offers a genealogy of the various forms of social processes and the ideas they engendered in early modern Japan. It focuses in particular on the revolutionary consequences of a deep contradiction characterizing Tokugawa society, i.e., the contrast of an essentially feudal political structure and the proto-capitalist economic relations it nourished. No previous knowledge of Japanese history is required to enroll in this class.

### **Readings in Politics and Economics – JAPN 4559/5559 (Michiko Wilson)**

An advanced Japanese language seminar, designed to help students read, interpret, analyze, and discuss on current Japanese politics and economics through an in-depth examination of select articles from one of Japan's top investigative magazines, *Aera*. Selections of the teaching materials are made by students. This course covers all four areas of language acquisition: speaking, listening, reading and writing.

### **Readings in Modern Korean – KOR 3559 (Soojeong Kim)**

This course will offer the students the opportunity to develop advanced reading proficiency in modern Korean language. The course will deal with advanced reading material, mostly from authentic writings in various genres and styles, such as newspaper editorials, columns, essays, T.V. news clips, short stories, and other expository and literary writings. In addition, this course will focus on enhancing ability to discuss and to share thoughts and idea from the reading material in a formal setting. You will build your vocabulary and reading proficiency toward the level of the college level in Korea. The class will cover basic Chinese characters. Students can take this course in conjunction with third-year KOR 3010 and 3020.

The main goals of the course is 1) to increase familiarity with various types of texts, 2) to discuss and share ideas from the reading material, 3) to expand the knowledge of vocabulary of more complex and abstract concepts, idiomatic expressions and Chinese characters, 4) to learn various aspects of Korean culture and society.

### **Ethnic Pluralism and Autonomy in China – PLCP 4500 (Tashi Rabgey)**

This course examines the politics of inclusion/exclusion by the modern Chinese state. Students will develop an understanding of the socio-cultural and historical forces that have shaped foundational discourses of belonging in the Chinese state in the past and today.

### **Buddhism in America – RELB 3559-1 (Paul Groner)**

This course is a seminar that examines the development of Buddhism in America going from its earliest appearance to contemporary developments. We will begin with a consideration of how some American and British thinkers, particularly the Transcendentalists and Theosophists, used Buddhism to push agendas that had little to do with Buddhism's original teachings. As more Buddhist texts were translated and Asian Buddhists came to America, a split developed between what Asian-Americans and Caucasians wanted from the tradition. In recent decades, American Buddhists developed new approaches to the tradition that have sometimes influenced Asia. Among the topics we will look at are Buddhism's encounter with environmental movements, feminism, prison outreach and contemporary poetry, fiction, and movies. There are no prerequisites, but a previous course in Buddhism is very useful.

### **Seminar on Chinese Religion and Society – RELB 3559-2/5715 (W. Clarke Hudson)**

Studies Chinese religion and society within the context of a specific period of Chinese history, or in terms of a specific theme. Buddhism, Daoism, Confucianism, and popular religion will be covered (along with other forms of religion, as appropriate).

### **Advanced Literary Tibetan – TBTN 5559 (Tsetan Nepali)**

Continuation of Advanced Modern Tibetan. Through reading different essay writings, newspapers, and articles on different topics, students can focus on grammar, syntax and structures to improve comprehension and communication skills and practice essay writing. Reading and writing different Tibetan scripts are further enhanced. Advanced interactive format, including aspects of Tibetan culture and enhancing the language skills and vocabulary of graduate students' field of research.

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

## 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. The International Studies Office (ISO) website will publish application deadlines and other information as it becomes available (see: [www.studyabroad.virginia.edu](http://www.studyabroad.virginia.edu)).

### **Kyoto Consortium for Japanese Studies (KCJS)**

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.

### **UVA School of Architecture Summer in Beijing (May 25-July 4, 2011)**

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 \$4000 in-state \$4093 out-of-state, which includes accommodations, all in-China transportations: buses, trains, boat trips, entrance fees, and tuitions. Round-trip airfare to Beijing is not included. Please estimate \$1500 for airfare and food expenses. The University's International Studies Office will announce final cost.

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 (non-language)**

Study art in Hong Kong. The University of Virginia's Studio Art Program initiated a Student Exchange Program with the Fine Arts Department at the Chinese University of Hong Kong. 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. Chinese language proficiency not required.

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. The application due date is usually in September.

## **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. The course is restricted to students enrolled in the MS Commerce program and is a mandatory part of their master's degree program course of study

## **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.

The China GBE program is designed to help students achieve the following objectives: to gain exposure to business practices in China; to better understand the interface of marketplace with local cultural/social conditions; and to help participants enjoy an international experience.

### **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:

[www.virginia.edu/eastasia/abroad.html](http://www.virginia.edu/eastasia/abroad.html)

Also check out the International Studies Office for lots of helpful resources on studying abroad: [www.studyabroad.virginia.edu/](http://www.studyabroad.virginia.edu/)

### **Interested in teaching English in East Asia?**

Consider taking LING 5090 – Teaching English as a Second Language, offered in Spring 2011. For more information on job opportunities teaching English in Asia, see [Employment/Internship Opportunities](#) on our website. Link: [http://www.virginia.edu/eastasia/grants\\_employment.html](http://www.virginia.edu/eastasia/grants_employment.html).

# Summer Language Institute

## East Asian Language Programs

### Chinese

#### Mission Statement

Whether you're planning overseas travel, exploring China's rich history and culture, conducting graduate research, or preparing for a career in international affairs, the Chinese Summer Language Institute will help you acquire the linguistic and cultural knowledge you need to succeed.

Chinese SLI participants earn the equivalent of **two semesters (8 credits)** of Chinese in an accelerated yet supportive environment. Depending on your proficiency level and prior experience with the language, students will enroll in either **level 1 (elementary)** or **level 2 (intermediate)**. Placement is determined by a written and oral exam administered before the start of the SLI. Upon successful completion of the Chinese SLI, students are well prepared to enter a rigorous 200-level course (after Level 1) or 300-level course (after level 2) offered at UVa or their home institution. Level 1 introduces students to the basic vocabulary and foundational grammar structures needed to communicate about a wide range of daily life topics. In Level 2, students learn to express themselves with more depth and sophistication on a similar array of topics as well as learn to distinguish between literary and colloquial Chinese. Undergraduates, graduate students, professionals, and rising junior and senior high school students are welcome to apply.

#### Pedagogy and Philosophy

At Chinese SLI we use both teacher-centered and student-centered approaches to ensure that students are taken through the complete cycle of effective input and productive output for each target lesson. We ask students to complete language tasks specially designed to utilize relevant vocabulary and grammar patterns in an accurate and effective manner. All assessments are performance-based, meaning we evaluate students' ability to perform verbally and in writing the following functions in a creative and contextually appropriate way: description, narration, comparison, explanation, giving directions, supporting opinions, handling transactions, and hypothesizing.

#### Unique Features of the Program

Through intensive, performance-based activities and frequent exposure to culturally authentic contexts, students in the Chinese SLI are able to master a voluminous amount of material in a short span of time. Inside the classroom, students enjoy an intimate format with one-on-one tutorials at least four days a week. Outside the classroom, students practice what they are learning each week with native speakers through community outreach events, including cooking competitions, cultural presentations and guest lectures on contemporary Chinese society. Most of these community-related activities are not offered during the regular academic semester.

#### Program Structure

Monday-Thursday	9:00-12:00 AM Class meets as a group, with native speaking tutors facilitating small group work
Monday-Wednesday	12:00-2:00 PM one-on-one tutorials with native-speaking tutors
Thursday	5:30-7 PM Chinese Corner—students enjoy a Chinese take-out dinner while conversing with native-speaking friends from the local Chinese community
Friday	9:00-12:00 AM Class meets, weekly oral and written tests administered 12:00-2:00 PM students participate in cooking event with members of the local Chinese community followed by a cultural presentation

## Project Go Funding for ROTC Students:

ROTC cadets admitted to the SLI to study Chinese, Russian or Arabic--languages classified as "critical" for U.S. national security--may be eligible to receive financial support through Project Go, a DOD-funded initiative. For more details, contact Professor Rich Cohen [rjc8s@Virginia.edu](mailto:rjc8s@Virginia.edu) or LTC Timothy Leroux [tpl6n@Virginia.edu](mailto:tpl6n@Virginia.edu).

**For more information:** see <http://www.virginia.edu/summer/SLI/chinese.html>

## Tibetan

### Mission Statement

It's not too soon to start planning your summer...Spend it on Mr. Jefferson's beautiful Grounds learning to speak, listen, read and write about Himalayan mountains, Buddhist monasteries and Tibetan communities around the world! The Tibetan SLI prepares you for travel, study abroad, graduate research, or your personal quest to learn more about one of the greatest Buddhist cultures in Asia.

Fulfill your foreign language and non-western perspective requirements and learn **two years** (12 UVA credit hours) of Tibetan in a fast-paced yet supportive environment, guided by three native-speaking instructors. You will read, write, speak, and live Tibetan for eight intense weeks, while also learning about a broad range of historical and contemporary Tibetan culture. Rigorous classroom instruction is supplemented by frequent fieldtrips, guest lectures, and interactions with the local Tibetan community.

### Pedagogy and Philosophy

The program focuses on modern spoken and written Tibetan according to the Central Tibetan dialect. Students learn both print as well as cursive script, a unique aspect of the program. The last unit of the summer offers a bridge to classical literary Tibetan. Dynamic audio-visual material published in the Tibetan and Himalayan Library, including original footage shot in Tibet, enlivens classroom learning.

### Unique Features of the Program: The Tibet House

Living in the **Tibet House** enables you to pursue your studies among a close-knit community of students devoted to studying Tibetan language and culture. The Tibet House is lovely Victorian-style house within easy walking distance of your classrooms and just a few blocks from the restaurants and shops on Grounds. A trained Residence Director who is fluent in Tibetan also resides in the house and encourages the use of Tibetan in everyday life. The RD is available in the evenings to answer your questions and help you practice your conversational skills. **To reserve a space in the language house, please contact Conference Services.**

Please note: high school students are not eligible for University housing.

### Program Structure

Tibetan SLI classes meet from Monday through Friday for seven and a half hours a day with three different Tibetan language instructors. You will meet for three hours every morning with the lead instructor for grammar and vocabulary instruction and practice; the afternoon class meets for an additional three hours and focuses on intensive, communicative practice of the material learned during the morning class; a 90-minute evening class continues to reinforce the day's material through interactive activities and gives you an opportunity to seek individualized assistance from the evening instructor. The study of Tibetan culture is integrated with language learning throughout all three sessions. 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. 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 fulfill their language requirements upon successful completion of the program.

**For more information:** see <http://www.virginia.edu/summer/SLI/tibetan.html> or the Tibet Center's description of the program [www.uvatibetcenter.org/?page\\_id=1778](http://www.uvatibetcenter.org/?page_id=1778)

## Student Reports

### From Weedon Travel Grant Recipients

#### Brandon Yoder, Weedon Grant Follow-Up Report Report on Travel to Beijing, August 18<sup>th</sup> – September 21<sup>st</sup>, 2010

My goals in Beijing this summer were twofold. Most important was to revive my Chinese language skills that had deteriorated in three years outside of China. My second was to make contact with prominent Chinese international relations scholars in Beijing at Qinghua University, Renmin University, and Beijing School of International Studies. Both endeavors on this summer's trip were undertaken with an eye towards returning to China in the near future to conduct research on US-China relations.

*Brandon Yoder is a 5th year Ph.D. candidate in international relations. His dissertation, which explores how countries can learn each other's future intentions, has foreign policy implications for China and the United States. He spent three years teaching in China before arriving at UVA.*

I arrived in Beijing on August 18<sup>th</sup> and immediately began a program of language acquisition. In the first three weeks, my primary aim was to restore my vocabulary to its previous level. I spent an average of eight hours per day studying. A complementary facet of my language program was immersion and interaction with native Chinese speakers, which allowed me to rapidly recall and internalize the vocabulary and grammatical forms I was studying. This was primarily conducted with friends that I met after my arrival. In order to maximize my speaking and listening opportunities, I lived in a youth hostel across the street from the Qinghua campus rather than in a single room in on-campus housing. In addition, Cui Zhiyuan, the professor who originally invited me to Qinghua, put me in contact with several of his graduate students whom I met for meals or other activities every day that I was in Beijing. These friends were important resources for answering questions that I had about Chinese language and in discussing common professional interests, which allowed me to practice my more technical vocabulary.

Professor Cui's students were also instrumental in my realizing my second goal of developing and fostering professional relationships. I had meetings with about a dozen top scholars who share my interests in great power transitions and US-China relations, several of whom I met with multiple times. In addition to giving me valuable feedback on ideas for my dissertation from an Eastern perspective, these contacts will be valuable for my future career as a China scholar. Several of the professors I met with suggested collaboration on projects and/or solicited publication submissions, and the possibility of my spending a year as a post-doctoral visiting scholar was received with universal enthusiasm. My discussions with Chinese colleagues have greatly clarified my research agenda for a future stint in China, as well as nearly guaranteeing that the option of taking such a position will be available to me.

The final phase of my language training concentrated on expanding my character recognition and professional vocabulary. Having successfully recovered my former vocabulary, I reallocated the eight hours per day to reading Chinese-language academic publications that had been recommended by the scholars I was meeting with. This activity both increased my reading speed and built my academic vocabulary to the point that by the end of my time in Beijing I was able to have meetings with professors on academic topics in Chinese.

The five weeks I spent in Beijing were unequivocally successfully in achieving the goals I set forth in my initial application for funding from the East Asia Center. The recovery and expansion of my language skills and the professional contacts that I made will be indispensable in allowing me to productively conduct long-term research in China in the near future.

#### Nicolas Marro, Weedon Grant Follow-Up Report UVA in Shanghai: Summer 2010 Recap

This past summer, I participated in the UVA in Shanghai program intended for intensive study of Chinese language. While in China, I completed Chinese 3010, Chinese 3020, and Chinese 4993 (Independent Research). Our accommodations were at East China Normal University (华东师范大学), where we took classes from 8am – 11am every morning, followed by a one-on-one class with a teacher (单班课) for an hour. The teachers themselves were graduate students attending ECNU, so they were also "learning" in the sense that they were practicing teaching Chinese as a second language.

Not all of our time was spent in Shanghai. One weekend, the class took a trip to Hangzhou, one of China's most beautiful and architecturally traditional cities. Some of the attractions we saw there were Tiger Spring, the Six Harmonies Pagoda, and the famous West Lake. After the conclusion of the first leg of the program and before we started the second, the class took a week-long trip to Beijing. While in Beijing,

*Nicolas Marro is a 3rd year Foreign Affairs and Chinese double major in the College of Arts and Sciences. He spent a summer abroad in Shanghai under the UVA in Shanghai study abroad program.*

we went to the Forbidden City, the Great Wall (Juyong Pass), Tiananmen Square, Hou Hai Lake, the Summer Palace, and the Temple of Heaven. On the way up we took a “soft sleeper” train (one of the nicer accommodations for travel in China), and on the way back we took a “hard sleeper” train (one of the accommodations more commonly used by Chinese people).

Most Thursdays we had a “Language Practicum”, when we put our Chinese to practical use by participating in activities outside of the classroom. These included visits to Chinese students’ dorms (which also helped us appreciate our own living conditions), a trip to a park near campus to watch the Dragon Boat festival, interviewing parents outside a local high school regarding their feelings on The National Higher Education Entrance Examination (高考), or simply going to lunch with one of our teachers. One language practicum was a home-stay, where each student was paired with a Chinese family and spent the day with them in order to experience how a Chinese family carried out their day in Shanghai.

The independent research project (CHIN4993) was designed to allow the program count as a full eight credits. Chinese 3010-3020 was only six credits cumulatively, and so in order for the program to be a full eight credits, CHIN4993 was introduced. We were told that we could conduct research on anything we wanted to, as long as it held some relevance towards China. The catch was that we had to have a significant portion of our research gained through interviews of native Chinese speakers; how we carried out these interviews was left to us. Topics ranged from Islam in China (my topic) to the influence of Lady Gaga (my roommate’s topic), so the teachers were quite flexible in dealing with our creativity.

Overall, I feel that the program was masterfully conducted, and that the experience and education I gained from it surpassed anything I could attain while studying Chinese in America. I feel that the most important aspect of UVa in Shanghai was that the students were carefully and appropriately integrated into the foreign environment; not only with a language pledge (a promise to speak only Chinese for all eight weeks), but with teachers who understood our American backgrounds and cultural norms, and who were readily available whenever problems arose. There were some lows during the summer, but in my opinion even those “lows” were nothing to complain about. UVa in Shanghai is a great way to introduce students who have never been to an Asian country to another culture. It is also an effective way to re-familiarize students who have already had experience in the region, be their experiences limited or expansive. I definitely recommend this program for any serious learner of Chinese, as well as anyone intending to major in Chinese – because there is no possible way to even attempt to master the language, unless you can immerse yourself in its native and cultural surroundings.

## Lecture Series

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

[www.virginia.edu/eastasia/events.html](http://www.virginia.edu/eastasia/events.html)

**Weijing Lu of University of California, San Diego**  
Speaking on marriage practices in the Ming-Qing period

**Julia Curtis, Weedon Lecture in the Arts of Asia**  
Speaking on Chinese porcelain

**Janet Walker of Rutgers University**  
Speaking on Japanese literature

**Qing Zhang of the University of Arizona**  
Speaking on Chinese anthropological linguistics

**Paul Copp of University of Chicago**  
“Talisman Seals, Ritual Manuals, and Manuscript Culture in Late Medieval Dunhuang”

**Steve Miles of Washington University**  
Guangdong-Guangxi elite families in the Ming and Qing

**James Robson of Harvard University**  
Speaking on mental illness in East Asian Buddhist monastery life

**Ken Kawashima of University of Toronto**  
Speaking on Japanese political thought

# Faculty Directory

Faculty Name	Faculty for	Faculty Email
<b>Ying-ling Bao</b>	Chinese Language	<a href="mailto:yb2u@Virginia.EDU">yb2u@Virginia.EDU</a>
<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)	<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); <i>Grants Committee</i>	<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:hharding@virginia.edu">hharding@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); <i>Chair, Speakers Committee</i>	<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>Charles Laughlin</b>	Ellen Bayard Weedon Professor Of East Asian Studies; <i>Director of Graduate Studies</i>	<a href="mailto:cal5m@virginia.edu">cal5m@virginia.edu</a>
<b>Teresa Lee</b>	Korean Language	<a href="mailto:ml5bc@virginia.edu">ml5bc@virginia.edu</a>

<b>Wei Li</b>	Darden	<a href="mailto:LiW@darden.virginia.edu">LiW@darden.virginia.edu</a>
<b>Hsin-hsin Liang</b>	Chinese Language, UVA in Shanghai Program Coordinator, Chair	<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); <i>Graduate Committee</i>	<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>	Contemporary Tibetan Studies	<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; <i>Chair, Grants Committee</i>	<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>Jann Ronis</b>	Religious Studies (Tibet)	<a href="mailto:jmr9t@virginia.edu">jmr9t@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)	<a href="mailto:ljs2k@virginia.edu">ljs2k@virginia.edu</a>
<b>John R. Shepherd</b>	Anthropology (China and Taiwan); <i>Director, East Asia Center</i>	<a href="mailto:jrs4c@virginia.edu">jrs4c@virginia.edu</a>
<b>Robert Stolz</b>	History (Modern Japan); <i>Speakers Committee</i>	<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>Wei Xu</b>	Chinese Language	<a href="mailto:wx2n@Virginia.EDU">wx2n@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>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>