The Center for East Asian and Pacific Studies (CEAPS) wishes you the best for the Fall, 2014 semester! I would like to take this opportunity to welcome you all back, and also to welcome our newest core faculty affiliate, Professor Jeffrey Martin (Anthropology/EALC). We are delighted to have Professor Martin here as part of our community, and we are working with him to help expand our programming in the social sciences. I also would like to draw your attention to a conference organized by CEAPS affiliate Professor Kai-Wing Chow, “History of Non-book Publishing in China, Tang (618-907) through Qing (1644-1911).” The conference will be held on Friday and Saturday, Sept. 26-27, in Lucy Ellis Lounge, 1080 Foreign Languages Building; a full schedule can be found on the CEAPS website. Additionally, CEAPS has a full calendar for the semester, including the ever-popular AsiaLENS film series, workshops by our visiting Asian scholars, and lectures, film screenings, and other events to help enliven Asian Studies on campus – please check the calendar on page 7 for specifics. Spring events will be announced in November.

We have had a very busy summer here at CEAPS working on grant proposals to support our programming as well as research, teaching, and student projects across campus. The larger of these is the US Department of Education (DOE) Title VI National Resource Center grant, which runs on a four-year cycle; the current cycle will begin this semester. Since 2006, Title VI has supported our very fruitful partnership with Indiana University’s East Asian Studies Center as a DOE Joint National Resource Center for East Asia. As the “IL/IN Consortium” we have been able to support programming, research, and outreach, as well as supply Foreign Language and Area Studies (FLAS) fellowships for students on both campuses. Also, our Consortium Summer Dissertation Workshop and frequent faculty exchanges have brought the two campus communities together. We hope to know the result of the competition by the end of the month. On page 2 of this newsletter, we have outlined some of our plans for the next four years; we invite your participation and input on how to best realize our goals of creating a globalized campus in which the vitality of East Asian students and faculty and East Asian studies form the cornerstone.

Additionally, we have been working to redesign “Digital Asia” to more fully utilize the capacities of on-line environments and leverage the imaginative dynamism of a team of collaborators across the College of Liberal Arts and Sciences and the College of Education. We have applied for grant support for the start-up phase of this, and we hope to grow this important project of the Asian Educational Media Services (AEMS) in the coming years. To learn more about AEMS and also our Visiting Asian Scholars Program (VASP), please see page 3.

We are looking forward to a busy, exciting year, and we hope we will see many of you at our upcoming events. Most of you have already met our fantastic new Associate Director, Yimin Wang, who has, among many other things, resurrected the CEAPS newsletter. Please do not hesitate to share your news with her – we would like to be able to help celebrate your awards, publications, conferences, and other activities!

Thank you,
Elizabeth Oyler
Title VI Flagship Activities

“Cultures of Global Citizenship and Learning in the Pacific Century: East Asian Studies for Campuses of the Future” is the IL/IN consortium theme for the 2014-2018 Title VI activities. This theme encompasses interdisciplinary examination of the vital world region of East Asia from a global perspective and captures the dynamism of IL/IN’s globally diverse campuses and growing East Asian institutional partnerships and international engagement. Proposed activities will integrate the cultural and linguistic strengths of our domestic and East Asian faculty and students into innovative East Asia teaching and learning experiences; create an “IL/IN Corridor” for East Asian studies serving community colleges and Minority Serving Institutions in the two states; develop more sustainable and internationalized teacher education programs; partner with the joint UCLA/USC consortium for national dissertation workshops on East Asian Studies in global historical perspectives; and bolster K-20 East Asian language education and assessment programs, strengthening our regional pipeline for cultivation of Chinese, Japanese and Korean language specialists. Our signature projects are the following:


Working with the Center for Translation Studies, CEAPS is developing a course that will create a model of integrating international students and advanced East Asian language learners at any university with a large population of students from East Asian countries. It targets intermediate-advanced Chinese learners and newly-arrived Chinese students, and utilizes both Chinese and English lectures and translation exercises. Goals include increasing language capability in the target languages and creating cooperative, cross-cultural partnerships between native Chinese speakers and Chinese language-learners.

2. Study Abroad Blog

This project partners CEAPS with the Study Abroad Office to offer on-line support for study abroad students. Divided into sub-pages focused on the East Asian countries students will visit, the blog provides information about the country, organized thematically. East Asian international students on campus will serve as facilitators, responding to comments and questions posted by study abroad students in order to help contextualize their experiences. This activity encourages international and domestic student interaction and puts international students in an active, mentoring role. We will share the blog with Corridor partners and through IN’s nationally recognized Global Gateway study abroad program for pre-service teachers.

3. Documenting Journeys Abroad

Another important project with the Study Abroad Office. CEAPS will enhance study abroad experiences in East Asia. We provide pre-departure orientations concerning language, culture, history, and society of East Asian countries to be visited. Part of the orientation includes training pre-departure students to make documentaries of their experiences in the “Documenting Journeys Abroad.” CEAPS staff will train students to edit documentaries to be showcased on Asian Educational Media Service (AEMS) website, thereby creating an archive of reflection on the Study Abroad experience.

More projects will be introduced in the next issue of the newsletter. Please also stay tuned for our Title VI project information sessions!
Asian Educational Media Service (AEMS)
The Asian Educational Media Service (AEMS) works to promote understanding of Asian cultures and peoples by assisting educators at all levels, from elementary schools to colleges and universities, in finding resources for learning about Asia. AEMS offers several services to realize this goal, including a database (http://www.aems.illinois.edu/aemsdatabase/index.html) of more than 6,000 records for DVDs, videocassettes, and curriculum units with audio-visual components, all related to Asia. The database is continuously updated by AEMS staff, and each record includes a detailed description of the item and distributor information.

Digital Asia (http://www.digitalasia.illinois.edu/) is an online educator resource presenting excerpts of documentaries about Asia by scholar filmmakers together with original curriculum materials. Developed for the college and high school teacher for easy use in the classroom, this website contains 3-5 minute live stream excerpts of films, accompanied by free downloadable curriculum materials, film transcripts, and background materials.

One of AEMS’s most visible outreach efforts is the Association for Asian Studies (AAS) Annual Film Expo (http://www.aems.illinois.edu/aas/2014/index.html), an annual conference that has been organized by AEMS since 2011. During the Film Expo, films are projected in a dedicated screening room with a schedule running from Thursday afternoon through Saturday evening. AEMS also hosts the AsiaLENS Film Series each semester at the Knight Auditorium, Spurlock Museum. Showings are the second Tuesday of each month during the semester. For more information, see: http://www.aems.illinois.edu/events/asiemens.htm.

The AEMS Local Media Library is a collection of Asian media and includes high-quality videos and curriculum materials about Asia, as well as some CDs and traditional games. These materials are available for loan to the public from our location or through interlibrary loan. Please contact the librarian at (aems@illinois.edu) for more information.

AEMS also collaborates with Spurlock Museum to curate AsiaLENS, a series of free public film screenings and lecture/discussion programs organized by AEMS presenting recent documentary and independent films on issues reflecting contemporary life in Asia.

Visiting Asian Scholar Program (VASP)
The Center for East Asian and Pacific Studies is delighted to introduce our second cohort for the Visiting Asian Scholar Program (VASP). Developed as a legacy to our long-running Freeman Fellows Program (1996-2013), VASP offers scholars from Asia the opportunity to affiliate with the University of Illinois and become part of our scholarly community as they conduct research projects. The Visiting Asian Scholars are on campus for one or two semesters, and while conducting their individual research, they participate in a variety of programming and work with campus faculty partners to develop potential collaborations linking the University of Illinois to institutions across Asia. This Fall, the scholars will be presenting their research in a series of lunch-time presentations to which the public is welcome. We will also be offering a series of roundtable discussions for faculty and students on topics related to Asian culture and international relations that we invite your students to attend. Our inaugural semester series will address the general topics of Chinese economics, politics, and culture. Our goal with this series is to bring topics concerning Asia and international relations to campus in a venue that will invite student participation and complement work going on in classrooms across campus. You can find the schedule of the presentations and roundtable discussions on the attached event calendar. We look forward to seeing you at these events! For more information, please visit our website: https://publish.illinois.edu/visitingasianscholars/.
Noelle Easterday is a second year graduate student in anthropology. Her research themes include borders, belonging, and bodies, and she is especially interested in addictive and compulsive behaviors, the every dayness of adolescent life, diagnostics of membership, and contemporary rural living in Korea. My FLAS fellowship made it possible for me to study Korean at Chonnam National University in Gwangju, South Korea. Over the course of the program, I connected with students from all over the world in my classes, with Korean professors and graduate colleagues, and with the Gwangju community. My time in Korea gave me the opportunity to actually use Korean outside of the classroom and has greatly impacted my ability to communicate with confidence with other Korean speakers. I look forward to returning soon!

John Tao

John Tao is a second year socio-cultural anthropology PhD student. He is interested in human migration, the interaction between spaces and identities, and the interaction between laws and society. He hopes to do fieldwork in Guangzhou to explore the African immigration into China.

As a Chinese FLAS fellow through the University of Illinois, I studied Chinese in a rigorous program at Tsinghua University in Beijing, which dramatically increased my Chinese speaking, reading, and writing abilities. However, despite the strong caliber of my program, being in China was what enabled me to truly absorb and retain the materials I learned. There is nothing like participating in an immersive program where you are forced every day to use the linguistic skills acquired in the classroom. Additionally, while I was in China I was able to visit incredibly historic places and interact with them in a way textbooks cannot truly convey. There is an enormous difference between reading about and looking at pictures of Huashan Mountain versus spending nine hours hiking up the mountain on your own. FLAS enabled me to improve my Chinese competency but also gave me a once-in-a-lifetime experience that I will never forget.

Benjamin Wright

Benjamin Wright is a fourth year undergraduate student in East Asian Languages and Cultures. On my FLAS fellowship I spent the summer at the Inter-University Center (IUC) for Japanese Studies in Yokohama. It was an intensive program that focused not only on improving our reading and writing skills, but also on expanding our ability to participate in intellectual discussions in Japanese. As a literature student I found the program to be incredibly helpful in that I can now read and discuss secondary sources in Japanese with confidence. And as a student of Japanese the program was invaluable in strengthening my understanding of Japanese formal expression and everyday communication strategies. Aside from classes, we also had fieldtrips each Friday, in which we were often given different options depending on our own personal or research interests. So even during a very intensive—and very rewarding—language program, I was given plenty of time to explore Yokohama and even places like Tokyo and Kamakura. I would like to thank FLAS and CEAPS again for this opportunity and I recommend that anyone with an interest in studying Japanese look into the summer program at IUC.

Introduction to Foreign Language and Area Studies (FLAS) Fellows: Summer 2014

Dr. Jeffrey Martin

Dr. Martin is an assistant professor in the Departments of Anthropology and East Asian Languages and Cultures. He defines himself as an anthropologist of policing, with "policing" understood as both the governance of security and the administration of justice. Given the foundational significance of policing to modern social order, this is an appropriate focus for pursuing anthropology conceived broadly as the "science of the human condition." It is also a useful framework within which to develop interdisciplinary conversations bringing social science, natural science and the humanities into a constructive dialogue about the issues of our times. Dr. Martin’s current work is defined by three overarching questions: (1) How does culture affect policing? (2) How culturally flexible is the ideal of “democratic” policing? (3) Can democratic policing deal adequately with environmental problems? His area of geographic concern is “Greater China,” including Mainland China, Taiwan and Hong Kong. Modern political institutions were established in these three places by very different political histories, and this historical diversity is manifest in radically different contemporary architectures of governance. At the same time, all three places share elements of a common cultural heritage, making their contemporary contrasts a sort of natural experiment for studying interaction between historical institutions and cultural processes.

Empirical focus on the contrasts evident in greater China refines the three questions above, as follows:

a. Does the practice of policing across the different governments of Greater China evidence a common jurisprudence or “legal consciousness” associated with a distinctively Chinese culture? My ethnographic research suggests that it does: people in all three places engage with social justice through the same ideological contrast between “human sentiment” (qing) and law. This discourse structures police practice across the region, raising historical questions about cultural influences on the role of law in state formation. I explore these issues in depth in a book-length manuscript titled Policing By Virtue: The ‘Civil Force’ in Taiwanese Democracy.

b. All three governments claim to practice “democratic” policing, yet each endows the ideal with a completely different meaning. What sorts of cultural logics are evident in these different framings of the democratic ideal? How do different interpretations of democracy affect the actual practices state control? Does democratic policing with Chinese, Taiwanese or “Hong Kong style” characteristics provide a basis for rethinking normative ideals developed in reference to the European and Anglo-American experience? This question is the driving focus of a special issue of Crime, Law & Social Change I recently developed around the theme of “Policing the Southern Chinese Seaboard.”

c. Finally, political reform in contemporary China is increasingly driven by issues of environmental security and ecological justice. These issues have potential to change the balance of powers between capital, civil society and the party-state. On the front lines of policy implementation, key potential shifts in the regime appear as questions about “more” or “less” democracy. My new project focuses on campaigns for “Ecological Civilization” and the effects that the rising significance of “environmental” forms of security are having on the organization of police power in the People’s Republic of China.